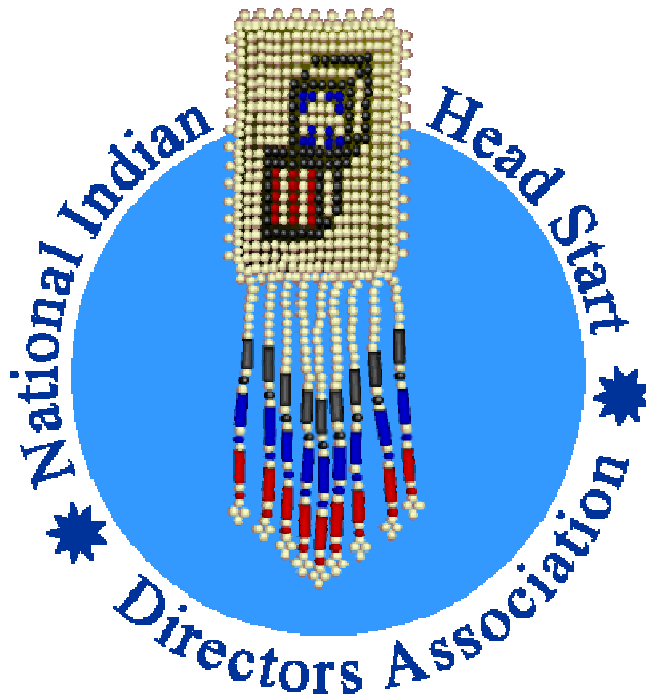


2008

Strategic Plan- 2008-2011



[NIHSDA]

This plan provides the strategic direction of NIHSDA for the next three years. The plan was developed during the February Board Meeting held in Albuquerque, New Mexico on February 28th and 29th, 2008

National Indian Head Start Directors Association (NIHSDA)

This document provides the strategic directions the National Indian Head Start Directors Association (NIHSDA) will undertake in meeting its vision of building the lives of preschool American Indian and Alaska Native children, families and communities. The strategic plan will move NIHSDA forward through March 2011. NIHSDA updates its strategic directions yearly for assuring attainment of its action plans and for making strategic corrective maneuvers.

Mission Statement

NIHSDA as a professional organization promotes and supports high quality comprehensive early childhood development and education services for Native Americans in the United States and Canada.

Values Statement

We value the cultural uniqueness and diversity of Native communities and seek to preserve our Native identity through culturally appropriate and relevant family centered, child development and educational services. We believe the Head Start model is the best fit for Native Communities.

Principles

- 1. Cooperative, collaborative partnerships** which empower stakeholders to advocate for young children and comprehensive early childhood services
- 2. Nurturing learning environments** where childcare partners, community stakeholders, Head Start and Early Head Start staff develop into strong, articulate advocates for young children and their families.
- 3. High quality programs throughout the Indian Head Start Network** that provides a continuum of early childhood services fostering individual growth and development of our children and families.

Present Business of NIHSDA (Service Activities)

- Advocacy and Education through professional services of an attorney
 - Federal legislation regarding early childhood development, care and education
 - Federal rules and regulations, particularly Head Start and Early Head Start
- Professional Development Services
 - Management Training Conference focusing on current management topics based upon the identified needs of the membership
 - Technical Assistance for building quality programs through consultation and resources
 - Listserv for membership communication
 - Networking and sharing of information among the membership
 - Communicates to federal level
 - Web-page for marketing and T/TA resources
 - CDA Professional renewal for grantee members of NIHSDA

NIHSDA Strengths

- Advocacy (w/team)- influence legislation and regulations at the national level
- Professional education/mentoring capabilities
 - Resource
 - Being aware of new mandates and informing the membership
- Develop priorities for growth and moving NIHSDA forward into the future
- Cultural Diversity of programs
 - Experience/knowledge of the Board of Directors and Alternates through regional representation
- Passion, commitment for Indian children, families and communities
- Unified force in Indian Country
- Professional Conference which receives high marks for content and networking
- Timely and accurate communication, and resources for members
- Three Feathers Associates provides effective management support to the Board of Directors and membership

