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Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete

### Online Forms

1. SF-424 Application for Federal Assistance Version 2
  - (Upload #1): ProjectNarrativeAttachments\_1\_2-Attachments-1235-PDGFINAL.pdf
  - (Upload #2): OtherNarrativeAttachments\_1\_2-Attachments-1234-Appendices (002).docx
  - (Upload #3): Form GG\_LobbyingForm-V1.1.pdf
  - (Upload #4): Form OtherNarrativeAttachments\_1\_2-V1.2.pdf
  - (Upload #5): Form PerformanceSite\_2\_0-V2.0.pdf
  - (Upload #6): Form ProjectNarrativeAttachments\_1\_2-V1.2.pdf
2. SF-424A Budget Information - Non-Construction
3. SF-424B Assurances - Non-Construction
4. SF-LLL Disclosure of Lobbying Activities

Note: Upload document(s) printed in order after online forms.

**BUDGET INFORMATION - Non-Construction Programs****SECTION A - BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Preschool Development C	8037550570			\$2,700,228.00	\$1,033,575.00	\$3,733,803.00
2.						
3.						
4.						
5. Totals				\$2,700,228.00	\$1,033,575.00	\$3,733,803.00

**SECTION B - BUDGET CATEGORIES**

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Preschool Development Gr	(2)	(3)	(4)	
a. Personnel	\$205,173.00				\$205,173.00
b. Fringe Benefits	\$36,800.00				\$36,800.00
c. Travel	\$145,153.00				\$145,153.00
d. Equipment					
e. Supplies	\$24,000.00				\$24,000.00
f. Contractual	\$2,640,985.00				\$2,640,985.00
g. Construction					
h. Other	\$153,200.00				\$153,200.00
i. Total Direct Charges (sum of 6a-6h)	\$3,205,311.00				\$3,205,311.00
j. Indirect Charges	\$528,492.00				\$528,492.00
k. TOTALS (sum of 6i and 6j)	\$3,733,803.00				\$3,733,803.00
7. Program Income					

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Prescribed by OMB Circular A-102

**SECTION C - NON-FEDERAL RESOURCES**

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8		\$1,033,575.00		\$1,033,575.00
9.				
10.				
11.				
12. TOTAL (sum of lines 8-11)		\$1,033,575.00		\$1,033,575.00

**SECTION D - FORECASTED CASH NEEDS**

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$2,700,228.00	\$675,057.00	\$675,057.00	\$675,057.00	\$675,057.00
14. Non-Federal	\$1,033,575.00	\$258,393.75	\$258,393.75	\$258,393.75	\$258,393.75
15. TOTAL (sum of lines 13 and 14)	\$3,733,803.00	\$933,450.75	\$933,450.75	\$933,450.75	\$933,450.75

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.	\$675,057.00	\$675,057.00	\$675,057.00	\$675,057.00
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)	\$ 675,057.00	\$ 675,057.00	\$ 675,057.00	\$ 675,057.00

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges:	22. Indirect Charges: Predetermined
23. Remarks: NDDPI and USDE Predetermined 16.8%	

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, <i>if known</i> :  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>   <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, <i>if applicable</i> : <u>93.434</u>	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
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## DISCLOSURE OF LOBBYING ACTIVITIES CONTINUATION SHEET

Reporting Entity: \_\_\_\_\_ Page 2 of 2

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p><b>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <p>Angela F Thomas</p>	<p><b>* TITLE</b></p> <p>Superintendent of Public Instruction</p>
<p><b>* APPLICATION ORGANIZATION</b></p> <p>North Dakota Department of Public Instruction</p>	<p><b>* DATE SUBMITTED</b></p> <p>11/05/2018</p>

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**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
--	--	---

* 3. Date Received: <input type="text" value="11/05/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="North Dakota Department of Public Instruction"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-6002426"/>	* c. Organizational DUNS: <input type="text" value="8037550570000"/>

**d. Address:**

* Street1: <input type="text" value="600 E. Boulevard Ave. Dept. 201"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bismarck"/>
County: <input type="text"/>
* State: <input type="text" value="North Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="58505-0440"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Early Learning"/>	Division Name: <input type="text" value="Student Support &amp; Innovation"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Fuhrer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="701-328-4646"/>	Fax Number: <input type="text" value="701-328-0203"/>
---	---

\* Email:



**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Administration for Children and Families - OCC

**11. Catalog of Federal Domestic Assistance Number:**

93.434

CFDA Title:

ESSA Preschool Development Grants Birth through Five

**\* 12. Funding Opportunity Number:**

HHS-2018-ACF-OCC-TP-1379

\* Title:

Preschool Development Grant Birth through Five (PDG B-5)

**13. Competition Identification Number:**

HHS-2018-ACF-OCC-TP-1379

Title:

Preschool Development Grant Birth through Five (PDG B-5)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3205311"/>
* b. Applicant	<input type="text" value="0"/>
* c. State	<input type="text" value="0"/>
* d. Local	<input type="text" value="0"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text" value="0"/>
* g. TOTAL	<input type="text" value="3205311"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

## Upload #1

Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: ProjectNarrativeAttachments\_1\_2-Attachments-1235-PDGFINAL.pdf

**Introduction**

North Dakota (ND) is committed to building a high-quality B-5 early care and education system (ECE) that enables vulnerable children to have a strong foundation for kindergarten. A new energy in recent state agency collaboration has brought an urgency and commitment to improved coordination in the B-5 ECE system. ND's grant application details improvements to the quality and scope of B-5 ECE in ND through a focus on shared data capabilities, early relationships, and quality services. The application explains and describes how the grant will be used to significantly improve the State's infrastructure while increasing quality opportunities, stakeholder engagement, and choice across a coordinated, mixed delivery B-5 ECE system. The application demonstrates attention to professional development and vital early relationships as the foundation for a strong B-5 ECE system. Continuous quality improvement and evaluation are built into the application as the State works toward the long-term outcome of children having access to high quality programs with shared data and use of best practices, positively impacting the B-5 ECE system. ND's application is ambitious and achievable by enhancing infrastructure, family involvement, stakeholder engagement, transition preparedness, and B-5 ECE opportunities.

**Preschool Development Grant Birth through Five (PDG B-5)  
HHS-2018-ACF-OCC-TP-1379  
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**Project Summary/Abstract**

Project Title: North Dakota Preschool Development Grant

Applicant Name: The State of North Dakota

Address: North Dakota Department of Public Instruction

ATTN: Tara Fuhrer

600 E. Boulevard Avenue, Dept. 201

Bismarck, ND 58505-0440

Contact Phone Numbers (Voice, Fax): (701) 328-4646 (Desk)

(701) 328-0203 (Fax)

E-Mail Address: [trfuhrer@nd.gov](mailto:trfuhrer@nd.gov)

Web Site Address: <https://www.nd.gov/dpi>

ND's grant application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system. The target population identified in the application is children at risk due to developmental delay; lives in poverty or on a reservation; has experienced trauma, foster care, homelessness; or is a dual language learner. The needs ND has identified to be addressed are: high quality ECE services in licensed child care and Early Head Start/Head Start programs; coordinated B-5 ECE PD system; a B-5 ECE marketing plan; and a coordinated B-5 ECE integrated data system.

A coordinated strategic plan will be developed using current B-5 ECE strategic plans and partnering agency plans through a stakeholder process to streamline the system with a common vision. To maximize parent knowledge and choice, application activities include: data infrastructure; quality standards; family engagement; cultural competency; transition; and B-5 ECE marketing. To address best practices, activities in the application include: professional development opportunities; transition resources; and family-centered practices.

## Expected Outcomes

North Dakota's vision is to *have a coordinated B-5 ECE system with shared data capabilities that prioritizes early relationships and quality services*. This vision is aligned with the goals and key activities in this application. The logic model summarizes the connection between the vision and PDG system planning for improved linkages across B-5 ECE in ND. The application goals are centered around three main areas: shared data, early relationships, and quality ECE. By the end of year one, the following proposed project outcomes will be met:

- North Dakota will have an updated needs assessment informing the strategic plan for the B-5 ECE system.
- The B-5 ECE system in North Dakota will have increased partners and stakeholder input in all aspects of B-5 ECE.
- North Dakota B-5 ECE programs will have a system to share resources and data to improve B-5 ECE services.
- North Dakota will have a plan to integrate PD across B-5 ECE systems.
- Providers will understand and use high-quality B-5 ECE practices.
- Parents will have increased information and engagement about B-5 ECE services.
- Transition resources and information will be available and be used across the B-5 ECE system by providers and families.



### **State B-5 Mixed Delivery System Description and Vision**

North Dakota (ND) has a variety of offices and initiatives to collaboratively support ND's B-5 Early Care and Education (ECE) mixed delivery system. ND's governance model for B-5 ECE is shared amongst the agencies that comprise the Inter-Departmental Preschool Development Grant Planning Group (IDPDG), which are the Department of Public Instruction (DPI), Department of Human Services (DHS), Department of Health (DoH), Information and Technology Department (ITD), and the Department of Commerce (DoC). See Appendix A for the visual depiction of the ND ECE Mixed Delivery System.

The ND B-5 ECE mixed delivery system supports policy and programs and is shared across state agencies, with the lead charge being taken by DPI and DHS. The Office of Early Learning (OEL), within DPI, led by the Director, and includes the Assistant Director/IDEA Part B 619 Coordinator, and the Head Start/Early Head Start Collaboration Administrator. The Part C Coordinator, within the Developmental Disabilities Division in DHS and the Child Care Development Fund (CCDF) Lead Administrator, within Children and Family Services Division in DHS, who is housed in OEL. Additional support and collaboration are sought from the CCDF Co-Administrator within DHS, Director of Healthy and Safe Communities within DoH, Enterprise IT Architect within ITD, and the Program Specialist within DoC.

The State conducts its initiatives through grants and allocations, which are offered locally, regionally and statewide. The current state initiatives would not exist without the engagement of ND stakeholders. The IDPDG has stakeholders from the Governor's Early Childhood Education Council and the Part C Interagency Coordinating Council identified in Table 1 will be an integral part of ongoing PDG funded activities.

<b>ND Early Childhood Education Council Membership</b>	<b>ND Interagency Coordinating Council Membership</b>
<b>Position Representation</b>	<b>Position Representation</b>
Reservation-Based Head Start Program	30% parent membership (currently 8 parents)
Home-Based Licensed Childcare	Lead Agency for Part C Services
Superintendent of Reservation-Based School District	State Agency Responsible for Childcare
Head Start State Collaboration Administrator	Head Start
Religious-Based Preschool Provider	State Agency Responsible for Child Welfare
Superintendent of Large School District	ND Higher Education-Personnel Preparation
Department of Public Instruction designee	ND Insurance Commission
Parent Representative of a Child with Disabilities Enrolled in Elementary School	Member of the State Legislature
State Health Office Designee	Department of Public Instruction-Office of Special Education
Superintendent of Small School District	State Medicaid
Human Service Designee	Education of Homeless Children and Youth
Chair of House Education Committee	State Agency Responsible for Children’s Mental Health
Individuals Representing Children with Disabilities	Children’s Special Health Services
Office of the Governor	
Chair of Senate Education Committee	
Parent Representative of a Child Not Yet Enrolled in Elementary School	
Commissioner of Commerce Designee	
Commissioner of Higher Education designee	
Non Religious-Based Provider of Early Childhood Education	
Center-Based Licensed Childcare Provider	

The OEL, within DPI, as directed by the Governor of ND, is the lead for the PDG. The OEL’s purpose is to lead the State’s B-5 ECE initiatives in creating an integrated system of quality programs. The current initiatives directed by OEL include the Assistant Director/Part B 619, working as a state core team member of the Council of Chief State School Officers (CCSSO) Family Engagement Cohort; the Director of OEL, working as the Birth-5 representative for the Striving Readers Comprehensive Literacy Grants and leading the Kindergarten Formative Assessment (KFA) with support from the Early Head Start/Head Start

Collaboration Administrator (HSCO). OEL's HSCO is the lead facilitator of DPI's Early Learning Strategic Plan, with involvement from OEL's Director and Assistant Director/IDEA Part B 619. The Early Learning Strategic Plan team also includes the DHS Part C Coordinator, CCDF Lead Administrator, and Quality Rating Improvement System (QRIS) Program Manager.

OEL led efforts, in collaboration with DHS, for the creation of Birth to Kindergarten Early Learning Standards. Joint efforts continue with implementation of the Standards. HSCO and the CCDF Lead Administrator co-lead the Infant Toddler Impact Grant in efforts to improve the overall quality care and education for infants and toddlers. Also, DPI collaborates with DHS, DoH and local ECE entities to coordinate professional learning opportunities, such as conferences and professional development that provide continuing education credit in education, nursing, social work, and child care licensing credit hours.

In addition to the OEL, the Part C Coordinator and CCDF Lead Administrator are a part of the IDPDG. The Part C Coordinator directs the early intervention program; oversees Right Track (RT), the statewide Child Find effort; and collaborates with Assistant Director/Part B 619, HSCO, and DoH Healthy and Safe Communities and Maternal and Child Health Section Chief to improve the service delivery for children with disabilities age birth through two and their families. In ND, Part C services are conducted in the child's natural environment, using a primary service provider model.

The CCDF Lead Administrator is housed within the DPI OEL and is responsible for the oversight and administration of the state CCDF plan. The co-administrator, housed in DHS, has oversight of child care subsidy and collaborates with the HSCO around Early Head Start-Child Care partnerships. CCDF Lead Administrator currently collaborates with HSCO and contracts

out child care professional development, technical assistance, QRIS, workforce registry, and parent/consumer information to improve alignment and coordination of the B-5 ECE system.

DoH's Healthy and Safe Communities Section (HSCS) Chief is a part of the IDPDG planning group. DoH leads the engagement of statewide partnerships to advocate for healthy behaviors, provide education, resources, and services, facilitate systems change and implementation of effective policies. DoH collaborates with DHS and OEL in the following initiatives: Breastfeeding, child and adolescent obesity prevention, women infant child (WIC), oral health, child passenger safety, newborn screening and follow-up, children with special health care needs (CSHCN), injury prevention; and infant and child death services. Prevent Child Abuse North Dakota (PCAND) is North Dakota's grantee for the Maternal Infant and Early Childhood Home Visiting (MIECHV) to focus efforts on increasing services on two of ND's tribal reservations.

ITD's Enterprise IT Architect is a part of the IDPDG planning team. ITD leads the efforts in web-based student information management system as well as the ND Statewide Longitudinal Data System (SLDS). The SLDS leverages stakeholders and partners of education, training, and employment programs to provide data that supports the research and evaluation of programs and improves the outcomes of individuals provided service. Currently ITD collaborates with OEL, DHS, and DoC to collect enrollment data through the state automated reporting system.

The DoC is a part of the IDPDG. The DoC administers limited state Pre-Kindergarten funding to early childhood programs. DoC combines efforts with OEL and CCDF Lead Administrator to award and implement the funding.

***Policies and programs.*** ND has enacted and implemented the following policies and programs related to B-5 ECE: Local education agencies (LEAs) may use state funds not already allocated for Kindergarten for Pre-Kindergarten; OEL has legislative authority to approve grade level configuration allowing LEAs to educate four year old children. The DoC awards annual grants to interested early childhood programs, for families eligible for free or reduced lunches according to the Richard B. Russell National School Lunch Act, not to include Head Start programs. ND follows federal IDEA Part C, Part B, and Administration for Children and Families rules and regulations; DHS has legislative authority to administer early childhood services to include child care, early intervention, and the early childhood services Inclusion Grant Program.

DPI was awarded a Striving Readers Comprehensive Literacy Grant (SRCL) in 2018. There are 15 sub-grantees, and 15% of the funds of the PDG will be used for birth to five literacy activities. DPI's Child and Food Distribution program promotes relationships and enhances partnerships that provide quality nutrition education and nutrition services for B-5 ECEs in ND. DPI's Title I, Title VII B: McKinney-Vento Homeless and Foster Care programs provide services to vulnerable ND children in Pre-Kindergarten.

DHS utilizes CCDF and State general funds to sustain and build quality child care programs. DHS has established a statewide system to build a systematic ECE workforce training to include distance learning as well as a professional development registry. DHS implements a voluntary QRIS system that provides technical assistance to licensed child care programs. DHS blends federal and state funds to implement Part C services throughout ND. DHS also administers the RT program, funded and monitored via Part C, which provides developmental screening and observation services, through home visits, across the state.

ND century code established the Statewide Longitudinal Data System (SLDS), which states ITD may request data from any state agency, and subject to applicable restrictions on the use and disclosure of confidential information required to comply with federal and state privacy laws, any state agency receiving a request for information shall provide the information at the time and in the manner required by ITD. During each interim, the SLDS committee provides a report regarding the SLDS to one or more committees designated by the legislative management and provides recommendations for further development, cost proposals, proposals for legislation, and recommendations for data sharing governance.

The State Health Officer (SHO) of the DoH is responsible for the administration of programs funded by the state Title V/Maternal and Child Health (MCH) funds. Programs fully or partially funded by the federal-state Title V MCH Block Grant include: CSHCN, child passenger safety, infant and child death services, injury/violence prevention, newborn screening, MCH epidemiology, nutrition, breastfeeding, oral health, and school nursing.

ND century code addresses Title V CSHCN-related responsibilities and program administration, including the provision of services and assistance to CSHCN and their families and the development and operation of clinics for the identification, screening, referral and treatment of CSHCN. ND century code requires the establishment and administration of an autism spectrum disorder database. ND century code mandates administrative duties of state and county agencies, confidential birth reports for newborns with visible congenital deformities, and services for individuals with Russell Silver Syndrome. ND century code mandates treatment for individuals with phenylketonuria or maple syrup urine disease through the provision of medical food and low-protein modified food products.

