

## Vermont Early Childhood Action Plan and Vermont CSPD Priorities Crosswalk

Result 3: <i>Children and families have access to high-quality opportunities</i>		Vermont CSPD Priorities (identified Spring 2019)	Notes
ECAP Strategy	ECAP New/Suggested Language		
<b>3.3: 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; use of data to make decisions; and by providing concrete program and system supports.</b>	<p>ALIGNMENT:</p> <p>a) 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</p> <p>b) Ensure implementation of the Vermont Early Learning Standards across private and public early childhood settings</p> <p>c) Identify and implement best practices for streamlining/aligning early care and learning program business practices across settings (hubs for alignment?) (combine with f)*</p> <p>DATA AND RESEARCH-BASED/EVIDENCE-INFORMED:</p> <p>d) 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</p> <p>CONCRETE SUPPORTS:</p> <p>e) Identify, Invest, implement strategies that support sustainable business practices*</p> <p>ACROSS SETTINGS</p> <p>f) Invest in early care and learning professional networks and peer support networks</p> <p>g) 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)</p> <p>h) Ensure monitoring for all early learning and PreK programs is sufficiently implemented to ensure quality, including periodic review of child care licensing regulations</p>	<p>The CSPD vision, mission and purpose align with the Vermont early intervention and preschool special education systems. (PN1E)</p> <p>IHE programs and curricula for each discipline are based on knowledge and skill competencies and credentials that align with national professional organization personnel standards. (PN5B)</p> <p>A statewide system for in-service personnel development is aligned to national and state professional organization personnel standards across disciplines. (PN7A/B)</p> <p>In-service personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring and is coordinated across early childhood systems and delivered collaboratively, as appropriate. (PN7E/F)</p> <p>Strategies are based on data, current research, and stakeholder input and target discipline-specific shortages. (PN9A/B)</p> <p>Multiple processes, mechanisms, and methods to collect and review data are identified and established based on the need for the information, usefulness of potential findings, and burden on respondents and systems and decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan. (PN11A/B/D)</p> <p>The implementation of the evaluation plan results in data or data summaries and analysis that are useful for decision-making, progress monitoring, and program improvements and are accessible across cross-sector early childhood systems. Data are collected on personnel variables, such as personnel development participation, acquisition of</p>	<p>*CSPD priorities doesn't specifically address sustainable business practices. (Could potentially be addressed via recruitment and retention strategies, director credentials, business management courses, etc.?)</p>

	<p>i) Strengthen and maintain STARS, Vermont's quality rating and improvement system (QRIS) to recognize achievements in program quality, guide parents when making choices about early care and learning programs, and inform policy/investment decision makers on the need for and impact of quality programming</p> <p>j) Recognize/reward MATCH activities in child care regulations, STARS, and other monitoring systems.</p>	<p>content, and performance of competencies and those data are examined in relation to relevant child and family outcomes. (PN12A/B/C)</p>	
<p><b>3.4: Promote quality by adequately supporting the onboarding and ongoing professional development needs of the early childhood workforce</b></p>	<p>a) Develop a comprehensive early care and learning career lattice supporting stackable, portable credentials and degrees obtained through options</p> <p>b) 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.</p> <ol style="list-style-type: none"> <li>1) Periodically review articulation agreements between institutions to allow for greater flexibility and increased access.</li> <li>2) Periodically review Career Lattice gaps and how collaboration between and with institutes of higher education can address gaps</li> <li>3) Develop a mechanism allowing for feedback on credential and degree program content based on research and evidence informed practices.</li> </ol> <p>c) Fund and implement an early care and learning workforce scholarship program which provides comprehensive supports for individuals acquiring credentials and degrees in early childhood.</p> <p>d) Develop a cross-sector basic skills and core knowledge menu to align with and build continuity of core competence across early childhood disciplines</p> <ol style="list-style-type: none"> <li>1) Use research-based and evidence-informed practices</li> <li>2) Ensure professional development opportunities supporting the cross-sector skills and knowledge menu are available to the early childhood workforce</li> </ol> <p>e) Fund and implement professional, systematic relationship-based mentoring (MATCH) supports for early care and learning programs/staff to improve quality</p>	<p>IHE programs and curricula for each discipline are based on knowledge and skill competencies and credentials that align with national professional organization personnel standards. (PN5B)</p> <p>A statewide system for in-service personnel development is aligned to national and state professional organization personnel standards across disciplines. (PN7A/B)</p> <p>In-service personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring and is coordinated across early childhood systems and delivered collaboratively, as appropriate. (PN7E/F)</p> <p>Strategies are based on data, current research, and stakeholder input and target discipline-specific shortages. (PN9A/B)</p> <p>Strategies include opportunities for advancement through a variety of processes such as articulation between two and four-year institutions of higher education and access to career pathways/ladders. (PN10A)</p>	

	<p>f) Establish and implement a statewide recruitment and marketing plan to bring new early care and learning staff into the early childhood system.</p> <p>g) Prioritize collaborative activities targeting new to the field, entry level professionals</p>		
<b>3.5: Implement policies and structures that enhance the stability and economic security of the early childhood workforce</b>	<p>a) Support a standing workforce committee to develop and implement an early childhood cross-sector, inter- disciplinary workforce plan, including Think Tank recommendations.</p> <p>b) Fund, develop and implement a workforce data collection, evaluation, and report dissemination plan (including frequency) for ongoing evaluation and understanding of workforce trends/needs.</p> <p>c) Promote strategies to increase compensation of and benefits available to the early childhood workforce without creating a cost shift to families*</p> <p>d) Improve the Bright Futures Information System to capture and periodically report more information related to the workforce, including compensation and benefits.</p>	<p>The CSPD vision, mission and purpose align with the Vermont early intervention and preschool special education systems. (PN1E)</p> <p>Multiple processes, mechanisms, and methods to collect and review data are identified and established based on the need for the information, usefulness of potential findings, and burden on respondents and systems and decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan. (PN11A/B/D)</p>	<p>*CSPD priorities don't specifically address compensation or benefits.</p>
<b>3.6: Provide advice and input to relevant state initiatives including federal grants and state programs</b>	<p>a) Provide oversight on the Child Care and Development Block Grant. What is specific language from CDD Block Grant?</p> <p>b) Provide oversight to the Vermont STARS program (Through the STARS oversight committee?)</p> <p>c) Provide oversight to the state's Comprehensive System of Personnel Development (CIS)</p> <p>*Try to capture the advisory role</p>	<p>The CSPD vision, mission and purpose align with the Vermont early intervention and preschool special education systems. (PN1E)</p>	