



WHEN WE WORK TOGETHER, CHILDREN SHINE



Vermont's Collaborative Vision and Strategy for Monitoring Act 76

Tuesday, January 9th 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

- **Number of Programs:** Number of regulated early childhood education programs and regulated afterschool programs by UPK status, STAR rating, county and AHS District
- **Programs Opening and Closing:** Total number of regulated early childhood education programs opening and closing annually by program type, UPK status, STAR rating, county and AHS District
- **Licensed and desired capacity:** The number of children a program can serve at one time and the number of children they would like to have the capacity to serve.
- **Specialized Child Care:** Number of regulated programs with specialized child care status by county and AHS District
- **Special Education:** Number of children 0-5 receiving services/education on an IFSP/One Plan, IEP, 504
- **UPK Enrollment:** Total number of children enrolled in UPK by program type
- **CCFAP Utilization:** Average number of children accessing Child Care Financial Assistance Program (CCFAP) annually

Act 76 Data Snapshot

Equitable Access

Data Gaps

- **Enrollment/utilization:** Total number of children enrolled in regulated child care and afterschool programs annually and disaggregation by
 - Demographics (age, race, ethnicity)
 - Setting/program type
 - Level of quality
 - Geographic region (school district, region, etc.)
- **Availability:** Traditional hours of care, and non-traditional hours of care (program schedules) disaggregated by demographics, setting/program type, level of quality, and geographic region
 - Number of children who can be served based on availability of care
- **Demand:** True demand (based on families' needs) for early childhood education by program and geographic region (Current proxy measure = "Likely to need care" is based on census estimate of children with all parents in the labor force)
 - Accounting for changes based on the time of year (summer care)
- **Unregulated Programs:** Child care, afterschool, and summer programs not regulated by the Child Development Division and/or the Agency of Education

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