Result 1 (regional): All Families have support, resources and skills to raise thriving children.
State Outcomes: Children are supported. Children are healthy.

Support region-wide efforts to streamline and improve the supports, services and resources for parents and caregivers. Build relationships and improve system integration. Work with existing agencies, organizations and systems to ensure collaboration. Publicize family education, medical, mental health and support services. Support local, regional and statewide efforts to ensure families’ basic needs are met.

Indicators:
- # of children under age 8 in DCF custody (annual point in time, rate per 1000)
- # of child abuse and neglect cases opened for services under 17
- # of low birth weight babies (rate per 1000)
- % of early prenatal care
- % of children under six living in households under 200% of the Federal Poverty Level
- % of Asset Limited, Income Constrained, Employed (ALICE) Households

<table>
<thead>
<tr>
<th>Strategy</th>
<th>2019 Action Steps</th>
<th>Performance Measures</th>
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</table>
| Promote awareness of healthy development | - Lead regional efforts to promote awareness of healthy development, developmental milestones, developmental screening, regional resources for families, and the Universal Development Screening Registry.  
- Support/host family engagement activities and professional trainings.  
- Keep an open line of communication between regional and state partners. | ● # of events held  
● # of parents/caregivers reached.  
● # of community partners reached.  
● # of calls to the call center.  
● # of materials distributed  
● survey responses to the regional trainings |
Result 2 (regional): Children have quality early learning opportunities and are ready for school. Schools are ready for children and families.

State Outcome: Children are learning.

Ensure all children are ready for school. Support early care and education field. Publicize importance of kindergarten readiness. Support regional connection between early educators and schools

Indicators: % of children ready for Kindergarten in all 5 domains (by Supervisory Union)
- # and % of licensed and registered 4 and 5 STARS child care providers and slots
- # of slots total by age range

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<tbody>
<tr>
<td>Promote a robust age 0-8 care and learning continuum</td>
<td>- Promote and coordinate learning opportunities and discussions to better integrate early care and learning system with K-3 system.</td>
<td>• # of slots by age</td>
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<td>- Increase quality ECL opportunities</td>
<td>• # of slots needed (estimate)</td>
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<td>- Encourage and enhance opportunities to bridge early care and learning and K-3 systems (i.e. activities include Transition Teas, Teddy Bear Teas and other transition event(s)).</td>
<td>• # of events/meetings held</td>
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<td>- Publicize importance of kindergarten readiness</td>
<td>• # of people attending meetings</td>
</tr>
<tr>
<td></td>
<td>- Connect to Pyramid Model strategies</td>
<td>• % difference between Ready 4 Kindergarten and 3rd grade reading</td>
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<td></td>
<td></td>
<td>• % of expulsions if available</td>
</tr>
<tr>
<td>Ensure equitable level of training/professional development opportunities</td>
<td>- Partner with new and existing organizations to bring relevant workshops and trainings to the region.</td>
<td>Workforce openings</td>
</tr>
<tr>
<td>for the field</td>
<td>- Support opportunities for Early Ed providers to network and connect.</td>
<td>• # of variances granted</td>
</tr>
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<td></td>
<td>- Provide opportunities to build leadership in the field.</td>
<td>• # of PD trainings available in the region</td>
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<td></td>
<td>- Support transition of professional development system to CCV</td>
<td>• # of early educators within the region enrolled</td>
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<td>- Support improved collaboration and connections between state agencies, regional early care and learning professionals and regional partners</td>
<td>• % who complete programs</td>
</tr>
<tr>
<td></td>
<td>- Encourage equitable level of training/professional development opportunities</td>
<td>•</td>
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</table>
**Southeast Vermont Regional Action Plan**

| Early Multi-Tiered Systems of Support (Early MTSS) | - Support and promote the implementation of the Pyramid Model demonstration classroom.  
- Encourage PM integration in WSESU ECL sites  
- Strategize about long term capacity building and integration | ● # of Early Education programs using EMTSS  
● # of coaches  
● % of coaches who feel supported and supporting  
● TPOT assessments  
● %# of Early Education suspension and expulsions |
| WSESU/Winston Prouty |  |  |
Result 3 (regional): Communities are ready for children and families.  
State Outcome: Children are learning.

Promote and increase awareness and importance of family supports within the community. Publicize connection between supporting children and families and a thriving economy.

Indicators: % of children under 6 years old have all parents in the labor force  
Median household income (Households with wage income)

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| **Family-centered workplace policies** | - Support regional employers in the knowledge, development and implementation of family-centered workplace policies  
- Provide resources and collaborate with area economic development, business and non-profit entities  
- Connect with 0-8 Continuum of learning strategy  
- Tie regional efforts with statewide efforts  
- Get support and develop tools for data management and tracking | ● # of events/discussions.  
● # of VDH Breastfeeding Friendly Employers  
● # of certified B-Corporations  
● #/% of employer sponsored or collaborated childcare slots  
● Survey responses of event participating |
| **Celebrate young children and families and increase visibility of resources in our community** | - Support annual activities and publicity  
- Publicize ongoing activities and resources for families throughout the year  
- Continue to improve accessibility of activities (open and available to all families)  
- Ensure funding sustainability  
- Continue to increase number and geographic diversity of activities  
- Survey participants for ongoing needs assessment | ● # of total events.  
● # of one-time events  
● # of playgroups, storytimes, ongoing events.  
● # of adults and children attended events.  
● % of respondents said they felt more connected to the community |
| **Develop community and family leadership** | - Continue to support projects focusing on improved collaboration, regional system integration and ensuring regions have what they need from CDD.  
- Ensure the approaches and frameworks used are shared with community partners | ● % of (Brattleboro and Guilford each) community partners who indicate improved collaboration with one another. |