## **Successes and Challenges**

***Successes.*** ND is committed to helping communities collaborate and coordinate in building a B-5 ECE system. ND is experiencing a time of great interest and action around B-5 ECE. This has led to a new era of shared planning and resources for B-5 ECE between DPI, DHS, DoH, ITD, and DoC. In 2017, DPI launched the OEL, which includes a Director, HSCO and support staff, with the inclusion of an Assistant Director in 2018. While the CCDF administrators are within DHS, the CCDF lead administrator is housed within the OEL to encourage collaboration and coordination.

DPI Superintendent Baesler, prioritized education by requiring public and private agencies to create an aligned strategic plan with the following five main areas: quality early childhood education; support for safe and healthy behaviors; career exploration; quality education personnel; and quality instruction for personalized learning. Main priorities have been identified as meaningful stakeholder engagement and quality early childhood education.

DPI, ITD, and Early Head Start/Head Start programs are engaged in the exchange of program enrollment data, student unique identification, and assessment data. The vendor identified as TS-GOLD, provides an online assessment platform that is currently being utilized by Early Head Start/Head Start programs, QRIS programs, and Kindergarten Formative Assessment (KFA) pilot sites.

During 2018, DPI and the DHS created a multi-agency committee of B-5 ECE stakeholders, including providers and families, to review and re-envision the previous three sets (0-3, 3-5, Pre-K) of Early Learning Standards. In October, 2018, DPI Superintendent Baesler and DHS Executive Director Chris Jones adopted the ND Birth to Kindergarten Early Learning Standards.

ND B-5 ECE has successfully integrated the Classroom Assessment Scoring System (CLASS), framework into the state's QRIS system along with Head Start programs. Programs within QRIS and Head Start are rated using the CLASS. This system measures interaction around specific domains of quality and further organized into dimensions, which specifically defines the aspects of quality being measured.

In 2016-2017, OEL supported a pilot for KFA. In the pilot, teachers used the TS-GOLD to document school readiness within the first 60 days of the school year and planned specific supportive activities for their students in need. To continue the success, the pilot KFA implementation plan will be coordinated with the B-5 ECE system to expand the KFA statewide.

Early Childhood Social/Emotional Partners (ECSEP), was started at a grass roots level through a visionary agenda, with highly committed members, moving forward a strong agenda in B-5 ECE, beginning work in fall of 2016. The group is made of agency leaders across public and private agencies at the state, regional, and local levels. ECSEP collaborates to promote a statewide system of early childhood professionals utilizing evidence-based social emotional practices in supporting young children (birth through six) and families. As a result of the ECSEP meetings, DPI funded Consultant Rob Corso, Pyramid Model Consortium, to facilitate discussion with the ECSEP group on aligning the Pyramid Model with the current ND Multi-Tiered Systems of Support (MTSS), in December of 2017. The group is studying the state's MTSS and is considering an Early MTSS system for B-5 ECE. .

The DoH has had many opportunities to successfully engage with the ECE system. Breastfeeding, child passenger safety, bike safety, oral health and safe sleep have had strong collaborations with Head Start programs and/or child care to provide training and services. The Women, Infants and Children (WIC) program intersects and supports many B-5 ECE systems



through education and referrals. Special Health Services is a strong partner in serving children with special health care needs and participates on several B-5 ECE committees. The new Pediatric Mental Health Care Access grant has been a recent success that continues to require strong B-5 ECE partnerships to meet the grant goal of disseminating knowledge across the State for the early identification, diagnosis, treatment and referral of mental health disorders.

**Challenges.** ND does not meet the demand for high quality early care and education settings in licensed child care and Early Head Start/Head Start programs. The QRIS is limited, as it is only used in licensed childcare programs in ND and has only 202 programs that are quality rated within the system. The QRIS needs expansion to include pathways for a broader array of Pre-K programs and tribal early childhood education programs. ND B-5 ECE programs do not consistently monitor quality. Ongoing assessment is not consistently applied across all B-5 ECE settings; it is difficult to assess effectiveness of the programs. Expanded QRIS will increase quality across programs and information for parental choice.

Having quality B-5 ECE providers and an integrated B-5 ECE Professional Development (PD) system is a struggle in ND. Retaining and hiring quality B-5 ECE providers is one of the biggest barriers to quality across B-5 ECE programs. Many of the B-5 ECE professionals are in need of support around child development and early childhood education, thus impacting learning environments. B-5 ECE professionals need a collaborative and integrated PD system, involving higher education, with the ability for B-5 ECE professionals to advance their education. B-5 ECE professionals also need more support and experience in best practices around early relationships, reflective supervision, and family and professional coaching.

There are also challenges in sharing B-5 ECE information. There needs to be an increase of information dissemination so that no matter where a child lives, families know about B-5 ECE in their community. Marketing information about B-5 ECE and an online “family portal” about B-5 ECE information is needed.

The recent Bakken oil boom and the Refugee Resettlement program has expanded the ND population to be more diverse. The welcomed diversity has brought forth the need for an increase of cultural and linguistic B-5 ECE supports. Efforts to meet the diverse needs through professional development will be explored.

There is not a current ND data system that connects early childhood systems in the state, although there are data sharing agreements that allow for sharing information. There is no existing infrastructure to organize and align the information within the overall B-5 ECE plan. None of the B-5 ECE programs are in the SLDS. This is an information gap in ND for understanding duplication of services, individual child progress, and program impact across systems. Once all children have a unique identifier in the ND Early Childhood Integrated Data System (ECIDS), children can be identified in the SLDS from birth to grade 12, and beyond, to include state higher education institutions. This is a top priority for the state. The SLDS has infrastructure such as student-level dashboard and parent portal that is available to ECIDS communities once the data domain is built. The SLDS is sustained under statewide funding and will be available to the ECIDS domain.

Current challenges for DOH are access to data and data sharing between programs and agencies. Individual programs have specific data collection systems and requirements may have restrictions on sharing information. In addition, staff and funding capacity at times limits the ability to expand resources/services or to engage in collaborations/initiatives.

Part C State Systemic Improvement Plan (SSIP) has focused efforts on family-centered practices via professional development for Early Intervention (EI) staff. Initially the professional development was piloted in a ND region. A need for a statewide EI professional development coaching system is warranted.

Transitions occur in all B-5 ECE settings. Currently, ND has a variety of transition processes that differ from program to program. To prepare children for successful transitions, parents, caregivers, and/or schools need more guidance on inclusive and comprehensive transition activities.

### **Vision**

The B-5 ECE vision is *North Dakota will have a coordinated B-5 ECE system with shared data capabilities that prioritizes early relationships and quality services*. The vision is inclusive of the current successes and challenges in the current B-5 ECE system. In order to build an improved system, B-5 ECE programs will share a strategic plan that is based on coordination and collaboration to improve outcomes for young children and their families.

To meet the vision, B-5 ECE programs will collaborate to design an integrated data system; coordinate an expanded QRIS; expand family and stakeholder engagement; and coordinate and align the B-5 ECE professional development (PD) systems. Coordinating and aligning the B-5 ECE systems, considering duplication, and sharing of resources and best practices will make for a more efficient B-5 ECE system. The early childhood education portion of DPI's Strategic Plan, integrated B-5 Early Learning Standards, and state agency collaboration has brought a new energy and urgency in commitment to coordinate a B-5 ECE system with shared data capabilities that prioritizes early relationships and quality services.

## **Key Partners & Stakeholders**

DPI is the lead agency for the PDG, coordinating with the IDPDG through the OEL. The IDPDG includes the OEL Director, OEL Assistant Director/Part B 619, Head Start/Early Head Start Collaboration, CCDF Lead Administrator, Part C Coordinator, DoH Section Chief, DoC Program Specialist, and the ITD Enterprise Architect. There are additional advisory teams, including stakeholders, caregivers, families, and state agency directors that are integral to the planning and coordination of the PDG activities.

There have been two formal stakeholder events to gather the perspective of caregivers, families, licensed and unlicensed childcare providers, private entities, and state/regional/local agencies on B-5 ECE system. The first event was a stakeholder meeting designed to present the PDG and listen to stakeholder ideas and suggestions. The second event was the Governor's ND Early Childhood Education Council meeting (see Table 1).

Meaningful stakeholder engagement is a priority in ND. Funding from the PDG will allow planning, time, and efforts towards obtaining extensive stakeholder feedback and collaboration. Leveraging stakeholder input will be vital in the ongoing planning process of the PDG at the local, regional, and state level. The members of the IDPDG represent the overall governance of B-5 ECE in ND, along with B-5 ECE initiatives, and their agencies will be leveraged to support the PDG.

In the current B-5 system, there are a variety of agencies in the public and private sectors, covering the full range of B-5 ECE services. There is an ongoing attempt to coordinate across all B-5 agencies and PDG will support a systematic process for planning to increase efficiencies, coordination, and collaboration amongst those agencies and programs.

## Approach

### Activity 1: B-5 Statewide Needs Assessment Plan

#### N.D. Leveraging and Aligning Needs Assessment

The Inter-Department PDG (IDPDG) Planning group reviewed existing needs assessments and the current data sets from across the state. Data was gathered from: the ND Early Childhood Care and Education Legislative Study (2013); ND Kids Count (2018); McREL Early Childhood Education Needs Assessment (2018); Striving Readers Comprehensive Literacy Grant Needs Assessment; Bright and Early North Dakota, the state's Quality Rating Improvement System (QRIS); Childcare Aware; ND Part C data; and ND Part B/619 data. In addition, information reported from B-5 ECE professionals in the field and stakeholders were reviewed.

#### Definitions

The below definitions were created to encompass activities and data gathered specific to the PDG:

Quality Early Childhood Care and Education- a program that is rated at Step 4 within the QRIS program, of which only licensed child care is included at this time.

Availability- the state of families being able to obtain quality ECE services for their child.

Vulnerable- a child who is at risk due to age, developmental delay, lives in poverty, including children living on a reservation, or experiencing trauma, or foster care, experiencing homelessness, or is a dual language learner. *This is the target population for the grant.*

Underserved- inadequate number of ECE services provided to meet the needs in ND.

Children in Rural Areas- ND ECE children that live in a community of less than 2,500 people (74% of ND communities are considered completely rural).

The following synopsis from the B-5 ECE needs assessment describes areas of risk and need for vulnerable children in ND and needed improvements for ECE:

- ND experienced continuous, rapid growth in population since 2008, due to an oil boom, increasing that state population an average of 2.4% annually.
- The number of Black, Asian, and Native American children grew three times faster than white children since 2010.
- The number of Hispanic youth grew seven times faster than non-Hispanic.
- Children living on reservations have the highest poverty rates in ND.
- People of color are 2 to 6 times more likely to live in poverty than white children.
- Fewer than half of young children, ages 3 and 4, are enrolled in early care and education programs, even though ND has the second largest number of employed parents in the nation.
- Licensed childcare meets less than half the need in ND with 1,470 licensed child care providers, meeting 42% of the potential need.
- 20% of children statewide were on the Supplemental Nutrition Assistance Program (SNAP).
- There are 4,000 English Learning students in eighty-one of the ND school districts.
- The QRIS currently includes only 202 *licensed* childcare programs with 145 programs receiving a Step 1 rating, 33 programs receiving a Step 2 rating, 13 receiving a Step 3 rating, and only 11 receiving a Step 4 rating through Bright and Early ND.

- There is a need for additional Head Start/Early Head Start programing. There are only ten Head Start programs (61% of eligible children), and eight Early Head Start programs (8% of eligible children). *Programs have an extensive waiting list due to the extreme number of children in need and the lack of sufficient resources/programs.*
- Children with behavior challenges, disabilities and mental health issues experience a higher rate of being removed from B-5 ECE programs.

The following are identified B-5 ECE needs areas from the needs assessment:

- Given the growing diversity in demographics in ND, additional information is needed to better understand children on assistance as well as vulnerable populations. B-5 ECE professionals in the state need information about culture competencies and practices to support the diverse needs of families in ND.
- B-5 ECE governance is funded across department state agencies, and there is a need for further understanding of funding and infrastructure to improve collaboration and efficiencies.
- Tribal entities have a separate B-5 ECE infrastructure from the state system. There is a need to engage with tribal entities and better understand the array of B-5 ECE services on tribal lands.
- The current needs assessment shows a strong family engagement in Head Start. Additional information in family engagement is needed to understand how B-5 ECE supports families in the state. There is a need to build capacity to engage parents in decisions about their children's education and development to increase parent confidence and competence.

- The current QRIS system only supports licensed providers. Additional information is needed to understand how the QRIS can be expanded for use with licensed and unlicensed programs, including tribal programs.
- The ND State Longitudinal Data System, (NDSLDS) provides a unique child identification system, with the addition of an Early Childhood Integrated Data System (ECIDS) domain, these services will be extended to B-5 ECE programs and systems. B-5 ECE programs and systems will have the capability to understand duplication of services, individual child progress, and program impact across systems. ECIDS needs to be built in collaboration with all B-5 ECE programs and systems to understand where and when children receive services to eliminate duplicate counts, identify and understand waiting lists and services.
- There are a variety of professional development (PD) activities that take place across private and public B-5 ECE entities. There is a need to understand PD opportunities, including the Child Development Associates (CDA) credentialing in the State in order to support learning opportunities for providers and families to improve and implement best practices in early care and education settings within a framework of relationship-based coaching and trauma-informed practices.

### **Unduplicated number of children**

There is no system in place in ND to capture the unduplicated number of children being served in existing B-5 ECE programs. Currently due to the lack of an ECIDS, we are unable to identify the number of children awaiting services in B-5 ECE programs, excluding Part C and Part B programs. Therefore, the development of ECIDS is a priority. Given the information reviewed from previous needs assessments and the known challenge of obtaining an



unduplicated number of children, additional needs assessment questions were developed (see below).

**Questions defining scope of further PDG needs assessment:**

- What information was obtained through the DoH Maternal and Child Health (MCH) programs, and Prevent Child Abuse North Dakota (PCAND) needs assessment relating to target populations. What information is helpful to the PDG needs assessment?
- What are the B-5 ECE needs of children and families in rural areas based on location?
- Where are the 202 programs located in the state QRIS step system? What entity does each of the 202 programs represent in the QRIS system? What school districts have licensed child care in QRIS? What school districts have licensed child care not in QRIS? Are tribal B-5 ECE programs engaged in the QRIS system?
- How many tribal B-5 ECE entities are in the State?
- What are the child care needs based on location? Who are the children that are being removed from child care? How accessible is child care for families and where are the accessibility issues?
- Are there facility B-5 ECE issues in the state? If so, what are the issues?
- What activities/tools are used in the state for transition?
- What PD can providers and families access considering accessibility, location, and cost?
- What screening tools are being used in the state? Where is the screening information stored?
- What is the number of homeless and foster children, and where are they located?
- What are the funding streams for B-5 ECE? What are the barriers to funding?

**Process and Work Plan**

<b>Table 2. Needs Assessment Work Plan</b>		
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>
<b>1.1</b> Complete needs assessment.  <b>Target Population:</b> Children in ND receiving childcare assistance.	<b>1.1.a</b> Await Emergency Commission approval to accept PDG funds.	1.02.19 – 2.15.19
	<b>1.1.b</b> Immediately after Emergency Commission approval, Office of Early Learning (OEL) will amend contract language for needs assessment consultant.	2.15.19 – 4.01.19
	<b>1.1.c</b> OEL will contract for needs assessment to be completed to answer identified questions (see narrative).	2.15.19 – 4.01.19
	<b>1.1.d</b> Greenway Strategies Group will complete needs assessment by answering questions through survey work, focus groups, data review, and collaborating with other state program’s needs assessments.	4.01.19 – 6.01.19
	<b>1.1.e</b> Needs assessment submitted for approval.	6.01.19
	<b>1.1.f</b> Disseminate needs assessment statewide.	7.15.19 – 11.01.19

Once approval is granted from the Emergency Commission, the OEL will begin expending funds for the PDG. The OEL will amend the current contract with Greenway Strategies Group to complete an additional focused needs assessment.

Once the contract for the needs assessment is amended, Greenway Strategies Group will review past needs assessments and the current summary statement of needs, using the questions identified above to drive the scope of work for the focused needs assessments. Greenway Strategies Group will design activities around surveys, focus groups, and data review to complete the needs assessment activities. The written needs assessment report will be completed and reviewed by IDPDG planning group. Once reviewed, and approved by OEL the report will be sent for final approval to the federal granting agency by 6.01.19. Once approval is received from the federal granting agency, the report will be disseminated. It is expected that the timeline outlined will be appropriate for the scope of work.

**Activity 2: B-5 Strategic Plan**

<b>Table 3. Strategic Plan Work Plan</b>		
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>
<b>2.1</b> Create a strategic plan that increases the array of B-5 collaborating partners within the B-5 ECE system.	<b>2.1.a</b> Await Emergency Commission approval to accept PDG funds.	1.02.19 – 2.15.19
	<b>2.1.b</b> Office of Early Learning (OEL) will amend a current contract with Greenway Strategies Group for completion of strategic plan.	2.15.19 – 2.28.19
	<b>2.1.c</b> Create broad stakeholder ECE group, to include the ECE State Advisory Council, with B-5 agencies to advise and assist in the strategic plan development.	2.15.19 – 6.30.19
	<b>2.1.d</b> OEL will formalize an arrangement with Regional Education Associations (REAs) to authorize hiring of full-time PDG coordinator.	2.15.19 – 4.01.19
	<b>2.1.e</b> OEL and REAs will work to define the scope of work for the PDG Coordinator.	2.15.19 – 4.01.19
	<b>2.1.f</b> Hold six focus groups in six separate statewide locations for ECE partners.	4.01.19 – 6.01.19
	<b>2.1.g</b> Strategic plan submitted for approval.	6.01.19
	<b>2.1.h</b> Disseminate strategic plan statewide.	7.15.19 –11.01.19

**Existing Strategic Plans**

ND is currently engaged in two ECE strategic plans, the DPI PK-12 Education Strategic Plan and the ND Head Start Association-HSCO Strategic Plan. The DPI PK-12 Education Strategic Plan will evaluate the current QRIS system and the possible implementation of a broadened statewide structure. This PK-12 strategic plan is a component of a larger, statewide educational plan, which aligns all state educational organizations into one framework with objectives and initiatives. The second strategic plan is the ND Head Start Association-HSCO Strategic Plan which addresses enhancing collaboration and coordination of Head Start services with other entities providing ECE and development.

