



## ***2021/2022 SAC Recommendations***

- 1. RESPOND TO VERMONT'S MENTAL HEALTH CRISIS**
- 2. ADDRESS CHRONIC INEQUITIES IN VERMONT'S EARLY CHILDHOOD SYSTEM**
- 3. ELEVATE FAMILIES AS DECISION MAKERS**
- 4. DEVELOP A WELL-RESOURCED EARLY CARE AND EDUCATION SYSTEM**
- 5. EVOLVE THE EARLY CHILDHOOD DATA SYSTEM AND INFRASTRUCTURE**

### ***1. Respond to Vermont's Mental Health Crisis***

***Level Requiring Action:*** Level 2- 4 - Family, Community, System (e.g. Vermont's legislature and Governor)

#### **Recommendation 1: Invest in community-based mental health supports for children and families (funding, human capital, and coordination)**

- Expand connection of mental health in primary care and education settings (screening, care coordination)
- Expand funding for Early Childhood and Family Mental Health (ECFMH) consultation, education and treatment to support children's mental health in ECE settings
- Continue the use of telehealth as a practice that improves access to care (ie: equipment, billing/insurance coverage, etc.)
- Expand Mobile Response and Stabilization Services

***Level Requiring Action:*** Level 3-4 - Community, System (e.g. Vermont's legislature and Governor)

#### **Recommendation 2: Address the mental health workforce crisis in Vermont (DA, CIS, private providers, social workers)**

- Implement strategies to recruit and retain mental health workforce including workforce sign-on and retention bonuses, relocation costs, tuition reimbursement, loan repayment, housing stipends for new employees, purchase of apartments for new employees' short-term stays, and child care subsidies.
- Increase payment rates
- Build a workforce that is reflective of the Vermont population (with particular attention to BIPOC, GLBTQA, ability to meet rural needs.)
- Respond to the burden and stress on current mental health workforce causing staff burnout

## 2. ADDRESS CHRONIC INEQUITIES IN THE EARLY CHILDHOOD SYSTEM

*Levels Requiring Action: Level 2 - Families and Communities (e.g. within Regional Councils, local community groups & families), Level 3 - Community (e.g. within state agencies and community-based partners), Level 4 - System (e.g. Vermont's legislature and Governor)*

**Recommendation 1 (Levels 3-4): Invest in and implement Early Multi Tiered System of Supports (Early MTSS) to fidelity statewide and monitor/evaluate equitable access and outcomes for children.**

- Utilize existing data, reports, and national best practices to determine how to scale implementation of Early MTSS statewide.
- Provide coaching through Early MTSS as an evidence-based practice for educators and staff.
- Utilize Early MTSS to support and retain highly qualified, consistent, early childhood professionals.

**Recommendation 2 (Level 3-4): Strive for seamless navigation of services. Improve the existing infrastructure; recognizing forthcoming recommendations from Vermont's Child Care and Early Childhood Education Systems Analysis in July 2022.**

- Develop a strategy to address persistent challenges within Children's Integrated Services (CIS): lack of a comprehensive data system and complex administrative and financial burden
- Continue to fund child development and behavioral support programs to meet current and future needs such as: Special Accommodations Grants (SAGs); Specialized Childcare; Help Me Grow; Early MTSS; ECFMH treatment, consultation and education.
- Develop an integrated and consistent data system to document efficacy, impact, and monitor outcomes and equitable access to high quality resources, supports and services \*See Evolve the Early Childhood Data System and Infrastructure recommendations below

## 3. ELEVATE FAMILIES AS DECISION MAKERS

*Levels Requiring Action: Level 2 - Families and Communities (e.g. within Regional Councils, local community groups & families), Level 3 - Community (e.g. within state agencies and community-based partners), Level 4 - System (e.g. Vermont's legislature and Governor)*

**Recommendation 1 (Levels 2-4): Representation and voice matter. Engage families with lived experience to participate in leadership and decision making across sectors and policy areas.**

- Require each legislatively mandated board/committee/study section/decision-making body have at least 1 parent representative with lived experience (having parented children through the early childhood years 0-8, experience with the system of services).
- At the community, state, and policy level, conduct review of programs, policies and legislation to ensure that revisions and requirements consider the impact and consequences to child development and family well-being.
- Utilize the BBF Families and Community committee to consult on policy development; particularly when parent representation on committees is not yet reached.
- Foster engagement by calling out and working to dismantle barriers that are symptoms of systemic, institutional, and individual racism.

**Recommendation 2 (Levels 2-4): Create a culture that invites and supports family engagement and partnership, and provides the necessary training and coaching to attract families who are unfamiliar or uncomfortable with the current process, language, and decision-making structure.**

- Develop and use a common definition of family engagement and partnership throughout the state's early childhood system.
- Invest in strategies to engage culturally and linguistically diverse populations (provide translation and interpretation, accessible language, utilize cultural brokers, provide training/preparation of boards to engage diverse populations, etc.)
- Promote and increase family participation through engagement, training, coaching, and compensation in early childhood programs and services.
- Measure impact and ensure accountability by conducting regular family engagement assessments.

