

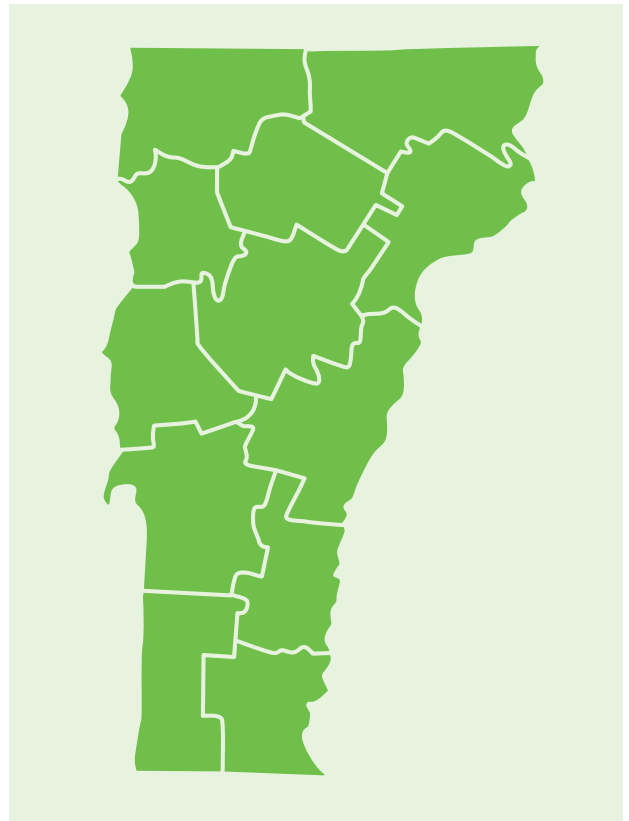
# Introduction to Regional Profiles

While Vermont is a relatively small state with commonalities across communities, each region is unique. The following regional profiles offer a snapshot of selected indicators of child and family well-being for each of Vermont’s 12 regions. Each indicator includes the most high-quality, up-to-date data that is available at the regional level and includes the same data from five years prior for comparison.

Each Regional Council is addressing the early childhood workforce crisis with a regional focus based on the strengths and opportunities available as part of the Council Action Plan. Each profile outlines one way that the Regional Council is addressing these challenges and moving forward the **VECAP Goal 3: All Children and Families Have Access to High-Quality Opportunities That Meet Their Needs.**

*For more information on the early childhood workforce crisis, see the Spotlight starting on page 10.*

Please note that due to “test administration during 2020-2021 [being] impacted by several, novel variables”, proficiency in third grade reading assessments is not included for each School District/Supervisory Union.<sup>67</sup>



