



Chittenden Regional Action Plan

*We use an equity lens to drive all of our work, as it is a core value to our council and the families we serve in our community.

Outcome: Children are Supported		
Strategy	2019-2020 Action Steps	Performance Measure
A. Families can access education and support opportunities	<ul style="list-style-type: none"> a. Promote information and resource systems such as Champlain Valley Head Start, Help Me Grow, Strong Families, Ready to Go (transportation). b. Support vibrancy of existing direct service systems by strengthening partnerships and advocating for resources of Parent Child Center network and-Children’s Integrated Services. a. c. Support families having access to high quality affordable child-care by promoting sustainable business practices of providers, access to professional development, quality improvement, supporting communication between providers and state system to grow capacity, and redevelopment of provider professional development system. Efforts in motion: LGK Make Way for Kids Campaign, Burlington First Steps Scholarship Programs. 	<ul style="list-style-type: none"> # of calls to HMG # of CIS referrals, source of referral, and gaps in service delivery Population level: # ECL programs with 4 or 5 STARS % Children enrolled in ECL centers with 4 or 5 STARS #of scholarships and grants provided



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Outcome: Children are Healthy

Strategy	2019-2020 Action Steps	Performance Measure
<p>A. Children’s social and emotional needs are met (combining systems and practice)</p>	<ul style="list-style-type: none"> a. Ensure children and family needs are represented when doing municipal and resource planning. Participate in UVM MC Accountable Community for Health (CACH) b. Promote programs such as Piggy Back, CVHS parenting programs, and others that foster social-emotional development in children as some of the earliest prevention to risks such as substance use as part of UVM MC grant and 2 generation approach. c. Promotion of use of the developmental screening registry for collecting and sharing ASQ:SE screening results. 	<p>Identify impact of strategies developed to improve the lives of children and families</p> <p># of programs using frameworks # of trainings offers # of families served</p> <p>UDS registry data for: # of screens entered, # of providers using registry, and % of screens entered for children developing on track</p>



WHEN WE WORK TOGETHER, CHILDREN SHINE

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<p>B. Children receive ongoing screening (physical, developmental, food security and other social determinants of health)</p>	<ul style="list-style-type: none"> a. Promote healthy development through education and training opportunities and creating living, real-time statewide resource directory to promote the Help Me Grow system. b. Promote providers using Universal Developmental Screening registry both to enter information and to identify next steps with a family based on results. c. Support pediatricians conducting screenings for social determinants of health with partners who offer community based supports, improve relationship between medical and community based providers. d. Breastfeeding is supported as a healthful, natural, and economical form of infant nutrition, and many families need help understanding their rights; ie: breastfeeding friendly workplaces. 	<p>% people reporting on HMG eval greater understanding of child development</p> <p>% Families report accessing services they need, or know where to go to get help (HMG Parent survey)</p> <p># partners reached</p> <p># of partners trained</p> <p># of families reached</p> <p># of events held (training, Council meetings, other HMG outreach)</p> <p>of calls to HMG</p> <p># of screenings</p> <p>#of events supporting breastfeeding rights using the Health Department Resources</p>
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Outcome: Children are Learning



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Strategy	2019-2020 Action Steps	Performance Measure
A. Schools are ready for children	<ul style="list-style-type: none"> a. Highlight and promote cultural and linguistic competence of family-serving agencies by facilitating council meetings and re-occurring council activities. b. Convene meeting with school partners to identify needs and gaps. Identify what K teachers seeing most as needs. 	Outcome of meetings #Tools/books determined by group, to help engage families to address needs
B. School culture and climate facilitates parent and family engagement	<ul style="list-style-type: none"> a. Support child and families transitioning from CIS-Early Intervention to EEE school-based programs. b. Support implementation of Universal Pre-K by partnering with private pre-k and school districts through the Early Learning Partnership. c. Promote inclusion of children and families of diverse backgrounds by training, writing about best practices, and development and utilization of Agency of Education <i>Guiding Principles for the Inclusion of Each and Every Child</i>. 	# Transition meetings, activities, supports for children and families # schools reporting Ready4K! % of kids R4K! #/% ELP partners report improved process (partner survey)
C. Teachers and staff are well-trained, culturally proficient and reflect the demographic of students in the region	<ul style="list-style-type: none"> a. Early childhood workforce understands the cultural diversity, the impact of trauma and stressors caused by poverty, homelessness, substance use disorder, etc. b. Promote trainings on NEAR science, trauma, ACEs, Early MTSS etc. to Council partners. 	# providers trained % who report changed attitude/skills from trainings



WHEN WE WORK TOGETHER, CHILDREN SHINE

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	<p>c. Promote inclusion of children and families of diverse backgrounds by training, writing about best practices, and development and utilization of Agency of Education <i>Guiding Principles for the Inclusion of Each and Every Child.</i></p>	
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