In addition to the DPI strategic plans, other partner agency’s strategic plans will be explored, such as the DoH MCH priority needs plan. Existing strategic plans will be leveraged during the PDG Strategic Plan. Within the PDG Strategic Plan process, the context of agencies

coming together will aid in working toward policy, infrastructure, and possibly funding changes to create and sustain a coordinated B-5 ECE system. Connections among partners and stakeholders will be vital to planning an efficient, comprehensive B-5 ECE system with sustainability for as many children as possible.

A strategic planning process relying on new relationships, partnerships, and collaboration by a broad range of B-5 advocates will result in improvements of quality in the State's B-5 ECE system for high quality B-5 ECE programs and services in a mixed delivery system. The process will include reviewing policies for the purpose of alignment.

### **Partnership Opportunities**

Creating a coordinated B-5 ECE strategic plan is an opportunity to enhance partnerships with state and local agencies to coordinate a streamlined system which will share a common vision. The Governor's Early Childhood Education Council (ECEC) will serve as the primary stakeholder group, leading efforts within the strategic plan, via implementation and review annually. In addition, six focus groups in six separate statewide locations, will provide additional stakeholder input to inform the Strategic plan. The ECEC will explore collaborating with other early childhood councils/boards.

### **Stakeholder Involvement**

ND embraces the opportunity to increase stakeholder involvement in ECE. Diverse input from stakeholders will create a coordinated B-5 ECE strategic plan that is meaningful to B-5 professionals and families. Families will be a key focus of inclusion for all activities in the PDG. Intentional planning is in place to include stakeholders at the local, regional, and state level, with planned focus groups.

A specific goal has been identified in Activity #3 of the grant to develop and support a stakeholder engagement plan to promote meaningful involvement in the B-5 ECE system. See Table 4 of potential stakeholders.

<b>Table 4. Potential PDG Stakeholders</b>	
<ul style="list-style-type: none"> <li>• Families</li> <li>• Local early care and education programs across all sectors (childcare, Early Head Start/Head Start, preschool, IDEA Part C &amp; B providers and staff)</li> <li>• Local governments</li> <li>• Local school districts</li> <li>• Media</li> <li>• Policy analysis organizations</li> <li>• Professional development systems</li> <li>• Research institutions</li> <li>• United Way</li> <li>• March of Dimes</li> </ul>	<ul style="list-style-type: none"> <li>• Business and industry</li> <li>• Child advocates</li> <li>• Child welfare</li> <li>• Community</li> <li>• Corrections and law enforcement,</li> <li>• Early childhood professionals and provider organizations</li> <li>• Early care and education advocacy organizations, family and parent organizations, foundations, health and behavioral health programs</li> <li>• Higher education</li> <li>• Faith-based entities</li> </ul>

**Strategic Plan**

The strategic plan will be coordinated with the PDG needs assessment to improve collaboration among B-5 ECE programs in the state. Once approval is granted from the Emergency Council, the OEL will amend a current contract with Greenway Strategies group to expand a current strategic plan. The OEL will also create a Memorandum of Understanding (MOU) with a Regional Education Agency (REA) to authorize hiring of a full-time PDG coordinator to manage overall activities and the strategic plan in the PDG by 4.01.19.

After amending the current contract, Greenway Strategies Group will utilize the B-5 ECE stakeholder group, including additional B-5 agencies and stakeholders, to advise the enhancement of the strategic plan. The earlier identified stakeholder meetings will be held across the state for additional input into the strategic plan process. Once reviewed and approved

by OEL, the strategic plan will be sent for final approval from the federal granting agency by 6.15.19. Once approval is received from the federal granting agency, the report will be disseminated throughout the state. It is expected that the timeline outlined will be appropriate for the scope of work. Upon approval from the federal granting agency, activities within the PDG will be updated to reflect the strategic plan, and work will begin immediately for Activity #5.

**Activity 3: Maximizing Parent Knowledge and Choice**

<b>Table 5. Maximizing Parent Knowledge and Choice Work Plan</b>		
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>
<b>3.1</b> Study QRIS infrastructure and quality standards.	<b>3.1.a</b> Await Emergency Commission approval to accept PDG funds.	1.02.19-2.15.19
	<b>3.1.b</b> Office of Early Learning (OEL) will contract for a QRIS consultant.	2.15.19-4.01.19
	<b>3.1.c</b> QRIS consultant to review the QRIS system infrastructure, identify strengths, challenges and pathways for ECE.	4.01.19-6.15.19
	<b>3.1.d</b> Consultant will facilitate 6 focus groups in 6 separate statewide locations about QRIS function and future needs with stakeholders.	5.1.19-7.15.19
	<b>3.1.e</b> Consultant will submit recommendations, transition plan, funding priorities, and implementation plan for improved use of QRIS.	7.1.19-11.01.19
<b>3.2</b> Create an Early Childhood Integrated Data System (ECIDS) pillar into State Longitudinal Data System (SLDS) to understand where and when children receive services to eliminate duplicate counts/services, and waiting lists.	<b>3.2.a</b> Await Emergency Commission approval to accept PDG funds.	1.02.19-2.15.19
	<b>3.2.b</b> OEL will create plan with Information Technology Department (ITD) for ECIDS PDG work.	2.15.19-4.01.19
	<b>3.2.c</b> OEL will partner with ITD SLDS for project management and requirements gathering.	3.01.19-11.01.19
	<b>3.2.d</b> ITD will design the ECIDS domain and data model in the SLDS to align with the Common Education Data Standards.	2.15.19-11.01.19
	<b>3.2.e</b> ITD will build ECIDS domain into the SLDS based on requirements.	4.01.19-11.01.19
	<b>3.2.f</b> ITD will evaluate and establish a unique identifier system and automated assignment processes where applicable.	2.15.19-11.01.19
	<b>3.2.g</b> ITD will establish a vital records dataset for assigning unique identifier at birth.	2.15.19-11.01.19
<b>3.3</b> Develop a strategy and	<b>3.3.a</b> Await Emergency Commission approval to accept PDG funds.	1.02.19-2.15.19

<p>requirements to engage and lead parents and providers to ECE services/programs online.</p>	<p><b>3.3.b</b> OEL will create plan with ITD for B-5 ECE online action steps.  <b>3.3.c</b> OEL will partner with ITD for project management and requirements gathering for B-5 ECE online action steps.  <b>3.3.d</b> ITD will analyze and develop a strategy for requirements to engage and lead parents and providers to B-5 ECE services/programs in a state online format.  <b>3.3.e</b> ITD will engage B-5 ECE stakeholder groups about the state online format through a minimum of two online calls.  <b>3.3.f</b> ITD will develop an integrated website based on results of the analysis.</p>	<p>2.15.19-4.01.19                  2.15.19-4.01.19                  4.01.19-6.01.19                  6.01.19-7.31.19                  7.01.19-11.01.19</p>
<p><b>3.4</b> Disseminate the new ND B-K Early Learning Standards (ELS).</p>	<p><b>3.4.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.4.b</b> IDPDG will print and disseminate ND B-K EL Standards to parents and B-5 ECE community.</p>	<p>1.02.19-2.15.19                  2.15.19-11.01.19</p>
<p><b>3.5</b> Create PD around the ND B-K Early Learning Standards (ELS).</p>	<p><b>3.5.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.5.b</b> OEL will contract for PD on ELS.  <b>3.5.c</b> OEL will offer four face to face PD sessions on new ELS for B-5 ECE community in four, separate locations statewide.  <b>3.5.d</b> Contractor will develop strategies and content for multiple online training platform opportunities.  <b>3.5.e</b> IDPDG will engage with the North Dakota Parent Training and Information Center and additional community/parent organizations to disseminate resources for families.</p>	<p>1.02.19-2.15.19                  2.15.19-4.01.19                  4.01.19-7.15.19                  7.15.19-10-15.19                  10.01.19-11.01.19</p>
<p><b>3.6</b> Planning for implementation to expand Birth to Kindergarten Formative Assessment (B-KFA).</p>	<p><b>3.6.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.6.b</b> OEL will contract with Child Trends to create a B-KFA implementation plan.  <b>3.6.c</b> Child Trends consultant to lead six stakeholder groups in six, separate statewide locations to outline Kindergarten readiness parameters.  <b>3.6.d</b> Child Trends consultant to create a transition plan, funding priorities, and implementation plan.</p>	<p>1.02.19-2.15.19                  2.15.19-4.01.19                  4.01.19-8.01.19                  8.01.19-11.01.19</p>
<p><b>3.7</b> Create and disseminate B-5 ECE marketing plan to increase awareness and information about the breadth of B-</p>	<p><b>3.7.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.7.b</b> The DPI Office of Outreach and Engagement, in collaboration with OEL, will create a comprehensive marketing plan.</p>	<p>1.02.19-2.15.19                  2.15.19-4.01.19</p>

<p>5 ECE services, especially in rural areas.</p>	<p><b>3.7.c</b> Identify DPI Public Information Officer (PIO) as marketing coordinator to create public service marketing plan.  <b>3.7.d</b> The DPI PIO, in collaboration with OEL will contract for advertising placements through a variety of mediums.  <b>3.7.e</b> The DPI PIO and the IDPDG will create and implement an advertising campaign.  <b>3.7.f</b> DPI PIO will monitor campaign effectiveness and outcomes through analytics.</p>	<p>2.15.19-4.01.19                  2.15.19-4.01.19                  2.15.19-4.01.19                  4.01.19-11.1.19</p>
<p><b>3.8</b> Explore ways to increase B-5 ECE professionals' cultural competency through family partnerships and professional development.</p>	<p><b>3.8.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.8.b</b> OEL will collaborate with DHS to explore evidence and research-based approaches for providing culturally competent professional development.  <b>3.8.c</b> OEL and DHS will develop a plan for implementation of culturally responsive professional development.</p>	<p>1.02.19-2.15.19                  2.15.19-4.01.19                  8.1.19-11.1.19</p>
<p><b>3.9</b> Provide resources to families regarding transitions in the B-5 ECE mixed delivery system.</p>	<p><b>3.9.a</b> Await Emergency Commission approval to accept PDG funds.  <b>3.9.b.</b> OEL and DHS will redesign current transition resources for families regarding transitions in the B-5 ECE mixed delivery system.  <b>3.9.c</b> OEL and DHS will gather information from families and B-5 ECE professionals to gain feedback two times, through a variety of methods regarding the current transition process (strengths and weakness).  <b>3.9.d</b> OEL and DHS will develop resources for use by families and B-5 ECE professionals.  <b>3.9.e</b> OEL and DHS will make transition resources accessible to the public.</p>	<p>1.02.19-2.15.19                  2.15.19-4.01.19                  4.01.19-8.15.19                  8.15.19-10.15.19                  10.1.19-11.1.19</p>
<p><b>3.10.</b> Expanding understanding and opportunities for family engagement.</p>	<p><b>3.10.a</b> OEL will coordinate with CCSSO family engagement cohort to create a SEA framework and common definition of family engagement.</p>	<p>2.15.19-11.1.19</p>



**Activity #3 Discussion**

Once approval is granted from the Emergency Commission, the OEL will begin expending funds for the PDG. Activity #3 goals are focused on maximizing parent knowledge and choice in the B-5 ECE system. Activities include targeting specific parent and family member engagement to meet the goals and share information. Table 6 below demonstrates the system initiative areas that the goals will affect in this activity. The table shows the interconnected linkages among the goals for this activity; these components are not linear, but focus on multiple areas of the system simultaneously due to system needs and opportunities. The IDPDG utilized the needs assessment and system initiative framework to design activities, and these goals are core components to address systems change in this area. The main focus of the goals are to increase quality, access, engagement, and smooth transitions so that families have better access to information to make informed choices. The specifics of each of these activities along with timelines are in Table 5 above.

<b>Table 6. Activity #3 System Initiative Areas and Goal Alignment</b>			
<b>Context:</b> Environment surrounding the system to produce policy and funding changes	<b>Components:</b> Establish effective programs and services	<b>Connections:</b> Create better linkages across system components to improve results	<b>Infrastructure:</b> Develop support systems to enable continuous improvement
<ul style="list-style-type: none"> <li>• QRIS review (#3.1)</li> <li>• B-5 ECE marketing (#3.7)</li> <li>• Family engagement (#3.10)</li> </ul>	<ul style="list-style-type: none"> <li>• QRIS quality (#3.1)</li> <li>• Transition resources (#3.9)</li> <li>• Culturally responsive PD plan (#3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Online program resource (#3.3)</li> <li>• Joint ELS dissemination (#3.4)</li> <li>• Joint ELS PD (#3.5)</li> <li>• KFA planning (#3.6)</li> </ul>	<ul style="list-style-type: none"> <li>• QRIS infrastructure (#3.1)</li> <li>• ECIDS/SLDS infrastructure (#3.2)</li> <li>• ELS Standards (#3.5)</li> </ul>

**Activity 4: B-5 Sharing Best Practices**

<b>Table 7. Sharing Best Practices Work Plan</b>		
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>
<p><b>4.1</b> Create transition materials based on best practices to meet transition needs in B-5 ECE.</p>	<p><b>4.1.a</b> Await Emergency Commission approval to accept PDG funds.</p>	1.02.19-2.15.19
	<p><b>4.1.b</b> OEL and DHS will review current transition documents and incorporate evidence and research-based information to create comprehensive transition materials for all B-5 ECE programs.</p>	2.15.19-4.01.19
	<p><b>4.1.c</b> OEL and DHS will engage at least four, B-5 ECE parent stakeholder groups at four separate locations statewide to review and provide feedback on the comprehensive transition materials.</p>	4.1.19-11.01.19
	<p><b>4.1.d</b> OEL and DHS will consider all feedback to determine necessary revisions to the comprehensive transition materials.</p>	4.1.19-11.01.19
	<p><b>4.1.e</b> OEL and DHS will develop a plan for printing, dissemination, and professional development around the final comprehensive transition materials.</p>	4.1.19-11.01.19
<p><b>4.2</b> Increase ECE workforce quality through expanding PD opportunities.</p>	<p><b>4.2.a</b> Await Emergency Commission approval to accept PDG funds.</p>	1.02.19-2.15.19
	<p><b>4.2.b</b> OEL and DHS will contract a consultant to study existing ECE B-5 PD opportunities beginning with a focus on Council Development Associate(CDA).</p>	2.15.19-4.01.19
	<p><b>4.2.c</b> Consultant will examine and evaluate PD opportunities efficiency, access, and quality including current CDA trainings for consistency and content.</p>	4.01.19-8.31.19
	<p><b>4.2.d</b> Consultant will make recommendations to increase efficiencies, access, and quality of PD systems.</p>	9.01.19-11.01.19
<p><b>4.3</b> Enhancing family-centered practices in the B-5 ECE System.</p>	<p><b>4.3.a</b> Await Emergency Commission approval to accept PDG funds.</p>	1.02.19-2.15.19
	<p><b>4.3.b</b> OEL and DHS will contract professional development for Part C professionals regarding family centered coaching practices.</p>	2.15.19-4.01.19
	<p><b>4.3.c</b> OEL and DHS will provide 3 face-to-face trainings in 3 separate statewide locations.</p>	4.01.19-8.01.19
	<p><b>4.3.d</b> OEL and DHS will utilize the materials already developed to enhance the PD of B-5 system and develop a plan for professional development.</p>	8.01.19-11.01.19

**Activity #4 Discussion**

Once approval is granted from the Emergency Commission, the OEL will begin expending funds for the PDG. Activity #4 goals are focused on sharing best practices in the B-5, ECE system. Table 8 below demonstrates the system initiative areas that the goals will affect in this activity. The IDPDG utilized the needs assessment and system initiative framework to design goals and activities to address systems change in this area. The specifics of each of these activities along with the timelines are in Table 7 above.

<b>Table 8. Activity #4 System Initiative Areas and Goal Alignment</b>			
<b>Context:</b> Environment surrounding the system to produce policy and funding changes	<b>Components:</b> Establish effective programs and services	<b>Connections:</b> Create better linkages across system components to improve results	<b>Infrastructure:</b> Develop support systems to enable continuous improvement
	<ul style="list-style-type: none"> <li>• Transition materials (#4.1)</li> <li>• Enhancing family-centered activities (#4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved transitions (#4.1)</li> <li>• Explore PD opportunities across ECE (#4.2)</li> </ul>	

Activity #4 activities include opportunities for partnership and collaboration around transition, PD, and family-centered practices. Transition goal #4.1 offers B-5 ECE system wide collaboration between programs to develop transition materials with family engagement. Goal #4.2 will also include the entire system for ECE in studying available PD. Goal #4.3 has embedded opportunities to share family-centered practices across B-5 programs, including DHS, DoH, and DPI to leverage resources.

Statewide technical assistance (TA) is available at local, regional, and state levels from DPI, DoH, and DHS. The IDPDG will be meeting monthly and cooperate to share best practices and agency resources with their respective agencies, aiding in the reduction of duplication of

effort. The role of the IDPDG will be to work cross-agency to increase efficiency and quality, while building connections to exchange information regularly about the B-5 ECE system. Each representative of the IDPDG will be responsible for sharing information within their organization to promote best practices. See the “Program Development” areas in Tables 10-18 in the Organizational Capacity and Management section for further information about training and TA around state policy, procedures, and best practice.

