

## About the Early Childhood Action Plan

The work of the Early Childhood Action Plan (ECAP) is carried out by Early Childhood partners working across and within a range of structures. The ECAP Committees provide diverse statewide content expertise to the Early Childhood system, while concurrently, the BBF regional councils provide feedback specific to their own geography, and our BBF State Advisory Council (SAC) provide a forum to synthesize and lead on issues that emerge from the regions and the committees.



### The Early Childhood Action Plan is composed of six results,

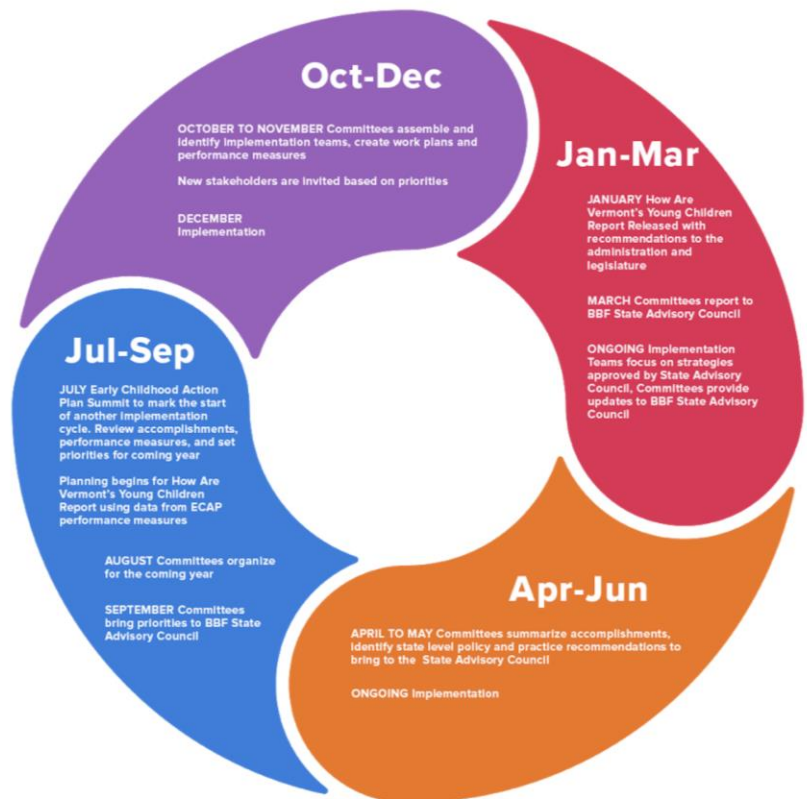
1. All children have a healthy start.
2. Families and communities play a leading role in a child's well-being.
3. All children and families have access to high quality opportunities that meet their needs.
4. Vermont invests in prevention and plans for the future success of children.
5. Data and accountability drive progress in early childhood outcomes
6. The early childhood system is innovative and integrated across sectors in order to better serve children and families.

The Early Childhood Action Plan (ECAP) is on an Annual Implementation Cycle.

Once per year, Building Bright Futures invites stakeholders from throughout the Early Childhood System to an ECAP Summit where we celebrate, evaluate, and prioritize for the coming year. The results of this prioritization feed the work of the seven BBF Action Plan committees over the following year.

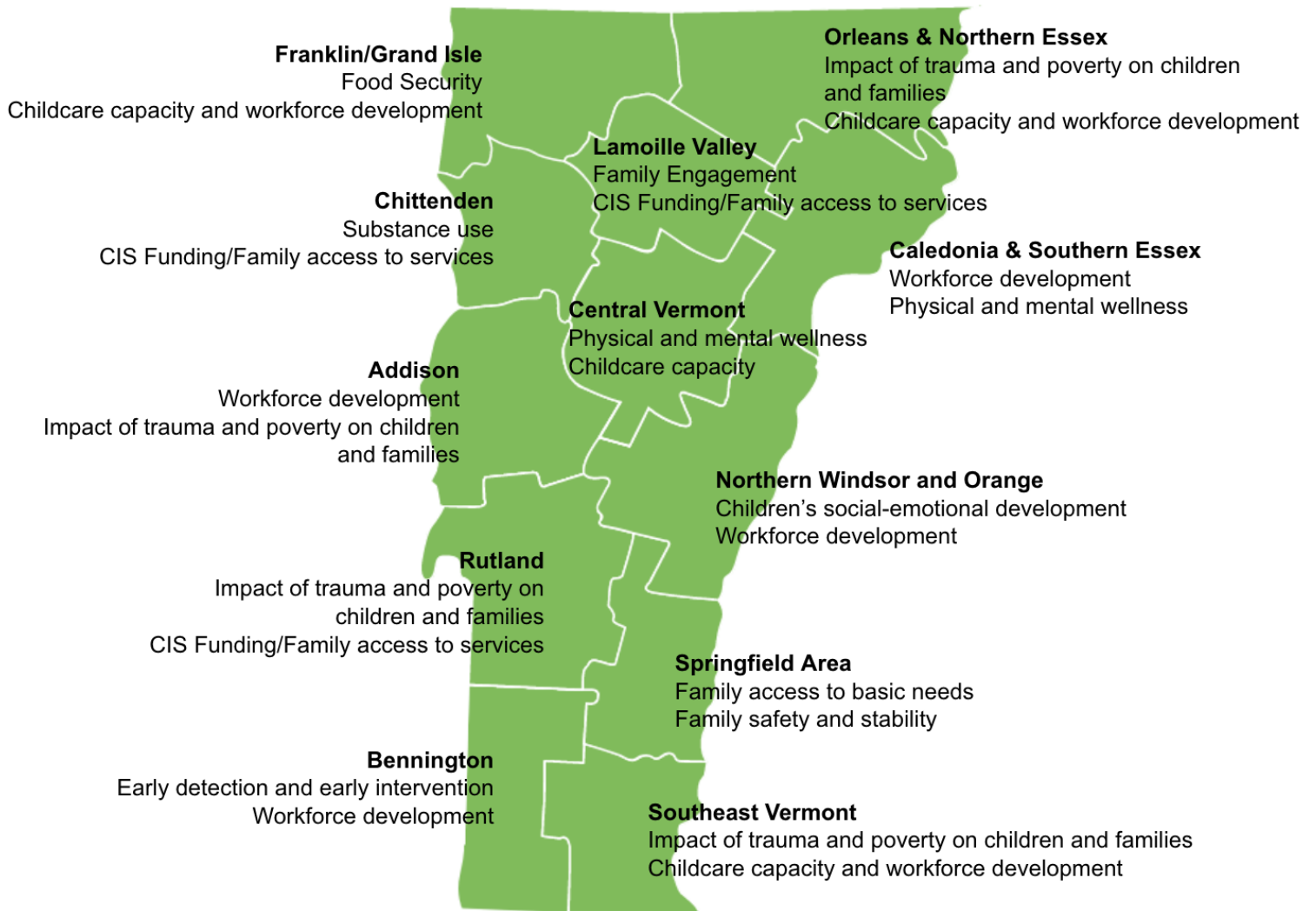
Committees evaluate their capacity, designate implementation teams, and design performance measures so they can track and communicate progress. Some of our committees have been meeting for thirty years and use the ECAP to hone their focus, while others were established explicitly to meet ECAP goals. These committees continue their valuable systems-work throughout the year- building capacity, sharing best practices, and asking tough questions of our system.