NIHSDA Vulnerabilities

- No succession plan for replacing the current management support contractor (TFA) as TFA begins to plan for its leadership retirement
- Resources (especially Finance) limited static NIHSDA budget with possible reduction of unrestricted assets
- Membership less than 100% and is currently at 86% for a total of 133 members
- Distance between Head Start member programs which challenges the delivery of services for the membership and member programs communicating with each other
- Lack of backup plan for financial and management support resources
- Communication system within the 10 NIHSDA regions which limits the sharing of resources and information among members
- Head Start programs being flat funded may decrease the ability of programs to join NIHSDA

Environmental Trends

- Pre-K expanding within the states and Pre-K Now is moving on federal legislation
- Gangs and meth affecting tribal communities as experienced with Head Start families
- Elders attitude regarding schooling because of their boarding school experiences therefore do not have a proactive attitude toward education
- English only initiatives and the struggle to maintain tribal languages
- Grandparents raising grandchildren at an increasing amount
- Teen pregnancy is increasing thereby calling for different approaches for parent involvement in Head Start
- There is a greater understanding of the growth and development of infants and toddlers
- Technology use is increasing with more and more Head Start reports, and budgets, etc. being required of programs
- New Federal Administration as a result of the 2008 national elections

Environmental Opportunities

- New USA President which may effect Head Start
- Regulations as the results of the New Head Start Act
- New leadership at AI/ANPB with support by the Division of Program Operations
- Pre-K is expanding with 26 states having some form of Pre-K programming which may bring a competition for 3-5 year olds
- Proposition 203 – English for children in Arizona may serve as an example of the English only movement and its affect upon maintaining tribal languages therefore cultures
- Market what we do so tribes, organizations, agencies know our strengths and successes
- Collaboration will be receiving a more concentrated effort by Head Start programs within their respective states
- Higher degrees for teachers, teacher aids, education managers being required by the Act which may effect Indian programs' ability to secure and maintain qualified staff
- New T/TA system is more than likely with a State-based T/TA systems and possible national system for Indians
- Special Indian study as required by the Act may provide opportunities for growth and expansion of Head Start into new communities and expansion and growth of existing Head Start services

Environmental Threats

- Unfunded mandates in federal legislation and a push to collaborate at the local level for meeting the demands of the Head Start Program Performance Standards
- National economy affecting the cost of delivering Head Start services
- Staffs earn higher degrees then leave the programs. Head Start can not meet the salary demands to be competitive in a limited market
- Political assassination of Head Start through Pre-K, state- based T/TA, alignment with state early learning standards, etc: there still is a movement to make Head Start an education program
- Decline in membership_possibly due to flat funding causing budget reductions
- Increased level of accountability in the new Head Start Act in which some tribes and their programs may not survive and be redesignated as a Head Start agency
- Lack of involvement of some programs which isolates them from currently information and resources for building their programs
- The lack of quality performance by AI/ANPB leadership and supervision of program and grants management specialist and contractors

What are the greatest needs of the membership?

- Transportation – meeting the demands of services with limited resources
- Teacher quality – effective ways to implement professional development within tribal communities
- Facilities/playgrounds updating and repairing to meet the standards
- Communication system for each program as required by the regulations
- Multiple training conferences closer to the greatest number of grantees so that more staff can participate in training events, including cluster training opportunities
- Scholarship or stipends for incentives for acquiring degrees and meeting qualification requirements
- Mentorship for providing support, guidance and direction in managing high quality Head Start services
- Marketing Head Start services as part of recruitment programs efforts for maintaining funded enrollment and waiting lists as required by regulations

What will “high-quality” look like in 2011?

- Caught up with cost of living and Indian Head Start is expanding
- Mentors to assist programs will be provided by NIHSDA
- High quality, comprehensive services are delivered as a rule rather than the exception across Indian programs
- Funding sources are identified and flowing into NIHSDA for providing services to the membership
- Lobbyist on retainer and assisting NIHSDA in influencing federal legislation and regulations
- Fund development raises financial resources needed to provide membership services
- NIHSDA board has been influential in ensuring federal money flows to Indian HS programs