**Activity 5: Improving Overall Quality**

<b>Table 9. Improving Overall Quality Work Plan</b>		
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>
5.1 Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the education portal located in SLDS.	<p><b>5.1.a</b> OEL will engage ITD and SLDS for project management and requirements for data gathering from statewide Early Head Start/Head Start programs.</p> <p><b>5.1.b</b> OEL and ITD will address data governance and completed data sharing authorization between Early Head Start/Head Start programs and the Local Education Agencies (LEAs).</p> <p><b>5.1.c</b> ITD will coordinate with Early Head Start/Head Start programs to register students and obtain TS-GOLD data to provide student records for transition from Pre-K to Kindergarten for integration into the education portal.</p> <p><b>5.1.d</b> ITD will design SLDS aligned model to integrate data.</p> <p><b>5.1.e</b> ITD will upload data to the education portal.</p>	<p><i>*Federal Approval date estimated by 8.1.19.</i></p> <p><i>Activities within Goal 5.1 will be completed by 11.1.19.</i></p>
5.2 CLASS reliability training statewide to increase the number of coaches and assessors.	<p><b>5.2.a</b> OEL and DHS will identify ECE professionals to become CLASS reliable observers based on the needs assessment.</p> <p><b>5.2.b</b> OEL and DHS will identify locations in the state to conduct the training based on the needs assessment.</p> <p><b>5.2.c</b> OEL and DHS will coordinate with the Head Start Association and Bright and Early to request CLASS reliable observer training statewide.</p>	<p><i>*Federal Approval date estimated by 8.1.19.</i></p> <p><i>Activities within Goal 5.2 will be completed by 11.1.19.</i></p>

	<p><b>5.2.d</b> Conduct CLASS trainings (<i>number of ECE professionals and location to be determined by the updated needs assessment</i>).</p>	
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**Activity #5 Timing**

The needs assessment and strategic plan will be submitted for approval by June 1, 2019.

The IDPDG estimates a federal approval date by August 1, 2019.

**Goal and Activity Rationale**

The activities for improving overall quality include integration of transition data from Early Head Start/Head Start into the education portal located in SLDS and Classroom Assessment Scoring System (CLASS) reliability training to increase the number of coaches and assessors. Each of these activities can be completed in the time period of two-three months, and the IDPDG believes that an August 2019 approval date will leave sufficient time for completion of these activities.

**Goal 5.1:** Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the education portal located in SLDS

**Rationale:** The TS-GOLD is currently being used in the State pilot of the Kindergarten Formative Assessment (KFA), within QRIS, Striving Readers Comprehensive Literacy Grant B-5, and Early Head Start/Head Start programs. Integrating the data available from Early Head Start/Head Start into the education portal is a step to make the data functional and accessible by the kindergarten teachers. ITD will design a process to obtain TS-GOLD data to integrate student records into the educational portal, ultimately designing a SLDS aligned model to integrate data in the future for transition. The expected cost for designing a transition process of TS-Gold data is estimated at \$1,000 annually.

**Activities:** OEL will engage ITD to address data governance and data sharing authorization needed with Early Head Start/Head Start and the LEA. ITD will obtain TS-GOLD data to integrate student records into the education portal.

**Goal 5.2:** CLASS reliability training statewide to increase the number of coaches and assessors.

**Rationale:** The CLASS framework is integrated in the state QRIS system. Programs within QRIS and Head Start are being rated using CLASS. Increasing the number of CLASS trained coaches and assessors will increase the capacity of QRIS to expand the current system. Individual CLASS trainings will be at a cost of \$15,000 for 16 participants.

**Activities:** Based on the completed needs assessment, OEL and DHS will identify B-5 ECE professionals to be trained in CLASS and the locations of the CLASS trainings.

### **Organizational Capacity and Management**

The lead agency for the PDG is designated by the Governor to be the Office of Early Learning (OEL) from DPI. In addition, the Inter-Department PDG Planning Group (IDPDG) consists of partners across B-5 ECE government agencies and stakeholders (see Appendix B for stakeholder representation), who have extensive B-5 ECE experience in administering programs, leading initiatives, implementing program changes, evaluating systems change, and managing agencies. The key partners have program expertise to support the PDG goals and activities and evaluation of the work. Many of these key partners already lead government agencies, and have experience with the fiscal, administrative, and management capacity to effectively administer the grant funds. The DPI Fiscal Grant Manager will assist the key partners to oversee the budget and allowability of grant expenditures, submit financial reports, and participate in fiscal monitoring.

The IDPDG will be meeting monthly and coordinating to share best practices and agency resources with their respective agencies, aiding in the reduction of duplication of effort. The role

of the IDPDG will be to work cross-agency to increase efficiency and quality, while building connections to exchange information regularly about the B-5 ECE system. Each representative of the IDPDG will be responsible for sharing information within their organization to promote best practices and utilize technical assistance jointly at the local, regional, and state level.

IDPDG partners and key staff have been identified in the tables below. For each key partner, there is information about their program development, collaboration, implementation, management, and fiscal experience to support the management of the PDG.

Tara Fuhrer, OEL Director, develops and administers statewide B-5 ECE programs and initiatives.

<b>Table 10. OEL Director</b>	
<b>Experience</b>	Tara has a Master’s degree in ECE with over 15 years in the field. She has extensive experience including teaching, research and program management, and overseeing state and federal grants such as Striving Readers
<b>Program Development</b>	TA for ND ECE professionals on standards, curriculum and assessment. Research effective early learning practices. Design statewide resources specific to ECE program initiatives. Creates policy documents.
<b>Collaboration</b>	Collaboratively plans, develops, coordinates and provides PD for ECE professionals. Coordinates ECE meetings statewide. Provides TA and guidance regarding ECE (including school districts) statutes (federal, state) regulations, policy and program activities. Participate in collaborative efforts across state and local early learning agencies.
<b>Implementation</b>	Disseminate policy, research and information across ECE providers. Provides TA regarding teaching strategies. Develops and disseminate statewide resources around ECE.
<b>Management</b>	Oversees, reviews and approves applications for ECE grant funding. Plans and prepares early childhood grant reports. Analyzes, reviews and interprets federal and state regulations across ECE to provide guidance and policy documents. Onsite monitoring of Title programs for compliance, effectiveness and use of funds. Monitoring and verify compliance and corrective actions.
<b>Fiscal</b>	Plans and prepares various budgets for assigned projects and unit budget. Oversees distribution of funds and process for statewide ECE. Approves contract and grant awards. Monitors federally funded Title I preschool. Tracks expenditures across programs and staff.

Valerie Bakken, OEL Assistant Director and 619 Coordinator.

<b>Table 11. OEL, Assistant Director and 619 Coordinator</b>	
<b>Experience</b>	Valerie has a Master’s degree in Special Education. She has over 17 years in the field with extensive experience in ECSE. She has experience as a teacher, behavior specialist, a residential ICF-ID program coordinator, IDEA B Section 619 Coordinator, and OEL Assistant Director.
<b>Program Development</b>	Develops and disseminates information and documents around ECSE topics and IDEA Part B
<b>Collaboration</b>	Professional development associated with state and federal rules and regulations.
<b>Implementation</b>	Technical Assistance to local school districts.
<b>Management</b>	General supervision of ongoing state performance plan early childhood indicators 6, 7 and 12. Levels of determination monitoring. Focused monitoring at the student level. Random compliance monitoring related to student files. LEA self-assessment, dispute resolution and parent complaints.
<b>Fiscal</b>	No fiscal responsibilities at this time.

Rebecca Eberhardt, OEL, Early Head Start/Head Start Collaboration

<b>Table 12. OEL, Early Head Start/Head Start Collaboration</b>	
<b>Experience</b>	Rebecca has a Bachelor’s degree in Child Development and Family Science. She has over 13 years in the field with extensive experience in ECE. She has extensive experience including teaching, research and program management, and overseeing state and federal grants such as CCDF and Early Head Start/Head Start Collaboration
<b>Program Development</b>	Plans, develops and coordinates ECE meetings, PD, institutes and conferences. Develops statewide resources specific to program initiatives. Researches and compiles information on ECE for public. Develops and provides guidance documents for the B-5 ECE mixed delivery system to interpret state and federal programs and regulations.
<b>Collaboration</b>	Works with stakeholders to determine training needs. Promotes partnerships between organizations and agencies. Communication with early childhood partners. Collaboration with DPI and across agencies and organizations. Provide PD opportunities in collaboration within and outside of DPI. Assists with ECE initiatives across agencies. Assists HS agencies to collaborate with state and local planning, coordinate activities for administering Child Care and Development Block Grant. Promotes improved linkages with Head Start and other agencies.
<b>Implementation</b>	Professional learning in ECE. Prepares and disseminates ECE information around best practices. Creates policy documents. Promotes alignment of curricula in HD with Child Outcomes Framework and State EL standards.



<b>Management</b>	Collects, analyzes and disseminates ECE data. Coordinates statewide B-5 ECE initiatives. Assists with maintenance of ND pre-kindergarten standards.
<b>Fiscal</b>	Creates, reviews and approves reports, budget and revisions for EHS/HS Collaboration Office. Fiscal monitoring.

Amanda Carlson, DHS Child Care Development Fund (CCDF) Administrator.

<b>Table 13. DHS, Child Care Development Fund (CCDF) Administrator</b>	
<b>Experience</b>	Amanda has a Master’s degree in social work. She has over 12 years in the field with extensive experience in ECE. She has experience as a practitioner and administrator of Part C and CCDF.
<b>Program Development</b>	Developing and directing program training and PD activities. Reviews and revision of policy.
<b>Collaboration</b>	Actively participating in intra/interagency relationship activities. Aligning standards with DPI and DHS for ECE. Coordinates with ECE partners.
<b>Implementation</b>	Directs program development and policy activities for CCDF.
<b>Management</b>	Directs program development, administration and policy activities in statewide EC program. Manages CCDF grant. Monitoring contract compliance.
<b>Fiscal</b>	Fiscal monitoring of program and contracts.

Jacqueline Adusumilli, DHS/Part C Coordinator.

<b>Table 14. DHS, Part C Coordinator</b>	
<b>Experience</b>	Jacqueline has a Master’s degree in educational leadership. She has over 7 years in the field with extensive experience in ECE. She has worked as a home visitor, ECSE teacher and Part C Coordinator. She has a background in cross cultural competencies and educational leadership.
<b>Program Development</b>	Develops state policy and procedure around federal regulations for Part C. Develops Part C PD system.
<b>Collaboration</b>	Interagency Coordinating Council Coordinator. Participates in NDICC and subcommittee work groups. Collaborates across statewide ECE work.
<b>Implementation</b>	Implements Part C statewide activities including regional action plans and contracting.
<b>Management</b>	Submits annual performance report (APR). Submits annual State Systemic Performance Plan (SSIP).
<b>Fiscal</b>	Manages Part C budget and application. Monitors contractor budgets on monthly basis.

Kim Mertz, DOH/Section Chief.

<b>Table 15. DoH, Section Chief</b>	
<b>Experience</b>	Kim has over 30 years’ experience in the field. She is the section chief for Healthy and Safe Communities and the states Maternal and Child Health (MCH) director. As the state’s MCH director, Kim has extensive experience in evaluation of projects.
<b>Program Development</b>	Develops programs to enhance health and safety, improving health status, access to and delivery of quality health care in ND. Development of programs to improve quality of the environment, promote state readiness and response.
<b>Collaboration</b>	Partnering, collaborating and integrating programs and systems.
<b>Implementation</b>	Oversees and leads MCH department and Healthy and Safe communities programs.
<b>Management</b>	Leads needs assessment processes. Achieve strategic outcomes within available resource.
<b>Fiscal</b>	Monitors budgets in DOH.

Tracy Korsmo, Information Technology Dept (ITD), Program Manager.

<b>Table 16. ITD, Program Manager</b>	
<b>Experience</b>	Tracy has been a program manager with SLDS since 2007. Tracy along with team members have years of experience in the ND SLDS architecture and will be a recourse for the ECIDS domain expansion.
<b>Program Development</b>	Established first of its kinds, daily data loads from 183school information systems. Establishes contractual resources and ITD internal SLDS staff to build and maintain the ND SLDS.
<b>Collaboration</b>	Collaborates across agencies and departments to support ITD services. Collaborates and awarded numerous grants in the area of ITD \ Executive Steering Committee and governing committee (non-voting).
<b>Implementation</b>	Writes NCES SLDS grant
<b>Management</b>	Manages team of 8 members and contractors. Statewide Longitudinal Data System Program Manager (SLDS). ND Business Intelligence Manager (BI) Enterprise Architect, Information Technology Department. Primary Project manager responsible for ensuring overall team completes program successfully.
<b>Fiscal</b>	Procurement officer. Monitors contracts. Calculates budget and schedule variance for inclusion in large project oversight report. Validates all project budget/schedule baseline and changes.

Kerri Kraft, Department of Commerce (DoC), Grant Administrator.

<b>Table 17. DoC, Grant Administrator</b>	
<b>Experience</b>	Kerri is a grant administrator for multiple state funded programs within Commerce.

<b>Program Development</b>	Develops and enters into letter of agreement. Creates and develops multiple program guidance and procedures for state funded programs.
<b>Collaboration</b>	Outreach to programs.
<b>Implementation</b>	Reviews applications for eligibility and completeness. Commerce provides facts and information deemed necessary to determine program sustainability.
<b>Management</b>	Overall grant administration. Monitor grant facilities. Grant administrator for multiple state funded programs within Commerce.
<b>Fiscal</b>	Collect quarterly reimbursement requests Creates Early Childhood Education grant awards, disseminates the awards, monitors award expenditures and child enrollment, reports to the legislative Interim Committee regarding public pre-kindergarten

Additional partners.

<b>Table 18. Additional Partners</b>	
<b>Pam Palmer ND QRIS Administrator (Bright Futures/Private Contract with LSS)</b>	<b>Experience:</b> Child Development degree, pursuing Master’s degree in ECE Studies, Administration, Management and Leadership, over 25 years, has worked in all aspects of the ECE field. <b>Responsibilities:</b> QRIS administrator; enhances and align standards, ensures contractual obligations and funding guidelines adhered, recruits and engage participants, creates support improvement strategies with partners, ensures accountability, outreach and communication.
<b>Ellen Anderson Growing Futures Registry Funded by ND DOH (LSS holds the contract)</b>	<b>Experience:</b> Master’s degree in Child Development with over 30 years in the field, worked in an array of positions including family child care provider, Child Care aware training coordinators, Child Care Development Specialist, taught in CDA program. <b>Responsibilities:</b> Manager of ND Growing futures ND’s Early Childhood Workforce Registry, primarily a data system, function is to approve training and trainers, track verify and report training attendance for licensing purposes, verify professional qualifications in ECE, promote professionalism and verify data on the workforces for state and federal reporting purposes.
<b>Kristi Asendorf Child Care Aware Coordinator of Parent Services Parent &amp; Consumer Information Website Funded by ND DHS</b>	<b>Experience:</b> over 25 years’ experience as computer programmer and a family child care provider. <b>Responsibilities:</b> Coordinator of parent services; installing and configuring software to build data base containing specific information on child care, provides website with a parent section to promote informed ECE services choices, information about child care services and quality of providers, research and best practices on child development, information about child care trends and capacity.

<b>(LSS holds the contract)</b>	
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## **Timeline**

### **PDG Timelines**

The specific timelines for each goal and activity are specifically outlined in each of the tables within each activity description above. All project timelines end by November 1, 2019, so that there is time to complete tasks and evaluation for the scope of work. The timelines account for time in early 2019 when the Emergency Commission will have the opportunity to approve expending funds and the time needed to contract with consultants, enter into MOUs and third-party agreements. Waiting for approval to expend funds and the time needed to hire consultants may initially decelerate PDG work, but the timelines take this into account. The activities aid in moving the work forward in a timely progression after approval and MOUs and third-party agreements are completed.

The project will have a PDG Coordinator to monitor the PDG work completion, an external consultant will complete program performance evaluation and an ITD Project Manager will review data management. All goals and activities are tied into the performance plan, which will have systems for tracking data on a regular basis. The PDG coordinator will also create a system for tracking PDG activity completion. The needs assessment and strategic plan timelines allow for completion during the first 6 months of the PDG, and it is expected that the timeline outlined will be appropriate for the scope of work. Upon submission of the needs assessment and strategic plan, and approval from the federal granting agency, activities within the PDG will be updated to reflect the strategic plan, and work will begin immediately for Activity #5. The Inter-Department PDG planning group (IDPDG) agrees timelines are reasonable for the scope of work to improve overall quality of B-5 ECE programs.

**Dissemination Plan**

Reports, projects, and grant project outputs from the PDG will be disseminated to key stakeholders, including state agencies, B-5 ECE professionals, and parents throughout the state. B-5 ECE committees will receive reports and updates about the PDG including the Interagency Coordinating Council (ICC), Early Childhood Education Committee, IDEA State Advisory Committee, ND Head Start Association, Early Childhood Special Education Advisory Committee, Early Childhood Services State Team, and Early Childhood Services Advisory Board. PDG updates and information will be shared at the fall and spring Department of Public Instruction (DPI) conferences. Agencies, professionals, and families will also have access to information and reports on the PDG on the DPI and DHS websites.

The dissemination plan is also interwoven in the goals and activities of the PDG. Goal #1.1 includes dissemination of the updated needs assessment. Goal #2.1 includes stakeholder meetings about the strategic plan and dissemination. Goals #3.1, 3.3, 3.4, 3.5, 3.6, 3.9, and 4.1 include activities around stakeholder meetings and dissemination of information. Goal #3.7 is focused on the marketing of B-5 ECE information in the state, including rural populations. The dissemination of PDG information and reports will also be included in the activities of goal #3.7. The dissemination dollars are included in the budget. In addition, the performance evaluation includes stakeholder evaluation, which will address the dissemination of PDG information.

