

# Vermont Early Childhood Comprehensive System of Personnel Development | Strategic Action Plan

**What is the Vermont Early Childhood Comprehensive System of Personnel Development (CSPD)?** The Vermont Early Childhood CSPD Workforce consists of the broad range of professionals who support and serve each and every child (prenatal through preschool) and their families. This definition will expand as priorities are achieved and CSPD structures are further developed. A CSPD is a cross-sector system designed at the state-wide level to address the challenges faced throughout the early childhood workforce. A CSPD acts as the primary mechanism in which a state ensures that each and every child, including infants, toddlers, and young children with disabilities, are provided services by knowledgeable, skilled, competent, and high-qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.

**Mission:** Vermont's Early Childhood Comprehensive System of Personnel Development aligns, integrates, and coordinates personnel development to equitably prepare, support, and retain qualified personnel across settings and disciplines.

**Vision:** Vermont's Early Childhood Comprehensive System of Personnel Development prepares and supports professionals to effectively engage with children, families and systems to realize the promise each and every child.

**Why does Vermont need a CSPD?** Vermont is experiencing a critical shortage of highly qualified early childhood professionals across disciplines. Challenges include insufficient qualified applicants to fill vacancies, capacity shortages, high caseloads, increasing paperwork demands, and increasing complexity of needs for Vermont children and families. A CSPD works to maximize resources in order to decrease duplication of efforts and increase access to cross-agency trainings, promote workforce wide opportunities, and commonly used, evidence-based tools.

**Who are the members of the CSPD?** The **Core Planning Team (CPT)** consists of diverse representation from Vermont's early childhood systems and works collaboratively to advocate for resources, identify priorities and monitor the system. This group will expand as foundational priorities and structures are achieved and further developed. The **Strategic Action Planning Team (SPT)**, which consists of a broad group of constituents from the early childhood system, provides feedback on proposed initiatives. The Vermont CSPD utilizes the expertise and diverse perspective of the Building Bright Futures Professional Preparation and Development (PPD) Committee as the SPT.

## **Strategic Action Plan (SAP)**

**How does the CSPD and PPD Committee intersect?** The CSPD Core Planning Team (CPT) advocates for resources, makes decisions, sets priorities, solicits feedback, and monitors and evaluates the CSPD system. The PPD Committee, who serves as the CSPD Strategic Planning Team (SPT) provides information on current practices and concerns and gives feedback on proposed initiatives. The CPT has created a first draft of the CSPD strategic plan. The CPT will share the draft plan with the PPD Committee and, at the January 21<sup>st</sup>, 2020 PPD meeting, we'll use some PPD meeting time to hold a strategic planning session in which the PPD committee (serving as the SPT) will provide feedback. That feedback will be incorporated into the strategic plan.

## **Strategic Planning Team (SPT) Questions to Consider:**

1. Within the CSPD vision/mission outlined in the strategic plan (below), what functional needs does the field have that we can reasonably affect?
2. What data does PPD need to help them make the decisions around question #1 (above)?
3. What are the areas of overlap between the PPD work plan and the CSPD Action Plan?

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## Vermont Early Childhood CSPD Strategic Action Plan

**OUTCOME/GOAL:** Leadership, Coordination, and Sustainability of Vermont’s Early Childhood Workforce System will be driven by VT’s CSPD Core Planning Team with input from key state stakeholders.

State: Vermont			Period covered: CSPD Action Plan Objectives: Fall 2019 – Fall 2024 CSPD Activities: Fall 2019 – Fall 2021				
No.	Objectives	Activities	Resources Needed	Person (s) Responsible	Projected Dates of Completion	Evaluation Criteria	Date Completed
1	<b>Quality Indicator PN1:</b> A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.	<p>Core Planning Team (CPT) and Strategic Planning Team (SPT) has been identified. CPT will meet regularly to advocate for resources, make decisions, set priorities, solicit feedback, and monitor and evaluate the CSPD system. The PPD Committee will serve as the SPT with their broad representation of the Early Childhood Workforce. SPT will meet once a year to review the strategic plan. KR will provide brief monthly updates at PPD meetings.</p> <p>CPT will develop a governance document that outlines how and why the CSPD functions. This includes addressing what decisions are being made and who is making financial decisions.</p> <p>Create annual CSPD calendar for internal team that captures important CSPD related</p>	<p>CPT input SPT input</p> <p>CPT input, governance document examples</p> <p>Dates, Calendar</p>	<p>Kati – coordinator, CPT, SPT (PPD)</p> <p>Kati – to draft CPT – review, revise, approve</p> <p>Kati, with input from SPT</p>	<p>Ongoing</p> <p>Draft – Oct. 2019 Finalize Spring 2020</p>	<p>Meeting Attendance, Agenda/Notes</p> <p>Completed governance document, with plan to review &amp; revise.</p> <p>Calendar that’s updated regularly</p>	

