



WHEN WE WORK TOGETHER, CHILDREN SHINE



Vermont's Collaborative Vision and Strategy for Monitoring Act 76

Testimony for House Human Services

Wednesday, January 3, 2024

Early Childhood System Engagement in Monitoring



We asked partners two key questions:

- What would success look like across each area of legislative intent?
- What are the top three things we would need to measure in order to understand the impact across each area of legislative intent?

Two key ways we engaged partners:

- 13 focus group convenings with over 80 partners
- Statewide survey that yielded 79 cross sector responses

Ongoing Implementation Monitoring



There are many mechanisms by which BBF will monitor implementation:

- Focus groups with CDD and AOE leadership and implementation teams
- CDD's Status and Summary Report Chart
- Focus groups/interviews and surveys with families and providers
- Periodic statewide surveys
- VECAP Committee Meetings
- Engaging in the Prekindergarten Education Implementation Committee
- BBF Early Childhood Emerging Priorities Tracker
- Making data publicly available at VermontKidsData.org

Accountability and Measuring Success



- 154 indicators were identified to measure the impact of Act 76 across all areas of legislative intent.
- Only 48 of the 154 indicators ($\frac{1}{3}$) are currently collected
- No singular indicator was sufficient to measure impact.



Act 76 Data Snapshot

Equitable Access

Collected	<ul style="list-style-type: none">● Number of regulated early childhood education programs, prequalified universal prekindergarten education programs, regulated after school programs by county and AHS District● Total number of regulated early childhood education programs opening and closing annually● Number of programs with specialized child care status by county and AHS District● Number of children 0-5 receiving services/education on an IFSP/One Plan, IEP, 504s
Data Gaps	<ul style="list-style-type: none">● Number of children enrolled in each type of program annually● Enrollment demographics (age, race, ethnicity), setting/program type, and level of quality● Mixed-delivery: overall percent of children served in public and private programs by program type (child care, PreK, afterschool programs)● Capacity: number of children who can be served each week based on: program schedules, public and private breakdowns, age/demographics, district● Availability of non-traditional hours of care disaggregated by geography

Act 76 Data Snapshot

	Family, Educator, Program, and Implementer Experiences
Collected	<ul style="list-style-type: none">● Providers' and Parents' Awareness of Policy Changes to Vermont's Child Care Financial Assistance Program (Point in Time March/April 2023 from Child Trends)● Parent's perceptions and preferences for early care and learning (NORC, 2019)
Data Gaps	<ul style="list-style-type: none">● Experience with policy changes<ul style="list-style-type: none">○ Families having care coverage that meets their needs and preferences○ Provider satisfaction with policy changes and state support○ Unintended consequences of policy changes● Current statewide successes● Current statewide challenges in implementation● Lessons learned through implementation

Implementation Progress: the first 6 months



Notable successes to date:

- Timely communication about implementation, namely from the Child Development Division
- Programs reported spending funds on expanding capacity, updating facilities, increasing compensation and support for staff, and more from the Readiness Payment program

Notable challenges to date:

- Concerns about rate caps
- Confusion about the current status of UPK from school boards
- Timelines of required legislative reports