**Logic Model**

The logic model (Appendix C) for the ND B-5 ECE system captures the vision, which is *ND will have a coordinated B-5 ECE system with shared data capabilities that prioritizes early relationships and quality services.* The target population is *a child who is at risk due to developmental delay; lives in poverty or on a reservation; has experienced trauma, foster care, homelessness; or is a dual language learner.*

The logic model summarizes the connection between the vision and PDG system planning for improved linkages across B-5 ECE in ND. The action strands in the logic model are a result of the current needs assessment and strategic plan review. The information from the needs assessment and stakeholders resulted in the design of the action strands and linked goals and activities at the state, provider, and parent level. The action strands, listed in the logic model, include updating the needs assessment and strategic plan, increasing shared data capabilities, focusing on early relationships, and focusing on quality services in ECE. As the needs assessment and strategic plan are updated in the first months of the grant, the logic model will be reviewed and updated if necessary. The action strands align with the goals in the grant as shown in Table 19 below.

Table 19 also demonstrates the system initiative areas, showing the linkages, which are interconnected, between the goals. The system initiative areas are comprised of aspects of the system, which are not linear, but the components show that the grant goals focus on multiple areas of the B-5 ECE system simultaneously due to system needs and opportunities. The system initiative areas include Context, which is the environment surrounding the system to produce policy and funding changes; Components, which establishes effective programs and services; Connections, which creates better linkages across system components to improve results; and Infrastructure, which aids in the development of support systems to enable continuous improvement. The Inter-Department PDG planning group (IDPDG) utilized the current needs assessment and system initiative framework to design activities, and the grant goals are core components to address systems change and improve linkages across the system.

<b>Table 19. Strands of Action, System Initiative Areas, and Goal Alignment</b>		
<b>Action Strands</b> NA/SP=Needs Assessment/Strategic Plan SDC=Shared Data Capabilities ER=Early Relationships QS=Quality Services	<b>System Initiative Areas</b>  <b>Context Components</b> <b>Connections</b> <b>Infrastructure</b>	<b>Grant Goals</b>
<b>NA/SP</b>	<b>Context</b>	<b>1.1</b> Complete needs assessment.
<b>NA/SP</b>	<b>Context</b>	<b>2.1</b> Create a strategic plan that increases the array of B-5 collaborating partners within the B-5 ECE system.
<b>SDC</b>	<b>Context</b>	<b>3.1</b> Study QRIS infrastructure and quality standards.
<b>SDC</b>	<b>Infrastructure</b>	<b>3.2</b> Create an ECIDS pillar into the SLDS to understand where and when children receive services to eliminate duplicate counts/services and waiting lists.
<b>SDC</b>	<b>Connections</b>	<b>3.3</b> Develop a strategy and requirements to engage and lead parents and providers to ECE services/programs online.
<b>SDC</b>	<b>Infrastructure</b>	<b>5.1</b> Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the SLDS.
<b>QS</b>	<b>Connections</b>	<b>3.4</b> Disseminate the new ND B-K Early Learning Standards (ELS).
<b>QS</b>	<b>Connections</b>	<b>3.5</b> Create PD around the ND B-K Early Learning Standards (ELS).
<b>QS</b>	<b>Connections</b>	<b>3.6</b> Planning for implementation to expand Birth to Kindergarten Formative Assessment (B-KFA).
<b>QS</b>	<b>Components</b>	<b>3.8</b> Explore ways to increase B-5 ECE professionals' cultural competency through family partnerships and professional development.
<b>QS</b>	<b>Connections</b>	<b>4.2</b> Increase ECE workforce quality through expanding PD opportunities.
<b>QS</b>	<b>Infrastructure</b>	<b>5.2</b> CLASS reliability training statewide to increase the number of coaches and assessors.
<b>QS, ER</b>	<b>Components</b>	<b>3.9</b> Provide resources to families regarding transitions in the B-5 ECE mixed delivery system.
<b>QS, ER</b>	<b>Components</b>	<b>4.1</b> Create transition materials based on best practices to meet transition needs in B-5 ECE.
<b>QS, ER</b>	<b>Components</b>	<b>4.3</b> Enhancing family-centered practices in the B-5 ECE System.
<b>ER</b>	<b>Context</b>	<b>3.7</b> Create and disseminate B-5 ECE marketing plan to increase awareness and information about

		the breadth of B-5 ECE services, especially in rural areas.
<b>ER</b>	<b>Context</b>	<b>3.10</b> Expanding understanding and opportunities for family engagement.

In the logic model, the action strands are overarching areas for systems change that lead to four activity areas that encompass the activities of the grant. The grant activities can be seen in the tables under each grant activity description section. The activity areas include the following: updating B-5 ECE needs assessment and strategic plan; systemwide infrastructure for improved data capabilities; connections and engagement with families; rural, tribal, and local communities; and private/public entities; and sharing best practices through PD, materials, standards, and guidelines. Each activity in the grant links to one or more of the logic model activity areas.

The outputs in the logic model demonstrate the state, provider, parent, and systems level changes that are expected during the PDG. The state level output is that data will be shared across the B-5 ECE system through the use of a unique identifier within ECIDS, as well as the study of the QRIS system and inclusion of transition data sharing with TS-GOLD. The regional and local level output is the planned study of the PD system to integrate PD across the B-5 ECE system, and also includes a focus on the KFA, transition, and cultural competencies. The parent level output is the expectation of increased engagement and understanding of quality B-5 ECE practices through the marketing plan and family-centered activities. The final output, a systems impact, is the increased number of partners and stakeholders that will engage to improve and share resources in the B-5 ECE system.

The outcomes encompass the expected changes as a result of the state systems planning and linkage work across B-5 ECE in ND. The short-term outcomes include the following:



- ND state systems share resources and use of data to improve B-5 ECE services,
- B-5 ECE professionals understand and use high-quality practices,
- Parents have increased information and engagement about B-5 ECE services,
- Transition resources and information is available and used across the B-5 ECE system by B-5 ECE professionals and families.

The long-term outcome is that children will have access to high quality programs with shared data and best practices, positively impacting the B-5 ECE system. The conceptual framework (Appendix D) shows the overall impact of systems change from the action strands to the outcomes. Each area is interconnected from planning to the activities to the outcomes affecting the state, provider, and parent level.

### **Sustainability Planning**

Throughout PDG planning, sustainability was considered. The State is committed to sustaining the work identified in the PDG. North Dakota's vision of *having a coordinated B-5 ECE system with shared data capabilities that prioritizes early relationships and quality services* will be the foundation of sustainability planning.

The governor has appointed the Department of Public Instruction (DPI) as the lead for the PDG. The collaborative planning team is the Inter-Department Planning Group (IDPDG), see Appendix B for group membership. The IDPDG represents the key agencies needed to support the B-5 ECE system. The IDPDG will meet monthly, at a minimum, throughout the PDG work, with ongoing cooperation. The overall role of this team will be for communication and stakeholder engagement in the planning and implementation process, effective use of data to support ongoing work, and leveraging B-5 ECE work across systems. IDPDG will take steps to

address sustainability through identifying essential collaborators and partnerships to support the ongoing work of PDG once grant funding is no longer available. Criteria used in the performance evaluation will be used to inform the sustainability plan and to determine what work should be continued, modified, or eliminated. There will be ongoing analysis of current programs, policies and systems change throughout PDG work. The IDPDG will identify specific action steps, which will be developed and implemented for sustainability. The IDPDG will use the Plan-Do-Study-Act (PDSA) cycle (Figure 1) to effectively use feedback for change.

**Figure 1. PDSA Cycle**

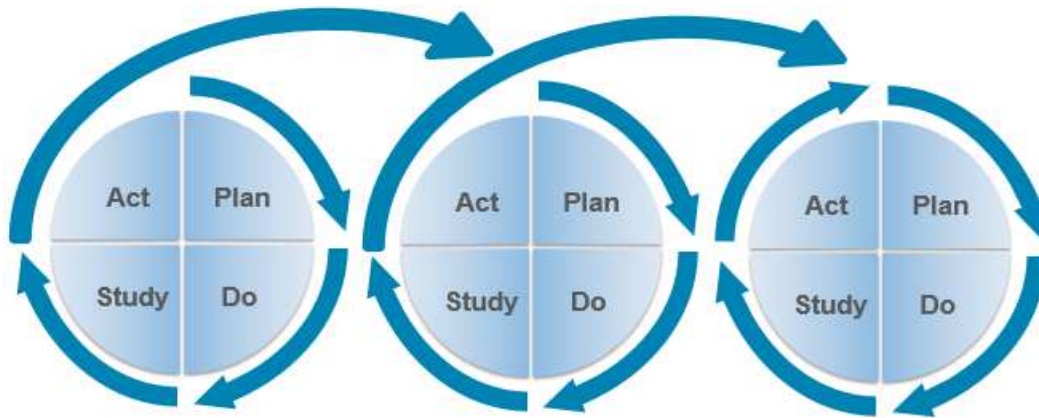


Table 20 introduces the sustainability considerations for each grant goal. The IDPDG will review and support sustainability throughout the grant to prepare for the termination of funds.

<b>Table 20. Sustainability of Grant Goals</b>	
<b>Sustainability</b>	<b>Grant Goals</b>
IDPDG will review annually and continue to support.	<b>1.2</b> Complete needs assessment.
IDPDG will review annually and continue to support.	<b>2.1</b> Create a strategic plan that increases the array of B-5 collaborating partners within the ECE system.

<p>The study and review of quality standards will lead to recommendations for components of the QRIS system. The state has invested in improvements and key stakeholders will be engaged through Continuous Quality Improvement efforts. The CCDF Lead Administrator is committed to future updates to maintain and continue improvements.</p>	<p><b>3.1</b> Study QRIS infrastructure and quality standards.</p>
<p>Once ECIDS is built, it will be available for use and sustained by ITD in the future.</p>	<p><b>3.2</b> Create an ECIDS pillar into the SLDS to understand where and when children receive services to eliminate duplicate counts/services and waiting lists.</p>
<p>Once ITD defines strategies to coordinate B-5 ECE program websites, those online resources will be available for use and sustained by IDPDG in the future.</p>	<p><b>3.3</b> Develop a strategy and requirements to engage and lead parents and providers to B-5 ECE services/programs online.</p>
<p>The standards will be available online and in print for ongoing availability.</p>	<p><b>3.4</b> Disseminate the new Birth to Kindergarten Early Learning Standards (ELS).</p>
<p>The PD is a long-term need, and all agencies involved with the new, integrated ELS are committed to continue provider and parent learning about the ELS.</p>	<p><b>3.5</b> Create PD around the ELS.</p>
<p>The implementation plan, which will be designed within the activity, will include steps for sustainability.</p>	<p><b>3.6</b> Planning for implementation to expand Birth to Kindergarten Formative Assessment.</p>
<p>The IDPDG will address marketing in monthly meetings after reviewing analytics to address future marketing needs.</p>	<p><b>3.7</b> Create and disseminate B-5 ECE marketing plan to increase awareness and information about the breadth of B-5 ECE services, especially in rural areas.</p>
<p>The implementation plan, which will be designed within the activity, will include steps for sustainability.</p>	<p><b>3.8</b> Explore ways to increase B-5 ECE professionals' cultural competency through family partnerships and professional development.</p>
<p>Transition resources will be gathered and developed in the activities. For access and sustainability, materials will be available online.</p>	<p><b>3.9</b> Provide resources to families regarding transitions in the B-5 ECE mixed delivery system.</p>
<p>The family engagement cohort is a priority in DPI, and the assistant director of OEL is assigned with sustaining continued work.</p>	<p><b>3.10</b> Expanding understanding and opportunities for family engagement.</p>
<p>Transition resources will be gathered and developed in the activities. For access</p>	<p><b>4.1</b> Create transition materials based on best practices to meet transition needs in B-5 ECE.</p>

and sustainability, materials will be available online.	
Recommendations will be used for future work in PD integration across B-5 ECE programs and agencies in the state.	<b>4.2</b> Increase B-5 ECE workforce quality through expanding PD opportunities.
The Part C PD system will be updated with family-centered practice information and integrated into the entire B-5 ECE PD system.	<b>4.3</b> Enhancing family-centered practices in the B-5 ECE System.
Once the connection between SLDS and TS-GOLD is created, it will be available for use and sustained by ITD in the future.	<b>5.1</b> Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the education portal.
The CLASS trainers will be vital to increasing quality programs and services in the state. IDPDG is committed to increasing the number of trainers and use of the CLASS in the future.	<b>5.2</b> CLASS reliability training statewide to increase the number of coaches and assessors.

Sustainability is a priority for all goals in the PDG. This review is a first step as the IDPDG meets and reviews specific sustainability planning within each activity. Each goal area is a current priority for the IDPDG entities, therefore sustainability is vital through collaborative department work. The PDSA cycle will also aid in determining the effectiveness and ongoing need for each activity. The IDPDG will conduct monthly reviews of ongoing PDG work to make appropriate adjustments and for future planning.

**Program Performance Evaluation Plan**

An outside evaluation consultant will be contracted to design and complete the performance evaluation for the PDG work. The scope of the contract will include an ongoing process to monitor progress towards the goals, activities, outputs, and outcomes of the project, and identify specific evaluation methodologies to measure the effect of system change in the overall B-5 ECE system. The evaluation consultant will monitor and track progress towards the goals and objectives of the project; develop specific performance measures to evaluate the interconnectedness and the linkages across initiatives within the PDG to understand the impact on the

identified outcomes for the PDG program; report on performance outcomes; develop a process for the State to assess processes, costs, and outcomes set forth by the strategic plan, once completed; develop a method to collect and manage data and monitor key data elements for program evaluation; identify evaluation methodology for data collections, measurement and analysis; work with OEL and technical assistance to finalize implementation reporting and dissemination; submit a 6-month and 14-month report about the progress of PDG outcomes.

In addition to the evaluation consultant, a PDG coordinator will be hired through a Regional Education Association to oversee the PDG activities. Below is the program performance evaluation plan for managing goals and activities in Table 21. For each grant goal, performance indicators and measurement collection is identified, along with the position and agency responsible.

<b>Table 21. Program Performance Evaluation Plan</b>			
<b>Grant Goal</b>	<b>Performance Indicator</b>	<b>Measurement/ Data Collection</b>	<b>Position/Agency Responsible</b>
<b>1.1</b> Complete needs assessment.	The state will have a needs assessment report that answers identified questions. Report approved at the federal level.	Formal report submitted. Approval letter received.	PDG Coordinator  Greenway Strategies Group
<b>2.1</b> Create a strategic plan that increases the array of B-5 collaborating partners within the ECE system.	The state will have a strategic plan. Plan approved at the federal level.	Plan submitted. Approval letter received.	PDG Coordinator  Greenway Strategies Group
<b>3.1</b> Study QRIS infrastructure and quality standards.	Report with recommendations, transition plan, funding priorities, and implementation plan for improved QRIS received.	Report submitted to OEL.	PDG Coordinator  Child Trends
<b>3.2</b> Create an ECIDS pillar into the SLDS to understand where and	ECIDS domain developed in SLDS.	ECIDS integrated into SLDS, using	PDG Coordinator

when children receive services to eliminate duplicate counts/services, and waiting lists.	Unique identifier established through vital records dataset at birth.	unique identifier at birth.	ITD Enterprise Architect
<b>3.3</b> Develop a strategy and requirements to engage and lead parents and providers to B-5 ECE services/programs online.	ITD will develop a strategy for online format. ITD will hold 2 online calls with stakeholders.	An integrated website for parents and providers will be available online.	PDG Coordinator ITD Enterprise Architect
<b>3.4</b> Disseminate the new B- K Early Learning Standards (ELS).	ELS disseminated by print to parents and B-5 ECE communities	ELS dissemination report notes how many copies of ELS were distributed and to what B-5 ECE stakeholders.	PDG Coordinator IDPDG
<b>3.5</b> Create PD around the ELS.	Four face to face PD sessions in four separate locations will take place. Strategies and content for online platform will be available. PTIC and community partners will disseminate resources.	Participant records and agendas for face to face PD. Online strategies and content submitted. ELS PD dissemination report notes how many partners aided in dissemination, method, and number of families receiving resources.	PDG Coordinator IDPDG
<b>3.6</b> Planning for implementation to expand Birth to Kindergarten Formative Assessment (B-KFA).	Six, separate statewide stakeholder events will be held. Child Trends submits report on transition plan, funding, priorities, and implementation.	Participant records, agendas, and meeting notes for each stakeholder events. Report submitted to OEL.	PDG Coordinator Child Trends OEL
<b>3.7</b> Create and disseminate B-5 ECE marketing plan to increase awareness and information about the breadth of B-5 ECE	Create public service marketing plan. Contract advertising in a variety of mediums. Implement advertising campaign.	Report on types of advertising mediums, number of placements, and campaign analytics completed.	PDG Coordinator DPI PIO IDPDG

services, especially in rural areas.			
<b>3.8</b> Explore ways to increase B-5 ECE professionals' cultural competency through family partnerships and professional development.	Plan for implementation of culturally responsive PD.	Agenda and meeting notes. Plan outlining implementation steps of culturally responsive PD.	PDG Coordinator  DHS
<b>3.9</b> Provide resources to families regarding transitions in the B-5 ECE mixed delivery system.	Re-designed transition resources. Two transition process stakeholder events. Development of transition resources.	Participant records, agendas, and meeting notes for each stakeholder event. Dissemination of transition resources to public through tracking of method, number of partnering agencies, and number of families receiving resources.	PDG Coordinator  OEL  DHS
<b>3.10</b> Expanding understanding and opportunities for family engagement.	SEA framework and shared definition of family engagement.	Meeting notes and family engagement definition.	PDG Coordinator  OEL/CCSSO
<b>4.1</b> Create transition materials based on best practices to meet transition needs in B-5 ECE.	Four parent stakeholder groups at four locations. Creation of transition materials.	Participant records, agendas, and meeting notes for each stakeholder event. Transition materials submitted. Dissemination of transition resources to public through tracking of method, and number of individuals receiving. PD plan submitted.	PDG Coordinator  OEL  DHS
<b>4.2</b> Increase ECE workforce quality through expanding PD opportunities.	Study of PD opportunities, with focus on CDA.	Report submitted with recommendations for PD access, efficiencies, and quality.	PDG Coordinator  Consultant  OEL DHS

<b>4.3</b> Enhancing family-centered practices in the B-5 ECE System.	Three, face to face trainings in three locations on family-centered coaching.	Participant records, agendas, for each PD event. Submit plan for PD of B-5 system.	PDG Coordinator OEL DHS
<b>5.1</b> Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the education portal located in SLDS.	TS-GOLD data will be integrated into the education portal.	OEL and ITD complete data sharing authorization. Education portal contains TS-GOLD transition data.	PDG Coordinator OEL ITD LEAs
<b>5.2</b> CLASS reliability training statewide to increase the number of coaches and assessors.	Identify B-5 ECE professionals and locations for training of CLASS.	Participant records agenda for each training event.	PDG Coordinator OEL DHS

The evaluation of system initiatives is tailored to assessing the outcomes and impacts of the inter-connected parts of the system. The following Table 22 was developed to guide evaluation planning decisions for the systems initiatives.