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		<p>activities (meetings, PPD meetings, other related BBF committee meetings, HEC meetings, etc.)</p> <p>Create CPT Orientation Process to on-board new members. This includes a list of organizations/agencies currently represented and plan for expansion over the next 3-5 years.</p>	CSPD information, list of orgs/agencies represented at this time	Kati, with feedback from CPT	<p>January 2020 – ongoing</p> <p>January 2020 – Fall 2021</p>	<p>Completed Orientation process and list of current reps. Completed plan for membership expansion.</p>	
2	<p><b>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)</b></p>	<p>DEC and NAEYC is releasing updated competencies and standards. CPT will track and share timelines, progress and updates.</p> <p>CPT will review DEC and NAEYC competencies once released with a pre-service lens. This will inform strategies for alignment and improvement with pre-service programs and IHEs. Additional activities to follow.</p> <p>CPT will connect and collaborate with the Higher Education Consortium (HEC) and Professional Preparation Committee.</p> <p>As appropriate, CSPD CPT will connect with the Power to the Profession and VTAEYC PTP initiatives.</p> <ul style="list-style-type: none"> <li>Tracking and monitoring initiatives</li> </ul>	<p>DEC and NAEYC updated competencies and standards</p> <p>DEC and NAEYC updated competencies and standards</p> <p>Participation on HEC and PPD.</p> <p>NAEYC and VTAEYC PTP information</p>	<p>Kati – will track and share information as available</p> <p>Kati – gather info, share CPT - review</p> <p>CPT members on committees HEC (DHA, LR, RS, KR) PPD (BM, DHA, LR, KR)</p> <p>CSPD CPT, NAEYC, VTAEYC, stakeholders</p>	<p>January 2019 – Summer 2020</p> <p>January 2019 – Summer 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Finalized competencies and standards</p> <p>Review completed.</p> <p>Ongoing participation on committees</p> <p>Increased connection and alignment with PTP initiatives.</p>	

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		<ul style="list-style-type: none"> <li>As appropriate, make alignment across national initiatives, including making connections to broader EC workforce</li> <li>As appropriate, bring EI/ECSE perspective to PTP</li> </ul>					
<b>3</b>	<p><b>A statewide system for in-service personnel development is aligned to national and state professional organization personnel standards across disciplines. (PN7A/B)</b></p> <p><b>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)</b></p>	<p>DEC and NAEYC is releasing updated competencies and standards. CPT will track and share timelines, progress and updates.</p> <p>CPT will review DEC and NAEYC competencies once released with an in-service lens. This will inform CSPD's alignment with national personnel standards and potential system improvements around in-service PD. Additional activities to follow.</p> <p>CPT will review the Training Plan developed by the PPD Committee. This will highlight CSPD's alignment with current training offerings and an opportunity for CPT to provide input and recommendations about this and future training plans.</p> <p>CPT will create an inventory about what types of coaching, reflective supervision, and mentoring activities are happening with our know units, organizations. Where possible,</p>	<p>DEC and NAEYC updated competencies and standards</p> <p>DEC and NAEYC updated competencies and standards</p> <p>Training Plan</p> <p>Information about available resources</p>	<p>Kati – will track and share information as available</p> <p>Kati – gather, share CPT - review</p> <p>CPT - review</p> <p>Kati – CIS Renee – HS</p> <p>Ongoing / potential</p>	<p>January 2019 – Summer 2020</p> <p>Review January 2020 – Summer 2020 Plan Development Summer 2020 – Winter 2021</p> <p>Spring 2020 - ongoing</p> <p>October 2019 – Fall 2020</p>	<p>Finalized competencies and standards</p> <p>DEC / NAEYC standard review completed. CPT develops plan for system improvements.</p> <p>Training plan review and recommendations completed</p> <p>Completed inventory and gap analysis</p>	

