

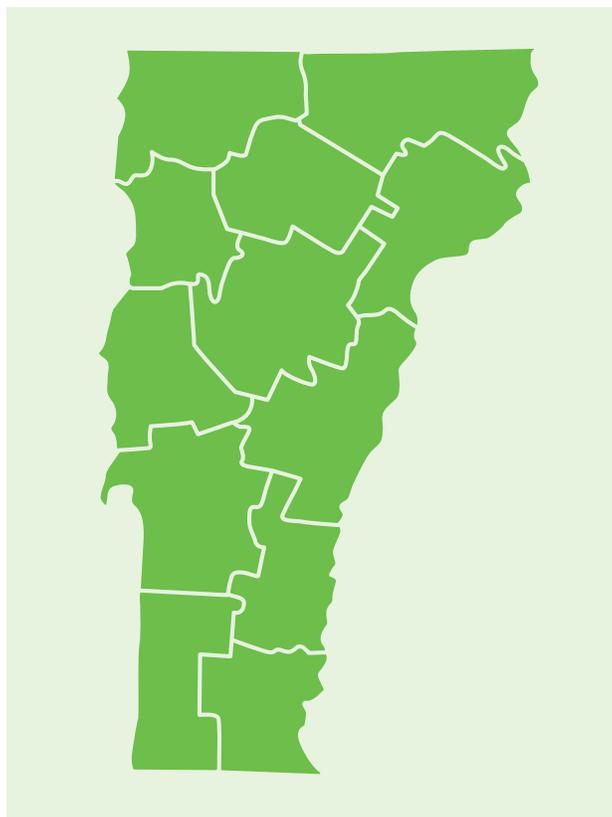
Introduction to Regional Profiles

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.⁶⁷



Current Status of All Vermont Children

CHILD POPULATION¹¹ (2019)

53,821 children under 9

Decreased by 5% from 56,495 in 2014

CHILDREN LIVING IN POVERTY⁶⁹ (2019)

35.7% children under 6 (12,382)

Decreased by 16% from 42.5% - 15,628 in 2014

CHILDREN IN OUT OF HOME CUSTODY³⁵ (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 READINESS⁶⁸ (FALL 2020)

Orleans & Northern Essex

The Orleans and Northern Essex Regional Council has long prioritized the well-being of the early childhood workforce along with the prevention of adverse childhood experiences and strengthening resilience. These priorities are more important than ever due to the increased needs of children following the social isolation and potentially toxic stress that children in the rural Orleans and Northern Essex region experienced due to the COVID-19 pandemic. Despite a lack of funding, the Council's Early Multi-Tiered Systems of Support (Early MTSS) subcommittee has continued to support programs in implementing the tiered social and emotional development model. The Early MTSS model is beneficial for children, but also embeds resilience strategies into the classroom for both children and early childhood professionals. The Council has brought in the State Director of Trauma Prevention and Resilience Development, to continue the conversation about addressing stress, resilience, and how to re-envision well-being for both children and early childhood professionals through and beyond the COVID-19 pandemic. Continuing to support the implementation of Early MTSS as an embedded resilience strategy is just one way that the Orleans and Northern Essex Council is moving forward **VECAP Goal 3: All Children and Families Have Access to High-Quality Opportunities That Meet Their Needs.**



Current Status

CHILD POPULATION¹¹ (2019)

2,548 children under 9

Consistent with 2,543 in 2014

CHILDREN LIVING IN POVERTY⁶⁹ (2019)

47.3% children under 6 (720)

Decreased by 23% from 61.4% - 1,004 in 2014

CHILDREN IN OUT OF HOME CUSTODY³⁵ (2021)

37 children under 9

Increased by 28% from 29 in 2016

Educational Assessments

SUPERVISORY UNION / SCHOOL DISTRICT

Essex North SU	66.7%
North Country SU	79.3%
Orleans Central SU	85.7%

KINDERGARTEN READINESS⁶⁸ (FALL 2020)