<b>Table 22. Evaluation of System Initiatives</b>		
<b>Outcomes</b>	<b>Questions</b>	<b>Method of Collection to Consider</b>
ND state systems share resources and use of data to improve B-5 ECE services.	Did the infrastructure supports achieve their objectives for effectiveness, sustainability and quality?	Management information systems review, network analysis
Providers understand and use high-quality B-5 ECE practices.	How has each initiative produced changes in practice?	Stakeholder surveys, focus groups, program evaluation
Parents have increased information and engagement about B-5 ECE services.	Did the connections and linkages produce their intended impact?	System mapping, stakeholder surveys, media tracking
Transition resources and information are available and used across the B-5 ECE system by providers and families.	Did the connections and linkages produce their intended impact?	System mapping, stakeholder surveys
Children will have access to high quality programs with shared data and best practices,	Did the component produce the intended impact?	Stakeholder surveys, efficiency analyses



positively impacting the B-5 ECE system.		
B-5 ECE system is coordinated and aligned with shared data capabilities that prioritize early relationships and quality services.	Did the infusion of funds into the B-5 ECE system increase the coordination and collaboration of services, and sharing of the B-5 ECE data?	Budget review

**Plan Do Study Act (PDSA) Continuous Improvement Plan**

The PDSA cycle (see Figure 1) is a systematic process for planning, implementing, and studying the success of projects. This cycle emphasis is on supporting action through data-based decision making. This process is a starting point for each project to conduct important conversations, promote capitalizing on resources, and make data driven decisions. The PDSA cycle will be used with the PDG projects to affect systems change in the ND B-5 ECE system. Table 23 below provides examples of the steps each project would use to work through the continuous improvement cycle.

<b>Table 23. PDSA Framework</b>	
<b>Plan: Access Current Situation</b>	Utilize information from needs assessment.
<b>Plan: Develop Plan of Action</b>	Identify need. Write action goals for area of need identified. Identify action steps for each goal that defines who is responsible, resources and timeline for each step.
<b>Do: Implement the Plan</b>	Complete action step for each goal within identified timeline.
<b>Study: Monitor the Plan</b>	Identify regularly scheduled time to review data. Track progress toward the identified action steps and adjust resources needed and timeline for each step as needed.
<b>Study: Monitor the Impact of the Plan</b>	Identify key factors to measure progress toward the goals. Seek out feedback from stakeholders.
<b>Study: Review New Data</b>	Review key factors to measure progress toward goals and timelines.
<b>Act: Review and Refine the Plan</b>	Review progress toward goals. Review measures of progress. Identify if goals have been met, if not, revise action plan and steps. If goals have been met, discuss strategies for sustaining the goal. Conduct needs assessment to identify new priorities.

### **Budget and Budget Justification**

North Dakota proposes maximizing B-5 Early Care Education (ECE) infrastructure with thirty percent of the funding. Infrastructure improvements for shared data capabilities will include a study of ND QRIS infrastructure and quality standards (#3.1); ECIDS integrated into SLDS (#3.2), development of a parent portal (#3.3), and TS-GOLD transition data integration into SLDS (#5.1). The next set of goals focus on improving early relationships of parents and providers in the B-5 ECE system in ND. Goals include providing resources to families regarding transition (#3.9); creating transition materials based on best practices (#4.1); enhancing family centered practices (#4.3); increasing awareness and information about B-5 ECE services, especially in rural areas (#3.7); and expanding understanding for family engagement (#3.10). Quality standards are an area of emphasis in ND, as well as leveraging and collaboration across agencies and with stakeholders. Quality standard goals will include disseminating and creating PD around ND B-K Early Learning Standards (ELS) (#3.4 and 3.5); planning for expansion Birth to Kindergarten Formative Assessment (BKFA) (#3.6); increasing professional cultural competencies (#3.8); increasing workforce quality through expanded PD (#4.2); and CLASS reliability training to increase the number of coaches (#5.2).

The PDG includes extensive systems work that is vital for ND B-5 ECE. To complete this work in a timely and appropriate manner, ND will have several key individuals responsible for oversight. The Office of Early Learning, through the Department of Public Instruction, was designated as the lead agency for the PDG. There will be a full-time PDG coordinator to monitor and oversee all grant activities. A DPI grants manager will be responsible for oversight of federal spending. Consultants will be used to complete major PDG projects, of which several consultants are under current contract.

Partnerships with the Inter-Department Planning Group (IDPDG) will be leveraged to coordinate and complete the activities of the grant. The IDPDG includes DPI, DHS, DoH, DoC, and ITD in an exciting collaboration. As demonstrated in Table 24 below, key individuals will be important for completion of PDG work. Table 24 also demonstrates reasonable and appropriate dedication of time for achieving the PDG activities.

<b>Table 24. PDG Key Individuals</b>					
<b>Personnel and Position</b>	<b>PDG Activity Oversight</b>	<b>FTE</b>	<b>Time dedicated to PDG</b>	<b>Match</b>	<b>PDG funds for FTE</b>
<b>Tara Fuhrer Project Director, Director of Office of Early Learning</b>	#1.1-Needs Assessment (Greenway) #2.1-Strategic Plan (Greenway) #3.4, #3.5-Birth to K Standards #3.6- KFA (Child Trends) #3.7- B-5 ECE Marketing DPI Approved PK Dual Language Learners	1.0 FTE	12 Month .50 FTE	.50 Salary/benefits	0%
<b>Valerie Bakken Project Administrator, Assistant Director of Office of Early Learning</b>	#3.10- Family Engagement Cohort #3.9, 4.1-Transition Guides and Resources LEA Units	1.0 FTE	12 Month .20 FTE	0%	10% Salary & Benefits
<b>REA Lead Project Coordinator- To be determined</b>	Overall Grant Duties (TBD)	1.0 FTE	12 Month 1.0 FTE	0%	100%
<b>Rebecca Eberhardt, Project Co-Coordinator</b>	#4.2-Work Force Development #5.1- TS-GOLD integration to SLDS	1.0 FTE	12 Month .50 FTE	0%	0%

	<b>#5.2- CLASS PD</b> Head Start/ Early Head Start Child Care				
<b>Melissa Artlip, DPI PIO</b>	<b>#3.7-</b> Create and oversight marketing plan Marketing Plan Coordinator	1.0 FTE	12 Month .10 FTE	.30 Salary/ Benefits	
<b>Stefanie Muth, DPI Grants Manager</b>	Oversight of Federal spending	1.0 FTE	12 Month .05 FTE	0%	0%
<b>Amanda Carlson DHS CCDF Lead Administrator</b>	<b>#3.1-QRIS</b> Quality Improvement Consumer Education Referrals PD	1.0 FTE	12 Month .50 FTE	0%	0%
<b>Jacqueline Adusumilli DHS Part C Coordinator</b>	<b>#3.8-Cultural Competencies</b> <b>#4.3-Family Centered Practice</b> Experienced Parents-Meaningful family engagement Peer-to-peer support TA and PD to the field	1.0 FTE	12 Month .10 FTE	0%	0%
<b>Tracy Korsmo IT Enterprise Architect</b>	<b>#3.2 ECIDS</b> <b>#3.3 Online Parent Information</b> <b>#5.1- TS-GOLD integration to SLDS</b> IT Project Management Data Managing and Development	1.0 FTE	12 Month .20 FTE	0%	0%
<b>Angela Thomas OEL Support Staff</b>	Provide overall support to the PDG	1.0 FTE	12 Month .20 FTE	0%	20% Salary & Benefits
<b>ITD PMO</b> <i>To be determined</i>	<b>#3.2 ECIDS</b> <b>#3.3 Online Parent Information</b> <b>#5.1- TS-GOLD integration to SLDS</b> ITD Project management oversight Data Managing and Development	1.0 FTE	12 month 1.0 FTE		100% Salary & Benefits

**Activity Budget Breakdown and Justification**

The budget is clearly outlined and provides itemized expenses for each activity, which aligns to the project proposal. Each activity includes a budget narrative justification for the amount requested in Table 25 below. In addition, the budget and justification for other required grant activities are included.

<b>Table 25. Activity Budget and Justification</b>	
<b>Activity One: Needs Assessment</b>	
<b>Activity One</b>	<b>Budget Amount/Justification</b>
<b>Goal 1: Complete needs assessment:</b>	<b>\$102,000.00</b>
<p>Greenway Strategies Group (GSG) will complete needs assessment by answering questions through survey work, focus groups, data review, and collaborating with other state program’s needs assessments.</p> <p>Disseminate needs assessment statewide</p>	<p>\$100,000 – GSG is currently under contract with NDDPI and the costs are based on previous contract costs. The current contract will be amended to support the standard fee for needs assessment of 100,000. This fee is inclusive of all costs to complete the needs assessment.</p> <p>\$2,000 –The cost of printing and disseminating of the needs assessment are estimated at the state rate for printing costs.</p>
<b>Activity One Total</b>	<b>\$102,000.00</b>
<b>Activity Two: Strategic Plan</b>	
<b>Goal 2.1: Create a strategic plan that increases the array of B-5 collaborating partners within the B-5 ECE system:</b>	<b>\$102,000.00</b>
<p>Greenway Strategies Group will also be contracted for the completion of an updated B-K ECE Strategic Plan. This will include creating a broad stakeholder ECE group, to include the ECE State Advisory Council, with B-5 agencies to advise and assist in the strategic plan development; and hold six focus groups in six separate statewide locations for ECE partners.</p> <p>Disseminate strategic plan statewide-printing costs at state rate</p>	<p>\$100,000 – GSG is currently under contract with NDDPI and the costs are based on previous contract costs. The current contract will be amended to support the standard needs assessment fee of 100,000. This fee is inclusive of all costs to complete strategic plan.</p> <p>\$2,000 for printing and disseminating needs assessment estimated at state printing costs</p>

<p><b>Goal 2.1.</b>  <b>Arrangement with Regional Education Associations to authorize hiring of full-time PDG coordinator.</b>                  Once funded, the OEL and REAs will define the full scope of work for the PDG Coordinator. This will be a full time PDG coordinator to oversee and monitor the grant activities.</p>	<p style="text-align: right;"><b>\$128,800.00</b></p> <p>Salary 92,000                  Benefits 36,800                  The salary and benefits follow the state classification rates.</p>
<p><b>Activity Two Total:</b></p>	<p style="text-align: right;"><b>\$230,800.00</b></p>
<p><b>Activity Three: Parent Knowledge and Choice</b></p>	
<p><b>Goal 3.1: Study QRIS infrastructure and quality standards:</b>                  The OEL will contract with Child Trends to review the QRIS system infrastructure, identify strengths, challenges and pathways for ECE.</p> <p>Consultant will facilitate 6 focus groups in 6 separate statewide locations about QRIS function and future needs with stakeholders. Consultant will submit recommendations, transition plan, funding priorities, and implementation plan for improved use of QRIS.</p>	<p style="text-align: right;"><b>\$312,336.00</b></p> <p>\$300,000- Child Trends holds a current contract with the state and the costs are based on previous contract costs. Child Trends will be contracted for completion of this goal. This fee is inclusive of all costs to complete study of QRIS infrastructure and quality standards.</p> <p>\$12,336 Focus group:                  Participants may request \$110/per day for child care reimbursement/sub pay.                  State travel of \$717/per day per state staff.                  This cost is based on 10 individuals for each of the 6 locations.</p>
<p><b>Goal 3.2 Create an Early Childhood Integrated Data System (ECIDS) pillar into State Longitudinal Data System (SLDS) to understand where and when children receive services to eliminate duplicate counts/services, and waiting lists:</b>  <b>3.2.b</b> OEL will create a plan with Information Technology Department (ITD) for project management and requirements gathering.                  ITD will design the ECIDS domain and data model in the SLDS to align with the Common Education Data Standards; build ECIDS domain into the SLDS based on requirements; and, evaluate and establish a unique identifier system; establish a vital records dataset for assigning unique</p>	<p style="text-align: right;"><b>\$915,085.00</b></p> <p>Project management: \$159,600 0.60FTE                  ND Enterprise Project oversight: \$25,000 This cost is based on the standard ITD fee.                  Contractual developers/analysts-</p> <ul style="list-style-type: none"> <li>• Data architect \$212,800 0.70 FTE</li> <li>• System engineer \$5,985 0.03 FTE</li> <li>• DBA &amp; ETL developer \$212,800 0.80 FTE</li> <li>• SLDS research analyst \$22,800 0.10 FTE</li> <li>• Portal Developer \$45,600 0.15 FTE</li> <li>• DW/BI Analyst/developer \$133,000 0.50 FTE</li> </ul> <p>Warehouse Servers/License/Storage: \$25,000                  Standard ITD fee                  Software License \$65,000</p>

<p>identifier at birth; and an automated assignment processes where applicable.</p>	<p>Website hosting \$2000 Supplies \$5,500</p>
<p><b>Goal 3.3: Develop a strategy and requirements to engage and lead parents and providers to ECE services/programs online:</b> ITD will analyze and develop a strategy for requirements to engage and lead parents and providers to B-5 ECE services/programs in a state online format; engage B-5 ECE stakeholder groups about the state online format through a minimum of two online calls; and, will develop an integrated website based on results of the analysis.</p>	<p style="text-align: right;"><b>\$212,800.00</b></p> <p>Project management: \$53,200 0.20FTE  <ul style="list-style-type: none"> <li>• Website development \$159,600 0.50 FTE</li> </ul>                     This is based on standard ITD fees.</p>
<p><b>Goal 3.4 Disseminate the new ND B-K Early Learning Standards:</b> IDPDG will print and disseminate ND B-K EL Standards to parents and B-5 ECE community.</p>	<p style="text-align: right;"><b>\$10,000.00</b></p> <p>The printing cost is determined per state rate.</p>
<p><b>Goal 3.5 Create PD around the ND B-K Early Learning Standards (ELS):</b> OEL will contract with an external provider to provide PD on ELS. OEL will offer four face to face PD sessions on new ELS for B-5 ECE community. This includes four, separate locations statewide; develop strategies and content for multiple online training platform opportunities; and, engage with the North Dakota Parent Training and Information Center and additional community/parent organizations to disseminate resources for families.</p>	<p style="text-align: right;"><b>\$118,420.00</b></p> <p>There will be 4 face to face training. The cost per event:                      Venue -\$750/each                      Childcare for 5- \$550                      Travel/lodging/meals for 50- \$8800                      Sub pay for 50- \$5500                      Printing- \$1020 (state duplicating price)                      Consultant to provide training: \$1500/presenter flat fee- inclusive of travel reimbursement  <b>= \$20,100 per face to face training X 4 = \$80,400</b></p> <p>The consultant will develop all online and face-to-face trainings (including interactive online and vignettes for each domain for a total of 7 domains: <b>\$38,020</b></p>
<p><b>Goal 3.6: Planning for implementation to expand Birth to Kindergarten Formative Assessment (B-KFA):</b> OEL will contract with Child Trends to create a B-KFA implementation plan including a transition plan and funding priorities.</p>	<p style="text-align: right;"><b>\$200,000.00</b></p> <p>Child Trends holds a current contract with the state and the costs are based on previous contract costs. Child Trends will be contracted for completion of this goal.</p>

<p><b>Goal 3.7 Create and disseminate B-5 ECE marketing plan to increase awareness and information about the breadth of B-5 ECE services, especially in rural areas:</b> Await Emergency Commission approval to accept PDG funds.</p> <p>The DPI Office of Outreach and Engagement, in collaboration with OEL, will create a comprehensive marketing plan; the DPI PIO, in collaboration with OEL will contract for advertising placements through a variety of mediums; will create and implement an advertising campaign and the DPI PIO will monitor campaign effectiveness and outcomes through analytics.</p>	<p style="text-align: right;"><b>\$420,000.00</b></p> <p>12 Month Marketing                  DPI PIO Match salary and Benefits 30%                  Estimated three-month campaign:                  10 Billboards across state: \$50,000                  Pandora campaign: \$30,000                  Rural radio campaign: \$20,000                  Facebook/Instagram: \$10,000                  Online advertising: \$15,000                  Print: \$5,000                  Direct Mail: depends on size of mailer but between \$5-10,000                  Production: \$2,500                  Total: \$139,500 X 3 =420,000                  This amount is based on market rates for this activity.</p>
<p><b>Goal 3.8 Explore ways to increase B-5 ECE professionals’ cultural competency through family partnerships and professional development:</b></p> <p>OEL will collaborate with DHS to explore evidence and research-based approaches for providing culturally competent professional development.</p> <p>OEL and DHS will develop a plan for implementation of culturally responsive professional development.</p>	<p>IDPDG. There is no cost allocated for this activity in the budget.</p>
<p><b>Goal 3.9: Provide resources to families regarding transitions in the B-5 ECE mixed delivery system:</b></p> <p>OEL and DHS will redesign current transition resources for families regarding transitions in the B-5 ECE mixed delivery system.</p> <p>OEL and DHS will gather information from families and B-5 ECE professionals to gain feedback two times, through a variety of methods regarding the current transition process; will develop resources for use by families and B-5 ECE professionals; and, will make transition resources accessible to the public.</p>	<p style="text-align: right;"><b>\$9688.00</b></p> <p>2 Focus group:                  Participants may request \$110/per day for child care reimbursement/sub pay.                  Estimating \$1100                  State travel of \$717/per day per state staff.                  Estimating \$3520                  Materials                  Estimating\$5068</p>
<p><b>Goal 3.10: Expanding understanding and opportunities for family engagement:</b></p>	<p style="text-align: right;"><b>\$9688.00</b></p> <p>2 Focus group:</p>