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		<p>the inventory will capture the names of groups, organizations, etc. providing these supports. This activity will help CPT identify gaps and potential activities for partnering and leveraging resources. Additional activities to follow.</p> <p>Using the inventory, the CPT will explore opportunities to improve adult learning practices, mentoring, coaching, and reflective supervision. The CPT will identify strategies to potentially improve these practices. Additional activities to follow.</p> <p>CPT will explore ways to recognize mentoring and coaching in the EC system and will develop plan to implement recognition for this area of support. Additional activities to follow.</p> <p>CSPD will launch a common calendar for all PD activities related to the Early Childhood Workforce. This will serve as a hub for EC providers to find up-to-date information on affordable training opportunities. Additional activities to follow.</p>	<p>Information about what's currently available</p> <p>Information on current practice of recognizing mentoring and coaching.</p> <p>Calendar hub (NL training calendar?), training information from related agencies and organizations</p>	<p>Partnerships: CSPD, NL, PPD, CSPD, MATCH, Head Start, DOL, etc.</p> <p>CPT, relevant stakeholders</p> <p>CPT, relevant stakeholders</p> <p>CPT, PPD, Northern Lights, all related agencies and organizations</p>	<p>Fall 2020 – Fall 2021</p> <p>Spring 2020 - 2021</p> <p>Spring 2020-2021</p>	<p>Completed inventory, complete gap analysis, identified strategies to improve adult learning practices</p> <p>Draft plan in place to recognize mentoring and coaching</p> <p>Functioning, up-to-date training calendar</p>	
4	<b>Strategies are based on data, current research, and stakeholder input and target discipline-specific shortages. (PN9A/B)</b>	The CDD Data Workgroup develops an annual report on workforce data. CPT will review the report annually and it will inform	CDD, HS, CIS workforce data, compiled report	CDD Data Workgroup, CPT - review	Fall 2019 and once each year	CDD workforce report disseminated.	

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	<p><b>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)</b></p>	<p>decisions related to PD strategies and collaboration opportunities with IHE's.</p> <p>CPT reviews UPK/SLDS (<a href="#">Statewide Longitudinal Data System</a>) outcome data. This review will inform it will inform decisions related to improving existing strategies and implementing new strategies. Additional activities to follow.</p> <p>CPT will connect and collaborate with the BBF Data and Evaluation Committee. This will create data sharing opportunities and potential for improving data collection processes across the EC workforce.</p> <p>CPT will connect and collaborate with the BBF Early Learning and Development Committee, particularly around recruitment and retention. This will create increased collaboration across the two groups and potential for improving data collection and strategies around EC topics and recruitment and retention.</p> <p>CPT will review the CIS Recruitment &amp; Retention Survey results annually. This review will inform decisions related to PD and recruitment and retention strategies. Additional activities to follow.</p>	<p>UPK/SLDS outcome data</p> <p>Existing EC workforce data, processes for collecting data</p> <p>Existing recruitment and retention information</p> <p>Survey summary, raw data (as needed)</p>	<p>KR – gather data CPT - reviews</p> <p>CPT, Data and Evaluation Committee</p> <p>CPT, ELD Committee</p> <p>CPT</p>	<p>Fall 2020</p> <p>Spring 2020 - ongoing</p> <p>Spring 2020 - ongoing</p> <p>April 2020</p>	<p>Review completed.</p> <p>Outcome data review completed.</p> <p>CPT and DE Committee identified areas to collaborate and drafted plan to gather and analyze EC workforce data.</p> <p>CPT and ELD Committee identified areas to collaborate and drafted plan to gather and analyze EC workforce data.</p> <p>Completed review</p>	
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		<p>CPT will review the Wage and Fringe Survey (Head Start). This review will inform decisions related to PD, recruitment and retention, and compensation/benefit strategies. Additional activities to follow</p> <p>The CSPD will review current IHE articulation agreements and will disseminate (table, map) to partners annually. CPT will determine best methods to disseminate information (e.g., VTAEYC website?)</p> <p>CPT will provide input into the development of a CDD data system. This data system will address strategies related to this objective.</p>	<p>Survey summary, raw data (as needed)</p> <p>Current IHE agreements, table and map</p> <p>PDG, information on who has data and what's being captured currently</p>	<p>CPT</p> <p>Kati – gather, share from HEC CPT – review</p> <p>CPT, PDG advisory group</p>	<p>Fall 2020</p> <p>Summer 2020 - ongoing</p> <p>TBD</p>	<p>Completed review</p> <p>Current IHE agreements, table and map</p> <p>The data needs of the CSPD systems will be integrated into CDD data system.</p>	
5	<p><b>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)</b></p> <p><b>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 content, and performance of competencies and</b></p>	<p>The Preschool Development Grant (PDG) will complete an evaluation of the Early Childhood PD System. This will look broadly at CDD/CIS and inventory of the ‘availability, accessibility, quality, and affordability of PD opportunities’ across the early childhood disciplines. This work will inform CSPD’s work around improving already existing systems to collect and review data.</p> <p>The PDG advisory group will include representatives from each discipline area of the CSPD CPT. Additional activities to follow.</p>	<p>Inventory of all PD opportunities</p> <p>Information about grant, when group will meet, etc.</p>	<p>PDG team, CPT</p> <p>CPT</p>	<p>TBD</p> <p>January 2020 through life of the grant</p>	<p>Completed evaluation</p> <p>Regular attendance at advisory group and updates at CSPD meetings.</p>	