**Recommendation 3 (Levels 2-4): Fully commit to the [Vermont Guiding Principles Supporting Each and Every Young Child and Family's Full and Equitable Participation](#) by advancing policies, procedures, programs, and practices that honor and are supportive of each family's culture, strengths, structure, expertise, and preferences.**

- Create a strategic plan to operationalize the Vermont Guiding Principles.
- Demonstrate commitment by posting the Vermont Guiding Principles on organization/agency websites, aligning Guiding Principles into State of Vermont contracts, and referencing in scopes of work.
- Demonstrate commitment to fully include each and every child and their family by referencing Guiding Principles in early childhood laws and initiatives

#### **4. DEVELOP A WELL-RESOURCED EARLY CARE AND EDUCATION SYSTEM**

*Level Requiring Action: Level 3 - Community (e.g. within state agencies and community-based partners), Level 4 - System (e.g. Vermont's legislature and Governor; see VECAP Executive Summary, pg. 6)*

**Recommendation 1 (Level 4): Improve equitable access to affordable, high quality early care and afterschool programs.**

- Respond to the ECE workforce crisis by utilizing investment through compensation, recruitment, retention, training, and professional development.
- Identify state administrative capacity required to serve more families due to the planned expansion of CCFAP and anticipated federal investment
- Implement and monitor CCFAP eligibility expansion through the development of the CDD Information System.
- Seek resolution around CCFAP payment by enrollment vs attendance policy in CCFAP that will both foster stability of the childcare industry and improve access for children and families.

**Recommendation 2 (Levels 3-4): Seize the day on UPK. Address barriers to equitable access in Vermont's Universal PreKindergarten system to expand and leverage federal investment.**

**Note: UPK policy is rapidly evolving. The language for sub-bullets will be further developed with additional feedback from the BBF Network during the next 2 weeks**

- Administration and regulations.
- Data Collection, Monitoring and Evaluation.

- Strengthen communication to families about UPK.
- Equitable Access.
- Expand access to UPK toward a vision of universal, high-quality, free, and inclusive, developmentally appropriate education for all three and four-year-olds.

**Recommendation 3 (Level 4): Monitor progress and results of the Vermont Child Care and Early Childhood Education Systems Analysis (ECSA) and Leverage Federal investment to develop a well-resourced early childhood system**

- Anticipate the ECSA report July 1, 2022 and use the State Advisory Council to develop a 3-year plan and process for how to move from recommendations toward implementation.
- Identify funding to execute the Finance Study outlined in [Act 45](#).
- Leverage Federal investments (e.g. ARPA) to improve child and family outcomes by coordinating across agencies, stabilizing the early childhood workforce, and building quality and capacity of programs.
- Monitor federal investment in child care and PreKindergarten education and engage in National conversations to inform the development and implementation of the American Families Plan.
- Utilize Vermont Early Childhood Action Plan (VECAP) and other strategic plans to inform decision making around funding allocation.

## **5. EVOLVE VERMONT'S EARLY CHILDHOOD DATA SYSTEM AND INFRASTRUCTURE**

*\*Please note that the results from Vermont's Child Care and Early Childhood Education Systems Analysis (July 2022) and the Early Childhood Budget (July 2022) will likely result in recommendations that fall under this umbrella.*

**Levels Requiring Action:** Level 3 - Community (e.g. within state agencies and community-based partners), Level 4 - System (e.g. Vermont's legislature and Governor)

**Recommendation 1: Commit to early childhood data integration and governance through sustained funding, dedicated staffing, data infrastructure, and data-driven accountability at all levels of the system: executive, legislative, and agency leadership.**

- Commit to restarting and resourcing the Early Childhood Data Governance Council based on national best practice and findings from the ECSA.
- Secure data sharing agreements and prioritize data sharing activities and procedures (i.e. coordinate storage, analysis, access and use protocols and processes that maximize efficiency and the security of each partners' data and resources.
- Secure sustained funding for personnel to ensure high quality data through the following activities: simplify data management and reporting activities; training and TA to support quality collection and reporting; engagement in data integration meetings and visioning
- Utilize the VECAP Data and Evaluation Committee to vision and build a data development agenda, convene subject matter and data experts, prioritize data integration and collaboration, monitor progress on key indicators for Vermont's early childhood system, and serve as an advisory body for data initiatives.
- Enhance data systems and integrate them within the State Longitudinal Data System (CDD Information System, Common Education Data Standards, Universal Developmental Screening Registry, and the development of a data system for Children's Integrated Services).

**Recommendation 2: Commit to utilizing data to demonstrate the impact of programs, policies, and resources through routine monitoring and rigorous evaluation.**

- Continuously collect high quality, up to date data.
- Require and invest in regular monitoring, analysis, and evaluation of new and existing programs and initiatives with an equity lens using process and outcome measures to document impact on children, families, and the early childhood system
- Strengthen programs, policies, and resources based on recommendations resulting from the required monitoring, analysis, and evaluation.