<p>OEL will coordinate with CCSSO family engagement cohort to create a SEA framework and common definition of family engagement.</p>	<p>Participants may request \$110/per day for child care reimbursement/sub pay.                      Estimating \$1100                      State travel of \$717/per day per state staff.                      Estimating \$3520                      Materials                      Estimating \$5068</p>
<p><b>Activity Three Total</b></p>	<p><b>\$2,208,017.00</b></p>
<p><b>Activity Four: Sharing Best Practice</b></p>	
<p><b>Goal 4.1: Create transition materials based on best practices to meet transition needs in B-5 ECE:</b>                      OEL and DHS will review current transition documents and incorporate evidence and research-based information to create comprehensive transition materials for all B-5 ECE programs; will engage at least four, B-5 ECE parent stakeholder groups at four separate locations statewide to review and provide feedback on the comprehensive transition materials; will consider all feedback to determine necessary revisions to the comprehensive transition materials; and develop a plan for printing, dissemination, and professional development around the final comprehensive transition materials.</p>	<p style="text-align: right;"><b>\$19,688.00</b></p> <p>2 Focus group:                      Participants may request \$110/per day for child care reimbursement/sub pay.                      Estimating \$1100                      State travel of \$717/per day per state staff.                      Estimating \$3520                      Materials                      Estimating \$10,000</p>
<p><b>Goal 4.2 Increase ECE workforce quality through expanding PD opportunities:</b>                      OEL and DHS will contract with a Professional Development provider to study existing ECE B-5 PD opportunities beginning with a focus on Council Development Associate (CDA); examine and evaluate PD opportunities efficiency, access, and quality including current CDA trainings for consistency and content and make recommendations to increase efficiencies, access, and quality of PD systems.</p>	<p style="text-align: right;"><b>\$40,000.00</b></p> <p>Study PD Systems-based on prior funding for similar contracts in North Dakota</p>
<p><b>Goal 4.3 Enhancing family-centered practices in the B-5 ECE System:</b>                      OEL and DHS will contract with a professional development provider for Part C professionals regarding family centered coaching practices.</p>	<p style="text-align: right;"><b>\$70,803.00</b></p> <p>The cost for a 2-day intensive training and follow-up includes:</p>

OEL and DHS will provide 3 face-to-face trainings in 3 separate statewide locations will utilize the materials already developed to enhance the PD of B-5 system and develop a plan for professional development.	Training cost \$11,060/training & venue \$250/day Participants may request \$110/per day reimbursement for lodging, meals, and mileage. State travel of \$717/per day per state staff. Estimating \$12,041 x 3 training
<b>Activity Four Total</b>	<b>\$130,491.00</b>
<b>Activity Five: Improve Overall Quality</b>	
<b>Goal 5.1</b> Transition data from Early Head Start/Head Start TS-GOLD will be integrated into the education portal located in SLDS.	<b>\$54,200.00</b> Project management \$53,200 This is a 0.20 FTE. This cost is based on the standard ITD fee.  TS GOLD Annual Automated data export \$1,000
<b>Goal 5.2</b> CLASS reliability training statewide to increase the number of coaches and assessors.	<b>\$156,630.00</b> The cost for training is \$15,000/one 3-day training/15 people x 6 sessions & venue = \$99,000  The cost for estimated reimbursement is \$57,630 for meals, lodging, and travel @ state rate for participant and state travel reimbursement (2).
<b>Activity Five Total</b>	<b>\$210,830.00</b>
<b>Other Required Grant Activities</b>	
<b>Other (Program Evaluation &amp; FTE's)</b>	
<b>PDG Program Performance Evaluation:</b> Child Trends will be contracted to design and complete the Program Performance Evaluation for the PDG. Specific tasks are included under that section of the grant.	<b>\$200,000.00</b> Child Trends holds a current contract with the state and the costs are based on previous contract costs.
<b>FTE</b>  Three FTE with PDG Funding (non-inclusive of ITD or DPI contracts) and 5 state staff to travel to national PDG Conference in DC	<b>\$152,798.00</b>  Three PDG Funded FTE Valerie Bakken Project Administrator, Assistant Director of Office of Early Learning 1.0 FTE; PDG Funded @ .20FTE = \$19920.24  To be determined REA Lead Project Coordinator 1.0 FTE, PDG Funded @ 1.0FTE = \$119,000

	Angela Thomas OEL Support Staff 1.0FTE; PDG Funded @ .20FTE =\$13877.83
16.8% Indirect Cost	\$538,492
<b>Other Grant Required Activities Total</b>	<b>\$861,665</b>
<b>Budget Total</b>	<b>\$3,205,311</b>
<b>Match at 30%</b>	<b>\$1,033,575</b>

Figure 2 demonstrates the budget by activity for the PDG.

North Dakota PDG Projections and Justifications, by Activity								
*Please note that formulas may not be maintained once this tab is manipulated.								
Cost Category	Cost Type	Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)	Budget Justification
<b>Activity # 1 - B-5 Needs Assessment</b>								
Contractual	In-Kind		\$100,000	1	\$100,000		\$100,000	GSG Needs Assessment
supplies	PDG		\$2,000	1	\$2,000	\$2,000		dissmenation and printing
Indirect**	PDG							
<b>Activity Total</b>				<b>1</b>	<b>\$102,000</b>	<b>\$2,000</b>	<b>\$100,000</b>	
<b>Activity #2 - Strategic Plan</b>								
Contractual	In-Kind		\$100,000	1	\$100,000		\$100,000	GSG Strategic Plan
supplies	PDG		\$2,000	1	\$2,000	\$2,000		dissmenation and printing
Personnel	PDG		\$92,000	1	\$92,000	\$92,000		PDG Coordinator salary
Fringe	PDG		\$36,800	1	\$36,800	\$36,800		PDG Coordinator fridge
Indirect	PDG							
<b>Activity Total</b>				<b>1</b>	<b>\$230,800</b>	<b>\$130,800</b>	<b>\$100,000</b>	
<b>Activity #3 - Parent Knowledge and Choice</b>								
Contractual	In-Kind		\$300,000	1	\$300,000		\$300,000	QRIS State funding match
Travel-act3.5	PDG		\$12,336	1	\$12,336	\$12,336		4 Focus group (1,650) and instate travel (\$717/state staffX2=\$1434) each focus group =\$3,084
Contractual	PDG		\$915,085	1	\$915,085	\$915,085		ECIDS development ITD
Contractual	PDG		\$212,800	1	\$212,800	\$212,800		ITD Website deveopment
Supplies	PDG		\$10,000	1	\$10,000	\$10,000		Printing
Contractual	PDG		\$118,420	1	\$118,420	\$118,420		ELS Professional development and 4 face-to-face sessions
Contractual	In-Kind		\$200,000	1	\$200,000		\$200,000	QRIS State Funding Match
Contractual	PDG		\$420,000	1	\$420,000	\$420,000		Marketing campaign
Travelact3.9	PDG		\$9,688	1	\$9,688	\$9,688		2 Focus group (3,410) and instate travel (\$717/state staffX2=\$1434) each focus group =\$3,084
Travel-act3.10	PDG		\$9,688	1	\$9,688	\$9,688		2 CCSO Focus group (3,410) and instate travel (\$717/state staffX2=\$1434) each focus group =\$3,084
Contractual	PDG							
Indirect	PDG							
<b>Activity Total</b>					<b>\$2,208,017</b>	<b>\$1,708,017</b>	<b>\$500,000</b>	

**Continued- Figure 3 demonstrates the budget by activity for the PDG.**

<b>Activity #4 - Sharing Best Practices</b>						
Supplies		\$10,000	1	\$10,000	\$10,000	printing of transition materials
Travel 4.1	PDG	\$9,688	2	\$9,688	\$9,688	2 Focus group (3,410) and instate travel (\$717/state staffX2=\$1434) each focus group = \$3,084
Contractual	PDG	\$40,000	1	\$40,000	\$40,000	ELS Study
Travel 4.3	PDG	\$36,123	3	\$36,123	\$36,123	instate travel Family-Centered Practices PD state staff and participants each training for family expenses = \$10,607. state staff travel \$1,434. total=12,041/training X 3 trianings=36,123
Contractual	PDG	\$34,680	1	\$34,680	\$34,680	Family-Centered Practices PD
<b>Activity Total</b>				<b>\$130,491</b>	<b>\$130,491</b>	<b>\$0</b>
<b>Activity #5 - Improving Quality</b>						
Other	PDG	\$54,200	1	\$54,200	\$54,200	ITD Project Management to transition assessment data
Other	PDG	\$99,000	6	\$99,000	\$99,000	CLASS Training and venue (4,500) CLASS reliability statewide training for 90 participants/3 days/6 sessions- participant per session \$5,303. State travel \$717/state staffX3=\$4302 each session \$9,605
Travel 5.2	PDG	\$57,630	6	\$57,630	\$57,630	
Indirect	PDG					
<b>Activity Total</b>				<b>\$210,830</b>	<b>\$156,630</b>	<b>\$54,200</b>
<b>Other Grant Required Activities</b>						
Personnel	PDG	\$113,173	1	\$113,173	\$33,798	Matched 2 FTE's, .50; .30 (\$79,375). 2 PDG funded FTE's at .20 (\$33,798.03)
Fringe	PDG	\$200,000	1	\$200,000	\$200,000	Child Trends PDG Grant Program Evaluation
Travel	PDG	\$10,000	1	\$10,000	\$10,000	Travel to DC for 5 State staff
Indirect	PDG	\$528,492	1	\$528,492	\$528,492	indirect cost 16.8%
<b>Activity Total</b>		<b>\$851,665</b>		<b>\$851,665</b>	<b>\$562,290</b>	<b>\$279,375</b>
**5% is used for demonstration purposes only. Indirect rates must be determined as per page 36 of the FOA.				<b>\$3,733,803</b>	<b>\$2,690,228</b>	<b>\$1,033,575</b>
					<b>% Match</b>	<b>28%</b>

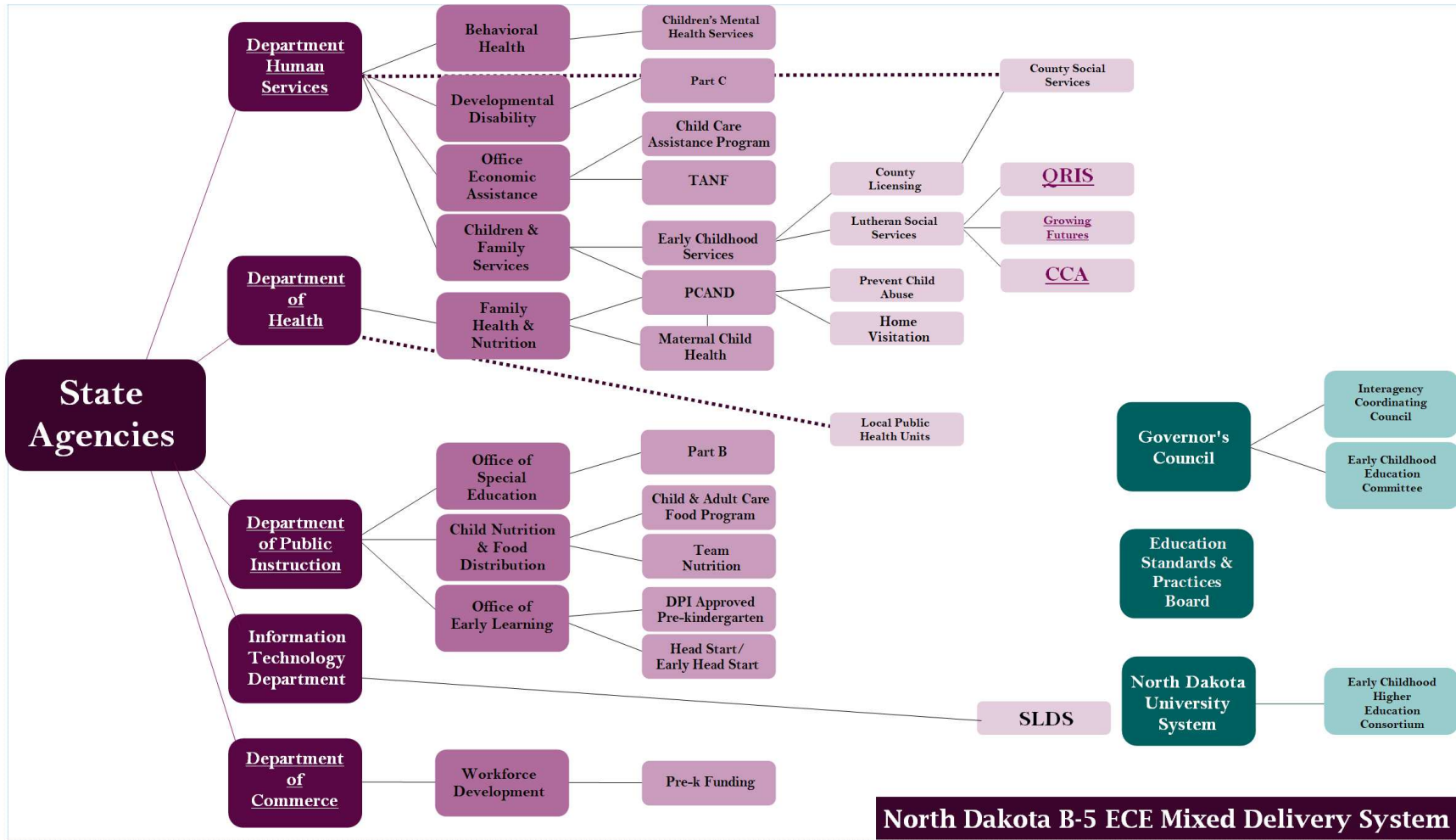
**Figure 4 demonstrates a line by line budget for the PDG.**

Cost Category	Cost Type	Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding )	Non-Federal Share (Match)	Budget Justification
Personnel	In-Kind	Project Director					\$40,116	.50 FTE-Based on current state average salaries
Personnel	In-Kind	PIO-Marketing					\$13,065	.30 FTE-Based on current state average salaries
Personnel	In-Kind	Other	PDG		\$54,200	1	\$54,200	ITD Project Management to transition assessment data
Personnel	In-Kind							
<b>Personnel Line Item Total</b>							<b>\$107,381</b>	
Fringe	In-Kind	Project Director					\$19,759	.50 FTEBased on current state average benefit rates
Fringe	In-Kind	PIO-Marketing					\$6,435	.30 FTE-Based on current state average benefit rates
Fringe	In-Kind							
<b>Fringe Line Item Total</b>							<b>\$26,194</b>	
Contractual	In-Kind	GSG-needs assessment & Strategic plan			\$200,000		\$200,000	QRIS State Funding Match
Contractual	In-Kind	Child Trends QRIS			\$700,000		\$700,000	QRIS State Funding Match
<b>Contractual Line Item Total</b>							<b>\$900,000</b>	
Other	In-Kind							
Other	In-Kind							
Other	In-Kind							
<b>Other Line Item Total</b>					<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
					<b>Total In-Kind (Matc</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,033,575</b>