Three Distinct Strategic Action Areas

1. Professional Development Program
 - a. Leadership/Mentoring
 - i. Leadership academy
 - ii. Types of mentoring identified
 - iii. How to mentoring manual
 - iv. Onsite visits to support mentoring services
 - b. Professional Development Resources on website
 - i. Program resources/library of resource materials
 - ii. Links to early childhood associations and agencies
 - c. Listserv
 - i. Question of the week for stimulating sharing and cross communication
 - ii. More proactive less reactive communication approaches to be used
 - d. Training Program Services
 - i. Master Training and Conference Calendar on the web
 - ii. Explore and implement alternative modes of training such as cluster training seminars, teleconference and webinars, etc.
 - e. Strategies for HS teachers acquiring 15 hours of professional development on annual basis

2. Fund Development and marketing program
 - a. Fundraising Plan
 - i. Linkages to organization (Indian Casino)(Foundations) (Individuals)
 1. Indian Casinos and foundations
 2. Names of donors from grantees for seed money
 3. Businesses, foundations and corporations
 - ii. Continuation program
 1. Contract with professional development services
 2. Locate companies to hire for fundraising
 3. Grant writing companies
 - b. Marketing Plan
 - i. Case study giving the history and success of NIHSDA
 - ii. Update and create new marketing materials using new slogans and ideas
 - iii. Look at use of tribal newspapers in telling NIHSDA stories of success and benefit
3. Active Advocacy and Education program
 - a. Include tribal councils- make information available
 - b. Identify tools for advocacy and get them to the membership
 - c. Collaboration (identify and nurturing partnerships) at the national, regional and state levels including efforts with TAN, IHS, SWC and NWC and NIEA, NCZI, NCCA, Pre-k Now and Migrants Association
 - d. Revise and refine advocacy agenda
 - i. Federal advocacy and education
 - ii. State advocacy and education including State Collaboration Offices
 - iii. Agency advocacy defining and developing issues and concerns regarding Head Start services within Indian communities
 - iv. Regulation advocacy and affecting the clarity of regulations affecting Indian programs and the Indian study (s)
 - v. Tribal councils included in the development of the advocacy agenda development especially through the tribal consultation process and support advocacy efforts with contributions

NIHSDA STRATEGIC DIRECTIONS – 2008-2011

NIHSDA Strategic Actions – 2008-2011
PROFESSIONAL DEVELOPMENT PROGRAM
<p>What is the SMART goal for that aspect of the vision?</p> <p>By January 2009, NIHSDA will have a professional development component with special emphasis in mentoring. By June 2009, NIHSDA the mentoring program will be presented to all</p>
<p>ACTORS: Who (or what organization) should take the lead and champion the goal?</p> <p>NIHSDA Education, Information and Conference Committee – direction and guidance to MCS Management Consultant Service – Toni and Teri staff support and implementers</p>
<p>Who does the champion need to work with to accomplish the goal?</p> <p>The champion is the Chairperson of the EIC Committee and will work with the MSC staff, Toni and Teri</p>
<p>STATUS QUO: What currently is being done to address the goal?</p> <p>Professional development has been a long-term goal for NIHSDA. Currently, the primary services which are in place include: annual management conference, listserv for resource and information sharing, including NIHSDA’s alerts and information. In 2007 one grant application was submitted to the Administration on Native Americans (ANA) and was not considered for it was interpreted as a “training grant” which ANA does not fund. The proposal narrative provides NIHSDA’s leadership and mentoring program design.</p>
<p>OBSTACLES: What are the major obstacles likely to get in the way of achieving the goal?</p> <p>Locating appropriate sources to submit NIHSDA’s program design (application). Funds are the primary obstacle for implementing the professional development approach.</p>
<p>STRATEGIES: What are key steps (decisions, activities) needed to make progress in achieving the goal?</p> <p>Funding sources need to be identified and prioritized for targets; program design needs to be refined with an outcome model developed; board members need to become familiar with the professional development approach.</p>
<p>What is a desirable FIRST STEP? That will indicate progress and is relatively easy to accomplish?</p> <p>Identify funding sources and determine strategies for positioning NIHSDA for successful funding.</p>
<p>NIHSDA Action Needed</p> <ul style="list-style-type: none"> • Assign this function to the Education, Information and Conference Committee • Direct MCS to update and refine the NIHSDA’s professional development approach • Present the professional development approach to the membership in June 2008

NIHSDA Strategic Actions – 2008-2011

DEVELOPMENT AND MARKETING PROGRAM

What is the SMART goal for that aspect of the vision?

