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| **Strategy** | **Updated Action Steps** | **Notes** |
| 1. Ensure a continuum of holistic, family centered services to meet the needs of each and every child. | 1. Support the provision of an array of services related to the Individuals with Disabilities Act (IDEA) Part C to assure that each and every eligible child is identified early, and each and every family has access to the necessary services and supports across settings 2. In order to serve each and every child Expand the capacity of family support entities to conduct outreach and provide resources to school and community-based early childhood programs 3. Implement 2-generational strategies to ensure each and every family thrives 4. Ensure an appropriate referral system and a continuum of services for children who are residentially transient or in care out of their home school district~~.~~ 5. Ensure that all programs serving young children and families implement the Vermont Guiding Principles for the Full Participation of Each and Every Young Child~~.~~ 6. Identify federal funding opportunities to support prevention, early learning, and intervention strategies which support each and every young child and family. | Strategy updated from original plan  Actions:   1. Updated from original plan 2. Updated from original plan 3. Pulled from appendix, updated, and added to this strategy 4. New action 5. New action 6. Updated from original plan – consider asking Result #4 to take this on? |
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| 1. Expand access to high-quality early care and learning programs for each and every family with young children. | AFFORDABILITY:   1. Expand access to and increase rates in the Child Care Financial Assistance Program (CCFAP) 2. Expand payment for UPK beyond 10 hours to address affordability and dosage needs~~.~~   CAPACITY (equitable access to meet diverse needs of children and families):   1. Conduct an early care and learning demand study 2. Establish and implement a statewide recruitment and marketing plan to bring new programs into the early childhood system~~.~~ 3. Prioritize recruitment of programs and individuals which serve infants and toddlers. 4. Provide start-up supports for new programs and connect them to resources/services 5. Expand universal Pre-k services in all school districts 6. Prioritize partnerships with qualified early learning and development programs and Head Start 7. Encourage partnerships with private full-day/full- year qualified early learning and development programs. 8. Expand afterschool opportunities for school-aged children that support working families both during the school year and in summer. 9. Identify and assess potential areas for investment and/or expansion of early learning and development programs and afterschool programs. | Strategy updated from original plan: focus narrowed to “early care and learning” programs by addressing affordability and capacity, quality moved to strategies 3,4,5  Actions:   1. Updated from original plan 2. New action, expanded from original plan 3. New action (ELD Priority) 4. New action (ELD Priority) 5. New action (ELD Priority) 6. Pulled from appendix and updated 7. Pulled from appendix and updated 8. Pulled from appendix and updated |
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| 1. Strengthen the quality of early childhood services throughout the early childhood system through a focus on alignment; adoption of research-based and evidence-informed practices; ~~the~~ use of data to make decisions; and by providing concrete program and system supports | ALIGNMENT:   1. Identify a process for aligning PreK-Grade 3: program policies, child and program assessment, curriculum, pedagogy, and monitoring across private and public early childhood settings 2. Ensure implementation of the Vermont Early Learning Standards across private and public early childhood settings 3. Identify and implement best practices for streamlining/aligning early care and learning program business practices across settings (hubs for alignment?) (combine with f)   DATA AND RESEARCH-BASED/EVIDENCE-INFORMED:   1. Establish a process to ensure data and research-based/evidence-informed, promising practices are regularly reviewed, are considered for inclusion in this action plan and disseminate findings throughout the early childhood field   CONCRETE SUPPORTS:   1. Identify, Invest, implement strategies that support sustainable business practices ACROSS SETTINGS 2. Invest in early care and learning professional networks and peer support networks 3. Support use, to fidelity, of quality measurement tools at the child, staff and program levels using state designated tools (VELS, CLASS, STARs participation, EMTSS,TSG) 4. Ensure monitoring for all early learning and PreK programs is sufficiently implemented to ensure quality, including periodic review of child care licensing regulations 5. Strengthen and maintain STARS, Vermont’s quality rating and improvement system (QRIS) to:    1. promote continuous quality improvement so that                                                       i.     families can identify quality programs that meet their needs and                                                     ii.     programs get better at supporting families and children’s learning, growth, and development.   * 1. recognize achievements in program quality, and   2. inform policy/investment decision-makers on the need for and impact of high quality programming. | Strategy #3 updated from original plan with quality focus on “programs” – workforce quality pulled is in new strategies 4 & 5  Actions:   1. Updated from original plan 2. Updated from original plan 3. New action (ELD Priority /Think Tank recommendation) 4. New action (re-worked from original plan and appendixes) 5. New action (re-worked from original plan and appendixes) 6. New action (ELD Priority) 7. New action (Think Tank recommendation related to TA) 8. Updated from original plan 9. Updated from original plan (Think Tank recommendation) 10. Updated from original plan (ELD Priority Think Tank recommendation) 11. New action (Think Tank recommendation related to TA) |