## Upload #2

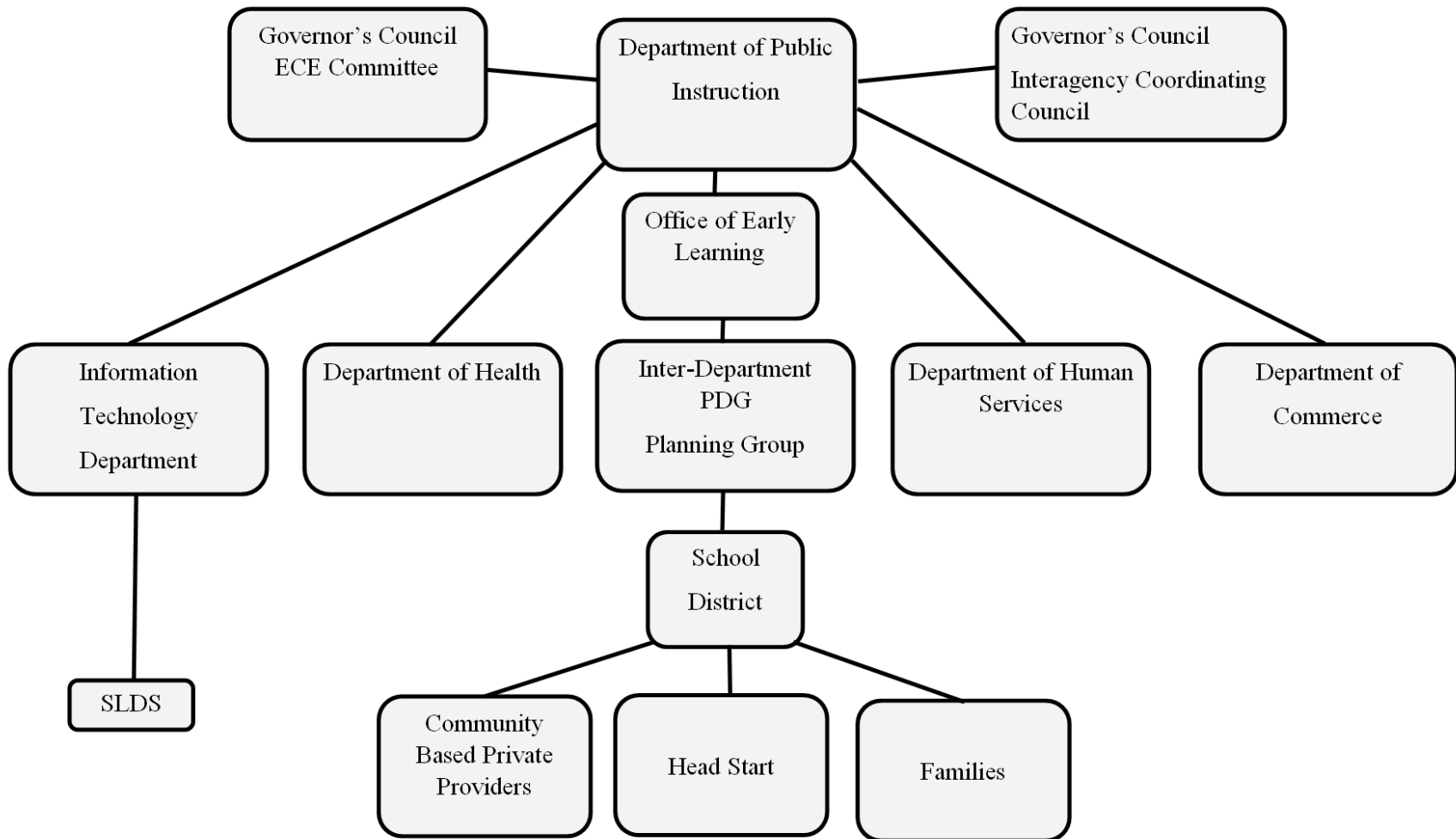
Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: OtherNarrativeAttachments\_1\_2-Attachments-1234-Appendices (002).docx

### Appendix A: ND B-5 Mixed Delivery System

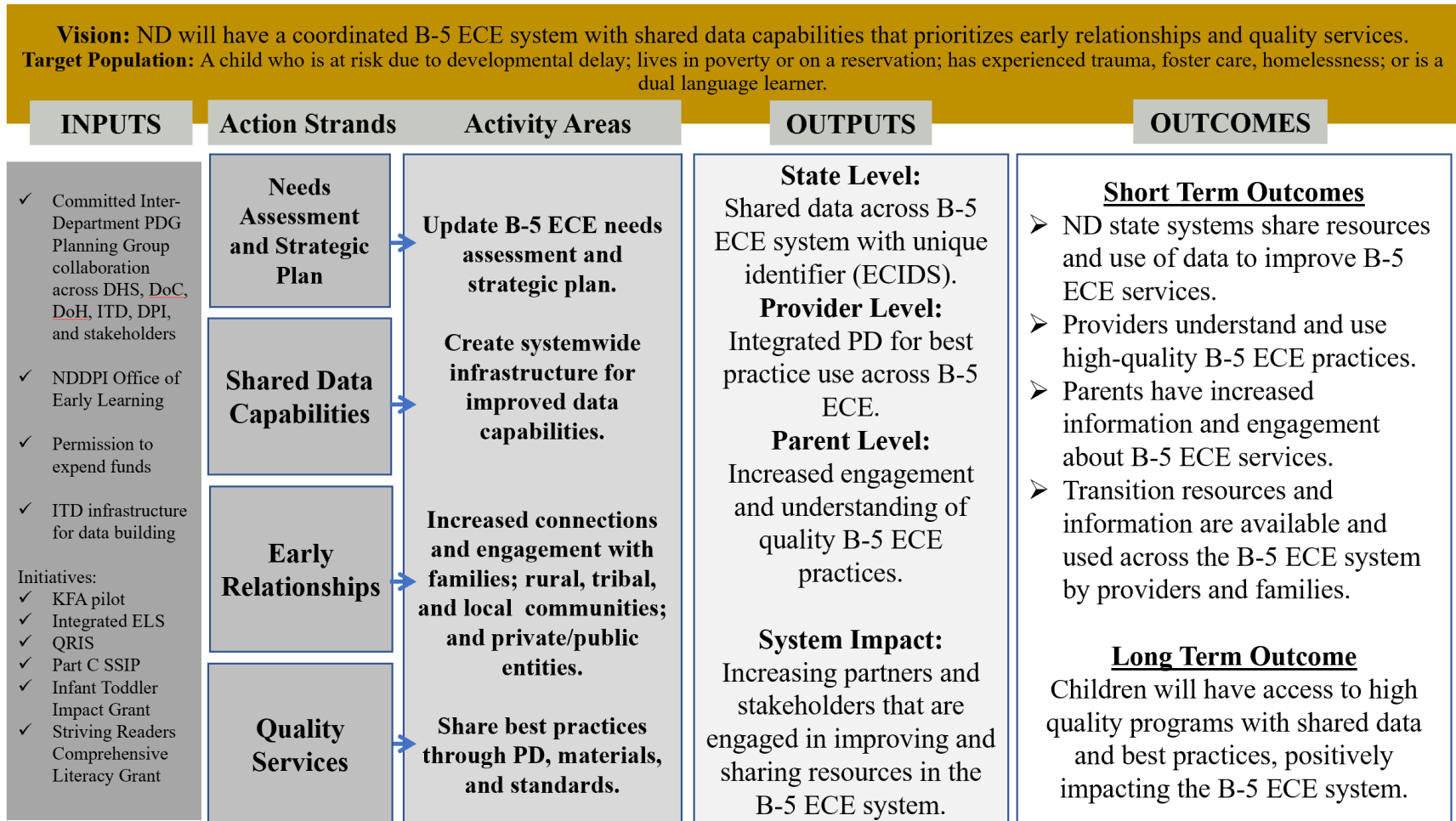




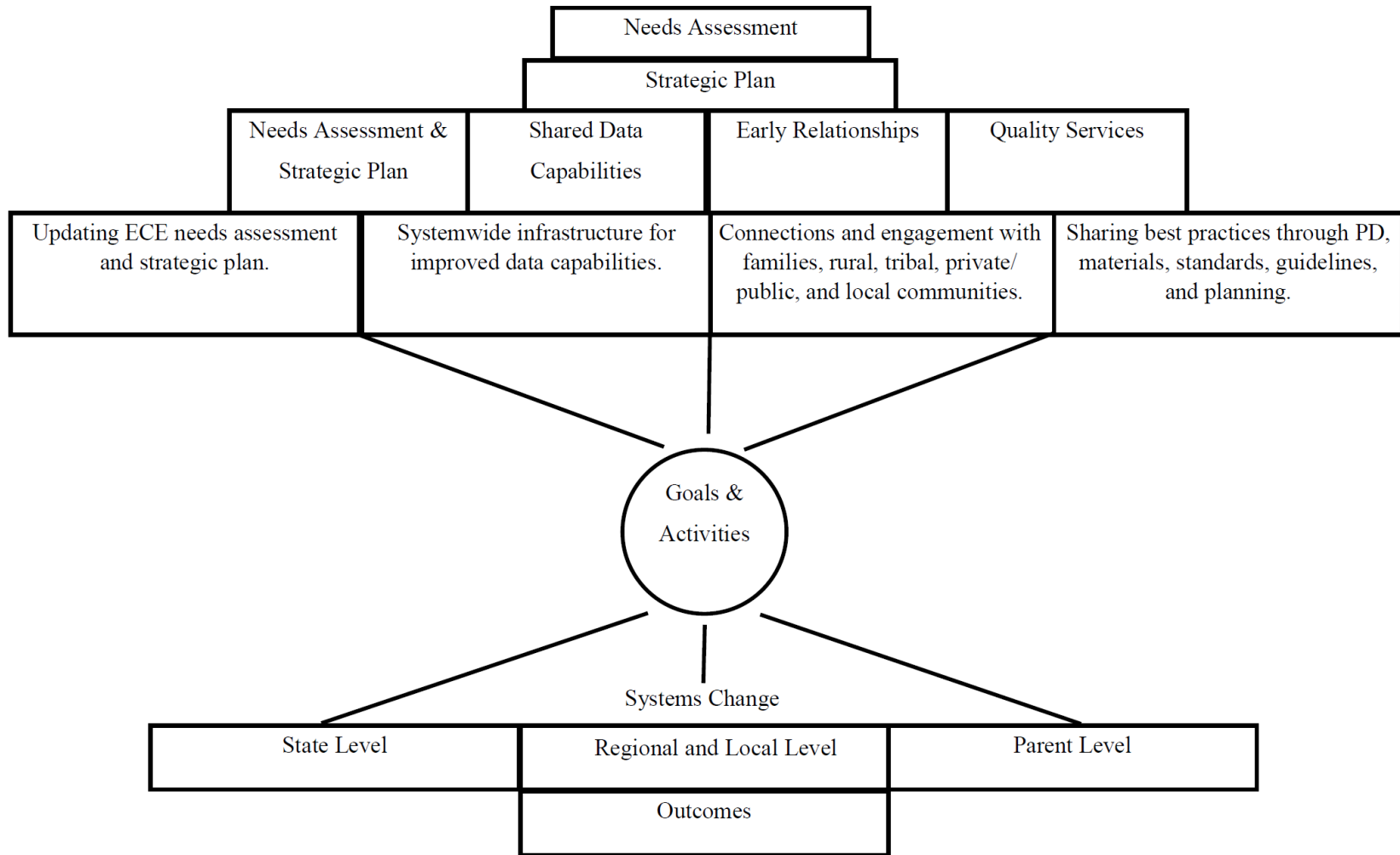
**Appendix B: PDG Stakeholder Organization Chart**



**Appendix C: ND Logic Model**



### Appendix D: Conceptual Framework



**Appendix E: ND B-5 ECE PDG List of Contracts/MOU/Service Tickets/third party**

<b>Entity entered between DPI</b>	<b>Purpose</b>	<b>Role/scope of work/reporting requirement</b>	<b>Signature</b>
DHS-MOU	Share responsibility of PDG activities 1-5	<p>Explore evidence and research-based approaches for providing culturally competent professional development.</p> <p>Develop a plan for implementation of culturally responsive professional development.</p> <p>Redesign current transition resources for families regarding transitions in the B-5 ECE mixed delivery system.</p> <p>Gather information from families and B-5 ECE professionals to gain feedback.</p> <p>Develop resources for use by families and B-5 ECE professionals.            Make transition resources accessible to the public.</p> <p>Review current transition documents and incorporate evidence and research-based information to create comprehensive transition materials for all B-5 ECE programs.</p> <p>Engage parent stakeholder groups at four separate locations statewide to review and provide feedback on the comprehensive transition materials.</p> <p>Develop a plan for printing, dissemination, and professional development around the final comprehensive transition materials.</p>	Lauren Saur
ITD-Service Ticket	ECIDS	Develop ECIDS domain into SLDS. Establish id assignment system to eliminate duplicate child counts. Establish a standards aligned data model (organization and locations/ program offerings, licensing, directory information). First year will target id assignment system and primary EC offerings available in state systems;	Tracy Korsmo

		<p>Develop a strategy and requirements to engage and lead parents and providers to EC services/programs online;</p> <p>Transition data from Head Start TS-GOLD assessment and integrate into the education portal student dashboards</p>	
Child Trends-Contract	B-KFA; QRIS Review; PDG evaluation	<p><b>B-KFA</b>          Create a B-KFA implementation plan;</p> <p>Lead six stakeholder groups in six, separate statewide locations to outline Kindergarten readiness parameters;</p> <p>Create a transition plan, funding priorities, and implementation plan.</p> <p><b>QRIS</b>          Review the QRIS system infrastructure, identify strengths, challenges and pathways for ECE;</p> <p>Facilitate 6 focus groups in 6 separate statewide locations about QRIS function and future needs with stakeholders;</p> <p>Submit recommendations, transition plan, funding priorities, and implementation plan for improved use of QRIS.</p> <p><b>PDG Evaluation (Performance Evaluation)</b>          Compile the Inputs, Action Strands, Activity Areas, Outputs, and Outcomes</p>	Carrol Emig
Greenway Solutions Group-Contract	Needs Assessment; Strategic Plan	<p><b>Needs Assessment</b> Collect and analyze available data on early care providers including; Collect and analyze available data on estimated unduplicated number of children birth through five; Provider survey to determine perceived needs; Quantify state, federal and private subsidies for early care</p> <p><b>Strategic Plan</b>          Conduct facilitated community conversations in six regions to discuss perceived early care assets, gaps, barriers to access, and ideas for expanding capacity and quality; Convene a cross-agency, inclusive</p>	Martha Greenway

		<p>steering committee to consider the results of the needs assessment and input from the regional forums, and develop specific goals to enhance child outcomes through the system of early care over the next five years;</p> <p>Survey participants in the regional community conversations to obtain feedback on the proposed goals for the system of early care, and focus areas for improvement;</p> <p>Convene the cross-agency, inclusive steering committee to refine the goals and focus areas based upon stakeholder input; and identify collaborative strategic initiatives to implement within each focus area that will expand and enhance access to and quality of early care;</p> <p>Identify alignment of the strategic initiatives with existing state agency strategic plans, pinpoint potential duplication or conflicting efforts; and identify gaps;</p> <p>Facilitate conversations leading to recommendations for resolving duplication and conflicting efforts, and filling gaps, in order to successfully implement strategic initiatives;</p> <p>Develop strategic plan performance metrics including: 5-year child-centered outcomes and access, quality and system process improvements within focus areas          implementation progress on strategic initiatives</p>	
<p>PD          Provider-          Grant          Award</p>	<p>TBD</p>	<p>Offer four face to face PD sessions on new ELS for B-5 ECE community in four, separate locations statewide.          Develop strategies and content for multiple online training platform opportunities.</p> <p>Engage with the North Dakota Parent Training and Information Center and additional community/parent organizations to disseminate resources for families.</p>	

		PD to enhance family-centered practices in the ECE System – beginning with Part C and expand through subsequent years	
MREC- REA- agreement	Hire PDG Coordinator	OEL will also create a Memorandum of Understanding (MOU) with a Regional Education Agency (REA) to authorize hiring of a full-time PDG coordinator to manage overall activities and the strategic plan in the PDG	Luke Schaefer
B-5 ECE PD	TBD	Study existing ECE B-5 PD opportunities beginning with a focus on CDA; consultant will examine and evaluate PD opportunities including current CDA trainings for consistency and content; and make recommendations to increase efficiencies, access, and quality PD systems	TBD
DoH-MOU		Establish state guidance around developmental screening and observation using evidence-based tools	

**Signatures:**

Lauren Saur

Martha Greenway

TBD-PD

Tina Bay

Luke Schaefer

TBD PD Evaluation & Review

Tracy Korsmo

Kim Mertz

Carrol Emig

A handwritten signature in black ink, appearing to read "Emig", with a stylized flourish at the end.

**Appendix F: Governor Letter**





— State of —  
**North Dakota**  
*Office of the Governor*

Doug Burgum  
*Governor*

September 24, 2018

Richard Gonzales  
U.S. Department of Health & Human Services  
Administration for Children and Families  
Office of Child Care  
330 C Street, S.W.  
Suite 4010A  
Washington, DC 20201

To whom it may concern,

North Dakota's early childhood care and education agencies are applying for a Preschool Development Grant as part of their goal to provide the best service to our state's children and families through new, innovative and collaborative programs.

Coordinated support from the Department of Human Services will ensure the full range of programs, services and funding streams, thereby leading to the improvement of an early childhood care and education mixed delivery system serving North Dakota children from birth through age 5.

The funds will be used to assist in coordinating service delivery and financing; develop recommendations to improve child participation in federal, state, tribal and local early childhood education programs; strengthen program quality while maintaining availability of services; preserve parental choice among existing programs; and prepare children from low-income and disadvantaged families to start kindergarten and to transition more smoothly into elementary school.

For these reasons and others, the Governor's Office is formally designating the North Dakota Department of Public Instruction as the State entity to have responsibility for execution of the Preschool Development Grant. Thank you for your time.

Regards,

A blue ink signature of Doug Burgum.

Doug Burgum  
Governor

## Upload #3

Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: Form GG\_LobbyingForm-V1.1.pdf

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* APPLICANT'S ORGANIZATION**

North Dakota Department of Public Instruction

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Upload #4

Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: Form OtherNarrativeAttachments\_1\_2-V1.2.pdf

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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## Upload #5

Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: Form PerformanceSite\_2\_0-V2.0.pdf

### Project/Performance Site Location(s)

**Project/Performance Site Primary Location**

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

\* Street1:

Street2:

\* City:  County:

\* State:

Province:

\* Country:

\* ZIP / Postal Code:  \* Project/ Performance Site Congressional District:

**Project/Performance Site Location 1**

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

\* Street1:

Street2:

\* City:  County:

\* State:

Province:

\* Country:

\* ZIP / Postal Code:  \* Project/ Performance Site Congressional District:

**Additional Location(s)**

Add Attachment

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View Attachment

## Upload #6

Applicant: North Dakota Department of Public Instruction  
Application Number: TP19000018  
Project Title: NDPDG B-5 application focuses on increasing collaboration, coordination, and efficiency through shared data capabilities, early relationships, and quality services in the B-5 ECE system.  
Status: Complete  
Document Title: Form ProjectNarrativeAttachments\_1\_2-V1.2.pdf



## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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