

About the Regions

BBF's regional infrastructure has a presence in every corner of the state and in all communities. These 12 Regional Councils bring together early childhood stakeholders to identify gaps; share expertise and resources to break down silos; elevate regional and family voice; and implement strategies to respond to the needs of each and every child and family in their respective area.

Statewide, nearly 250 people bring their perspectives together on Regional Councils on a monthly basis. Early childhood stakeholders across regional tables include professionals in physical and mental health, social services, basic needs, early childhood education, PreK-12 education, families of children under 9, and community members invested in the well-being of young children.

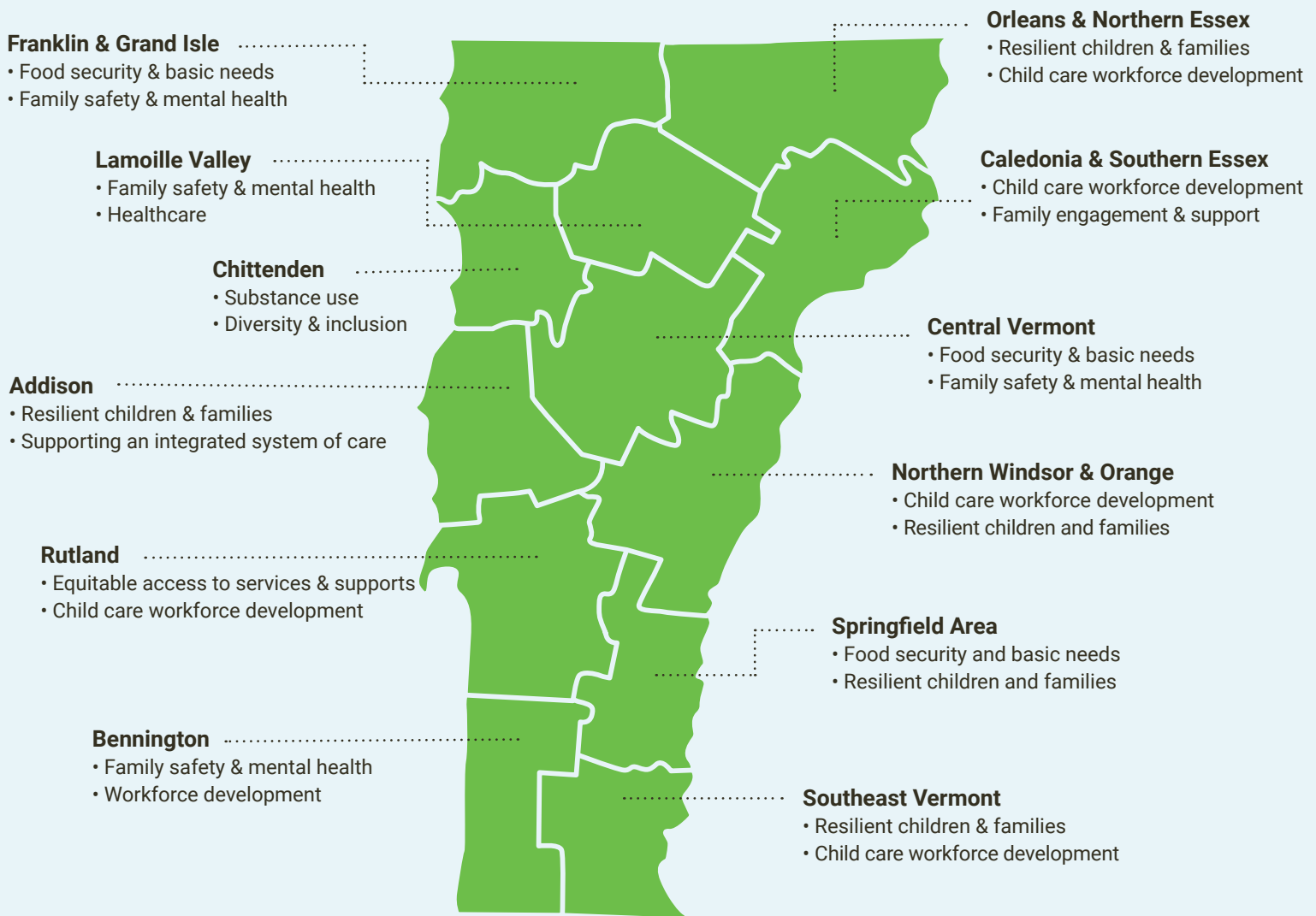
Regional councils serve as critical mechanisms to elevate regional innovations, successes, and barriers to state partners and to implement state policies and best practices at the regional level.