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| 1. Promote quality by adequately supporting the onboarding and ongoing **professional development** needs of the early childhood workforce | 1. Oversee the provision of research-informed professional development to improve the knowledge and skills needed to support children’s optimal learning and to align and build common knowledge and skills across each discipline’s core competencies and continuing education requirements at all levels including prior to entry level.    1. Develop a comprehensive early care and learning career ladder supporting stackable, portable credentials and degrees obtained through training and credit-based options    2. Develop cross-sector basic skills and core knowledge and competencies to align with and build continuity of core competence across early childhood disciplines 2. Use research-based and evidence-informed practices 3. Ensure professional development opportunities supporting the cross-sector skills and knowledge menu are available to the early childhood workforce    1. Continually evaluate this system. 4. Develop a comprehensive early care and learning career ladder supporting stackable, portable credentials and degrees obtained through training and credit-based options 5. Work with institutions of higher education, career training, and high schools to increase access to training and professional development that leads to system-recognized degrees and credentials~~.~~ 6. Periodically review articulation agreements between institutions to allow for greater flexibility and increased access. 7. Periodically review Career Lattice gaps and how collaboration between and with institutes of higher education can address gaps 8. Develop a mechanism allowing for feedback on credential and degree program content based on research and evidence informed practices. 9. Fund and implement an early care and learning workforce scholarship program which provides comprehensive supports for individuals acquiring credentials and degrees in early childhood~~.~~ 10. Develop a cross-sector basic skills and core knowledge menu to align with and build continuity of core competence across early childhood disciplines 11. Use research-based and evidence-informed practices 12. Ensure professional development opportunities supporting the cross-sector skills and knowledge menu are available to the early childhood workforce 13. Fund and implement professional, systematic relationship-based mentoring (MATCH) supports for early care and learning programs/staff to improve quality   1) Prioritize collaborative activities targeting new-to-the-field, entry level professionals | Strategy is new, a deeper quality dive focused on workforce professional development  Actions:   1. New action (Think Tank recommendation & PPD work) 2. New action (Think Tank recommendation & PPD work) 3. Pulled from appendix and updated 4. Pulled from appendix and updated 5. Pulled from appendix and updated |
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| 1. Implement policies and structures that enhance the stability and economic security of the early childhood workforce | 1. Support a standing workforce committee to develop and implement an early childhood cross-sector, inter- disciplinary workforce plan, including Think Tank recommendations. 2. COMBINE WITH: Establish and implement a statewide recruitment and marketing plan to bring new early care and learning staff into the early childhood system 3. Fund, develop and implement a workforce data collection, evaluation, and report dissemination plan (including frequency) for on-going evaluation and understanding of workforce trends/needs. 4. Promote strategies to increase compensation of and benefits available to the early childhood workforce without creating a cost shift to families 5. Improve the Bright Futures Information System to capture and periodically report more information related to the workforce, including compensation and benefits. | Strategy updated from original plan with focus on workforce stability  Actions:   1. New action (CIS work?) 2. Pulled from appendix and updated 3. Updated from original plan 4. Pulled from appendix and updated |
| 1. Provide advice and input to relevant state initiatives including federal grants and state programs | 1. Provide oversight on the Child Care and Development Block Grant   What is specific language from CDD Block Grant? (ELD Committee)   1. Stay informed about the Vermont STARS program in order to ensure system alignment (ELD Committee) 2. Provide oversight to the state’s Comprehensive System of Personnel Development (CIS) (PPD Committee)   \*Try to capture the advisory role | Strategy is new  Actions:  All actions are new but based on current activities of various implementation teams |