NIHSDA will raise \$200,000 within the next 12 months.

ACTORS: Who (or what organization) should take the lead and champion the goal?

Budget, Finance and Development Committee, Fund Development Sub-Committee
MCS, Toni and Kristi

Who does the champion need to work with to accomplish the goal?

The champion is the Budget, Finance and Development Committee (John and Lolinda) who need to work with MCS staff, Toni and Kristi

STATUS OOU: What currently is being done to address the goal?

- A case study is in draft explaining NIHSDA and the work they have accomplished
- Fund development outline/ format has been developed and ready to be further developed
- Listing of gaming tribes has been secured for review and determination of targeted tribes

OBSTACLES: What are the major obstacles likely to get in the way of achieving the goal?

- Finding seed money to support the fund raising efforts
- Securing consultant or consultant group to assist with the fund development design and implementation
- NIHSDA's budget and its ability or desire for targeting of funds to seek additional funds in support of its goals
- NIHSDA priority to advocate for legislation and regulation development in implementing the Head Start Act

STRATEGIES: What are key steps (decisions, activities) needed to make progress in achieving the goal?

- Conduct a number of meetings of the fund development sub-committee along with MCS to layout an approach to present to the board. This should include a budget for undertaking this activity
- Complete case study which will assist efforts in securing funds
- Secure fund development consultant to assist NIHSDA in this effort
- Write fund development plan which will lay out the direction NIHSDA will take to secure funding
- Implement fund development plan by making proposals to key foundations, companies, and tribal gaming groups

What is a desirable FIRST STEP? That will indicate progress and is relatively easy to accomplish?

The fund development committee to develop a plan for raising funds to maintain and expand its membership services and advocacy efforts

Involve the board in identifying ways and means for approaching gaming tribes.

NIHSDA Strategic Actions – 2008-2011

ACTIVE ADVOCACY PROGRAM

What is the SMART goal for that aspect of the vision?

By October 2011, to increase NIHSDA's advocacy efforts in the area of key federal Head Start and Pre-K legislation and the promulgation of rules and regulations affecting the delivery of early childhood development and education in Indian Country.

ACTORS: Who (or what organization) should take the lead and champion the goal?

Board of Directors, Executive Committee and the Ad Hoc Advocacy Committee in conjunction with MCS staff, Kathryn and Toni

Who does the champion need to work with to accomplish the goal?

Ad Hoc Advocacy Committee along with Kathryn and Toni working with Greg Smith, Attorney

STATUS OUO: What currently is being done to address the goal?

- NIHSDA's advocacy system has been established and proven to be effective in affecting federal legislation
- Greg Smith will continue to work with NIHSDA through the regulatory process and other pending federal legislation affecting early childhood development and education
- Relationships are being developed with Pre-K Now for championing the cause of AI/AN preschool issues and concerns
- NIHSDA will have representation on the OHS Expert Consultant group having input into the new regulations affecting Indian Country
- MCS is up-to-date on the Head Start Act and providing the membership with information regarding the implementation of the new Act

OBSTACLES: What are the major obstacles likely to get in the way of achieving the goal?

- Sufficient funds to maintain the advocacy efforts undertaken by NIHSDA
- Changing political structures with the anticipation of a new federal administration
- Head Start moving to a State-Based system approach for affecting universal preschool education
- OHS is to be on a fast-track for promulgating new and revised regulations
- 20 some states have implemented some form of Pre-K programming without little input or dialogue with tribal governments
- Many tribal governments have not placed early childhood development and education on their agendas thereby limiting the support and backing NIHSDA may need to affect public policy at the state and national levels

STRATEGIES: What are key steps (decisions, activities) needed to make progress in achieving the goal?

- Develop position paper on key areas of the Head Start Act to affect the development of federal regulations and rules
- Implement a strategy which can be used by each member of the Association in affecting state and local early childhood development and education at the local, state and national levels (3 prong approach)
- Conduct workshops at the annual management conference on the Head Start Act, issues and concerns about regulation development, etc.
- Issues routine/regular NIHSDA Alerts on regulation development, Pre-K efforts and other federal legislation which may present themselves

What is a desirable FIRST STEP? That will indicate progress and is relatively easy to accomplish?

Identify key issues within the Head Start Act for developing issues papers for the membership