## Current Status of All Vermont Children

### CHILD POPULATION<sup>11</sup> (2019)

**53,821** children under 9

Decreased by 5% from 56,495 in 2014

### CHILDREN LIVING IN POVERTY<sup>69</sup> (2019)

**35.7%** children under 6 (12,382)

Decreased by 16% from 42.50% - 15,628 in 2014

### CHILDREN IN OUT OF HOME CUSTODY<sup>35</sup> (2021)

**520** children under 9

Decreased by 28% from 721 in 2016

## Educational Assessments

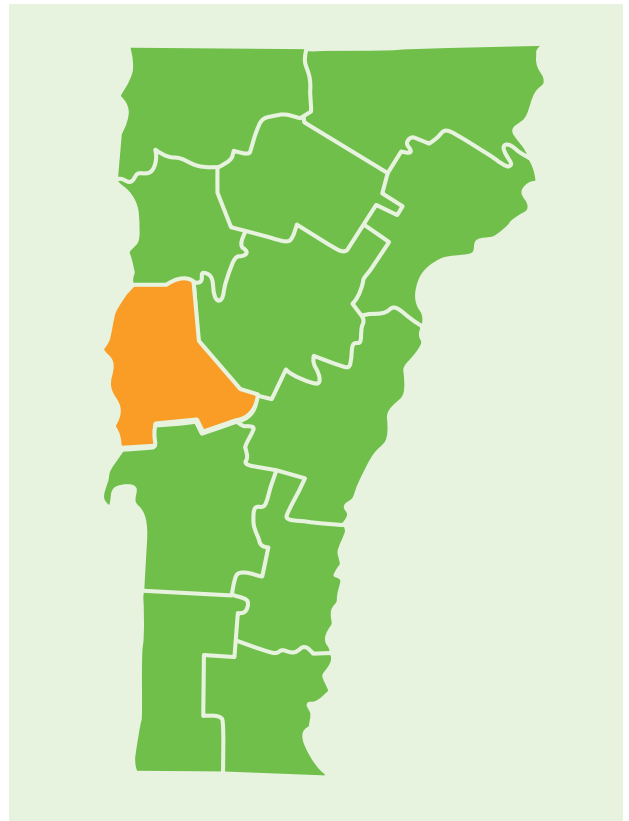
### VERMONT STUDENTS

All Students .....	86%	.....
Boys .....	82%	.....
Girls .....	91%	.....
Free and Reduced Lunch Eligible .....	77%	.....
Not Free and Reduced Lunch Eligible .....	89%	.....
Attended Publicly Funded PreK .....	87%	.....
Did Not Attend Publicly Funded PreK .....	82%	.....
Percent of Students Surveyed .....	90%	.....

### KINDERGARTEN READINESS<sup>68</sup> (FALL 2020)

# Addison

To address its priority of early childhood workforce development, the Addison Regional Council is disrupting the traditional narrative of early childhood education being a low paying, undervalued profession through promotion of the resources, advocacy efforts, and pathways to support entry into the field at this critical moment. The Council is leveraging the communications power of council members and their networks and working with the Vermont Association for the Education of Young Children (VTAEYC) to elevate the visibility of the T.E.A.C.H program, as well as creating a map of resources and paths to enter the early childhood workforce. The critical nature of the early childhood workforce has been highlighted during the COVID-19 pandemic. The Addison Council is determined to support state and national strategies that are regionally appropriate to recruit, retain, and sustain these essential workers and professionalize the field of early childhood education. This is just one way that the Addison Regional Council is moving forward **VECAP Goal 3: All Children and Families Have Access to High-Quality Opportunities That Meet Their Needs.**



## Current Status

### CHILD POPULATION<sup>11</sup> (2019)

**2,843** children under 9

Decreased by 6% from 3,011 in 2014

### CHILDREN LIVING IN POVERTY<sup>69</sup> (2019)

**31.9%** children under 6 (596)

Decreased by 21% from 40.60% - 764 in 2014

### CHILDREN IN OUT OF HOME CUSTODY<sup>35</sup> (2021)

**21** children under 9

Decreased by 51% from 43 in 2016

## Educational Assessments

### SUPERVISORY UNION / SCHOOL DISTRICT

Addison Central SD	94.8%
Addison Northwest SU	76.8%
Slate Valley Unified Union SD	90.2%
Mount Abraham Unified SD	75.0%