The diagram on the right demonstrates the touchpoints throughout the year that the committees use to stay aligned and effective.



# BBF Regional Council Issue Priorities

June 2019



Read more about BBF Regional Council priorities and strategies at <https://buildingbrightfutures.org/>



**Result #3: All children and families have access to high-quality opportunities that meet their needs (shared oversight with ELD committee, see p4)**

Strategy: *Equip the early childhood workforce across sectors in the early childhood system with the common knowledge and skills needed to support children's optimal learning and development and family stability.*

**Committee: Professional Preparation and Development**

The PPD committee seeks to develop, coordinate, and promote a comprehensive system of quality learning opportunities for current and prospective early childhood and after school professionals. The committee builds on assets and prioritizes needs for professional opportunities with a focus on educators, though are expanding to include needs of CIS professionals and others working with children and families. The PPD facilitates communication about professional development to consumers, practitioners and the general public. The PPD meets monthly alternating between Rutland and Montpelier CCV sites with a video conference option.

More information is at: <https://northernlightscv.org/resources/vermonts-ecpd-system/ppd/>

Co-Chairs: Becky Millard, Director Northern Lights at CCV, [becky.millard@ccv.edu](mailto:becky.millard@ccv.edu) and Lynne Robbins, Early Childhood and Afterschool Systems Specialist, Child Development Division, [Lynne.Robbins@vermont.gov](mailto:Lynne.Robbins@vermont.gov)

**Accomplishments and key activities in 2018-2019**

- A. Completed two sets of recommendations for potential improvements to the early childhood career ladder and the program director credential.
- B. Created a process for determining priorities for professional development offerings and implemented that process to create a list of priorities for 2019-2020
- C. Developed strategies to help market the work of Northern Lights at CCV following systems change
- D. Partnering with the Early Childhood Higher Education Consortium on developing the Early Educators Institute at Castleton

**Priorities for 2019-2020**

- A. Complete an evaluation of the early childhood professional development system and create a plan to implement recommended changes
- B. Continue work on modifications to the early childhood career ladder and program director credential
- C. Complete a cross-walk of the career ladder and program director recommendations with the recommendations of NAEYC Power to the Profession and BBF Think Tank recommendations
- D. Evaluate the effectiveness of the implementation of the annual training priority recommendations
- E. Continue to develop data collection strategies
- F. Continue to develop connections with the Early Childhood Higher Education Consortium

**ECAP Summit stakeholder discussion questions-Professional Preparation and Development Committee** (in 3 small groups)

Three of the recommendations regarding the early childhood career ladder are:

1. Recommendation #1: Whom It Serves & Its Purpose  
There is confusion in the ECE field about whom the Career Ladder is for and a lack of clarity about its purpose.  
Who is the Career Ladder for?  
What is the purpose of the Career Ladder?  
Discuss the committee recommendation (see separate sheet).
  
2. Recommendation #2: Experience Requirement  
The subcommittee recommends: Reduce experience requirements across all Levels to six months. Review, and possibly revise, the bonus structure.  
Do you agree? Review and discuss.
  
3. Recommendation #3: Reorganize Level III  
The subcommittee recommends: Reorganize levels so that Level III-A becomes III and Level III-B becomes IV. Higher levels will also be renumbered for a logical sequence. As level certificates are specifically referenced in child care program licensing, STARS, and other connected systems, this change must be aligned, not unilateral. Other parts of the current system, such as already-issued level certificates, may also need to be reconciled.  
Do you agree? Review and discuss.