BBF REGIONAL PRIORITIES 2020

The following pages offer a snapshot of each region with a highlighted project and selected indicators of child and family well-being.

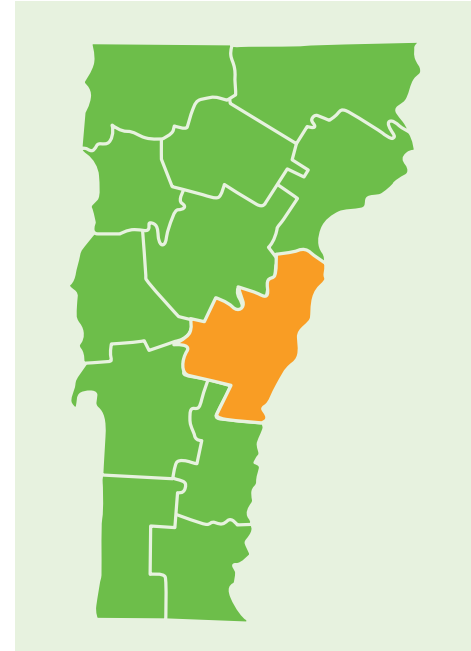
Each Regional Council has an action plan to guide decisions and activities. While each plan covers the different parts of the Early Childhood system, two priorities are identified to share across the state. The map below shows the strengths of the regional council infrastructure in allowing for local priority setting as well as the connections between regions across Vermont.



More information about each region including monthly council meetings and updates can be found at buildingbrightfutures.org/what-we-do/regional-councils/

Northern Windsor & Orange

The Northern Windsor and Orange Regional Council continues to find ways to support children’s social and emotional well-being. One strategy the Council has committed to is the Early Multi-Tiered Systems of Support (Early MTSS) framework for children who are 5 years of younger in line with **VECAP Goal 3: All Children and Families Have Access to High-Quality Opportunities That Meet Their Needs.** There is a similar approach for school aged children called the Multi Tiered Systems of Support (MTSS) framework that is modified based on developmental need. Aligning these approaches and implementing the frameworks allows for children to experience a smoother transition from early care and education programs to kindergarten. These frameworks support the social, emotional, and behavioral development of young children. The goal is to create an environment where every child feels good about coming to school through practice based coaching, regional support and trainings. The Council has worked to provide trainings, facilitate connections, and align resources to support programs interested in participating in Early MTSS.



Current Status

CHILD POPULATION (2018)

4,043 children under 9

Decreased by 5% from (4,246 in 2013)

CHILDREN LIVING IN POVERTY (2018)

41.0% children under 6 (1,126)

Decreased by 1% from (41.5% - 1,132 in 2013)

CHILDREN IN OUT OF HOME CUSTODY (2019)

33 children under 9

Decreased by 30% from (47 in 2014)

Educational Assessments

SUPERVISORY UNION / SCHOOL DISTRICT

Hartford SD	67.4%
Orange East SU	63.6%
Orange Southwest SU	89.6%
Rivendell Interstate SD	100%
SAU 70	90.9%
White River Valley SU	83.3%
Windsor Central SU	90.2%
Windsor Southeast SU	85.0%

KINDERGARTEN READINESS (FALL 2019)

67.4%
63.6%
89.6%
100%
90.9%
83.3%
90.2%
85.0%

3RD GRD READING PROFICIENCY (SPRING 2019)

53.9%
42.6%
44.8%
41.0%
80.0%
50.0%
66.6%
58.0%