### KINDERGARTEN READINESS<sup>68</sup> (FALL 2020)

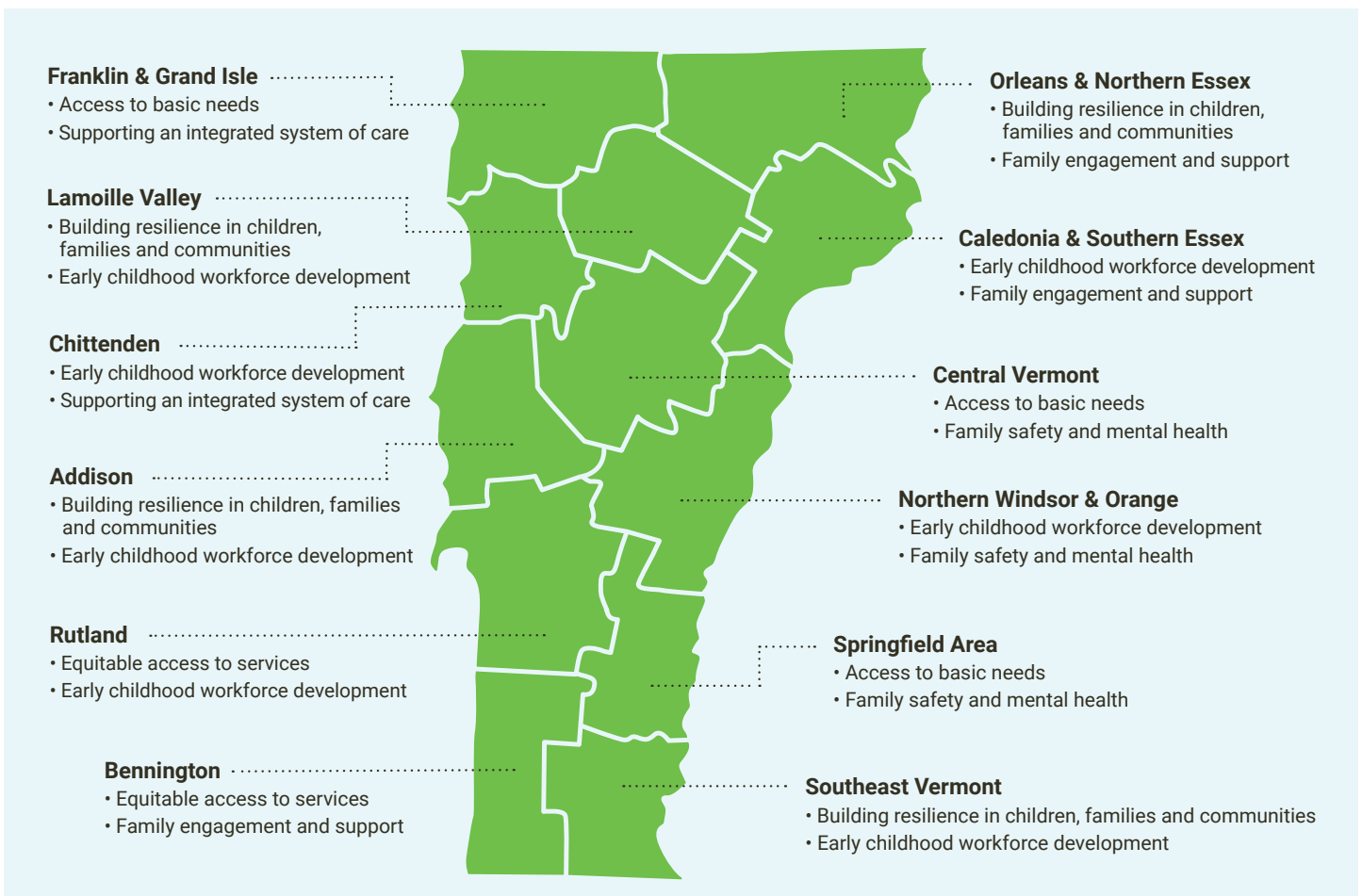
# ABOUT REGIONAL COUNCILS

Building Bright Futures’ 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. Regional Council members are crucial to each stage of this process, both in official convenings of the Regional Councils, and within the early childhood system more broadly.

The 12 Regional Councils are mandated to support an integrated system of early care, health, and education at the local level under Vermont Statute Title 33 § Chapter 46. In alignment with, and with support from, the State Advisory Council, Regional councils are tasked with coordinating and implementing services in accordance with system and regional priorities. Regular Regional Council meetings are just one way that this mandate is fulfilled.

Statewide, nearly 250 people bring their perspectives together through 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.

Each Regional Council has an action plan to guide decisions and activities. While each plan supports a local comprehensive early childhood system, two regional priorities are set by Regional Councils annually to share across the state. The map below presents the top two priorities of each region which showcases the strength of the regional council network in local priority setting, as well as the connections and variation between the 12 regions in Vermont.



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