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	<p>those data are examined in relation to relevant child and family outcomes. (PN12A/B/C)</p>	<p>Identify processes, mechanisms, and methods to collect and review data. Discuss how this data is normed. (e.g. surveys, evaluations, NL evaluations, STARS, BBF Data Committee, etc.) Additional activities to follow.</p> <p>As part of governing document, CSPD will identify how we use data to make decisions and what decisions we are making.</p> <p>CSPD will foster connection and will collaborate more closely with BBF Data Committee in order to leverage data resources, analytical capabilities, and improve data quality across early childhood field.</p> <p>The CDD Data Workgroup develops an annual report on workforce data. CPT will review the report annually and it will inform decisions related to system progress and improvement opportunities. Additional activities to follow.</p> <p>CPT reviews UPK/SLDS (<a href="#">Statewide Longitudinal Data System</a>) outcome data. This review will inform it will inform decisions related to improving existing strategies and implementing new strategies. Additional activities to follow.</p>	<p>Information about what data is available and how it's collected.</p> <p>CPT input, draft governance document</p> <p>Info about committee, when it meets, what data all groups have.</p> <p>CDD workforce data report</p> <p>UPK/SLDS data</p>	<p>CPT, relevant stakeholders &amp; BBF committees</p> <p>CPT</p> <p>CPT (RK is on DC Committee)</p> <p>CPT</p> <p>CPT</p>	<p>October 2019 – ongoing</p> <p>Winter/Spring 2020</p> <p>Ongoing</p> <p>Summer 2020</p> <p>Fall 2020</p>	<p>Processes and mechanisms are formally identified.</p> <p>Finalized governance document.</p> <p>Ongoing collaboration with BBF DC group</p> <p>CDD Workforce Data Review completed.</p> <p>UPK/SLDS review completed.</p>	
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		<p>CPT will determine how we will gather data on personnel variables (e.g. personnel development participation, acquisition of content, and performance of competencies) . Additional activities to follow.</p>	<p>Information on how and what data is being collected</p>	<p>CPT</p>	<p>January 2020 – January 2021</p>	<p>Data collection plan created.</p>	
		<p>CPT develops mechanism to collect, store, and share family stories (used as data to inform CSPD strategic plan, activities, etc.)</p>	<p>Information on what data we have, identified best practices for mechanisms to collect, store and share this information</p>	<p>CPT, relevant stakeholders, family/ caregiver representatives</p>	<p>Summer 2020 – Summer 2021</p>	<p>Mechanism developed and implemented.</p>	

**Activities Reviewed and Updated by CSPD:** annually, each fall/winter  
**Reviewed by Strategic Planning Team:** each fall/winter  
**CSPD Self-Assessment:** Conducted every 3-5 years