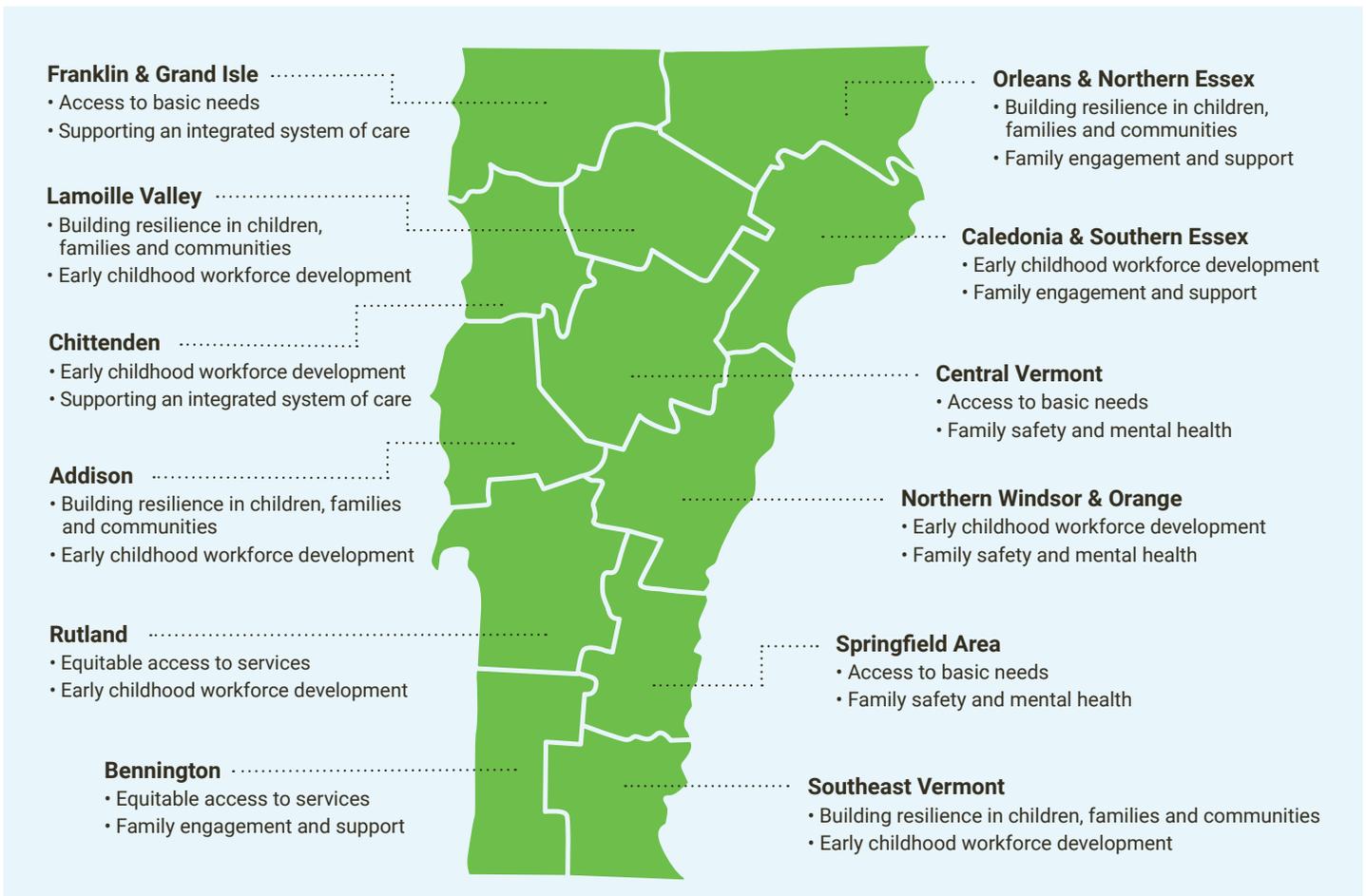
ABOUT REGIONAL COUNCILS

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/