

Result #5 - Data and accountability drive progress in early childhood outcomes.

Strategy	Action Step	Accomplishments
<p>1) Increase the knowledge, experience and application of Results-Based Accountability (RBA) as the accountability framework for the Early Childhood Action Plan</p>	<p>a) Resource Building Bright Futures to build an RBA accountability system into BBF's regional plans and provide necessary training [RTT-ELC]</p>	<p>BBF Regional Coordinators received RBA basic training (2017)</p> <p>BBF Regional Coordinators began initial steps to re-frame Regional Plans utilize the RBA framework (2017)</p> <p>BBF purchased Results Scorecard to track EC Action Plan and Regional Plans (2017)</p>
	<p>b) Encourage state agencies to consider RBA as an accountability system in their work</p>	<p>AHS implemented a system of RBA training and use of RBA scorecards</p> <p>AHS Community Profiles</p> <p>AHS grants and contracts in RBA format</p> <p>(Act 186) An act relating to reporting on population-level outcomes and indicators and on program-level performance measures signed 6.11.14. Legislature has expectation that information will be shared in RBA format. Legislators are being trained in RBA.</p> <p>VT Department of Health uses RBA scorecards. Feds do not use RBA.</p> <p>Agency of Education is aware of RBA, but not utilizing.</p> <p>Michael Moser and Kathleen Paterson participated in VT Accountability Group (VAG). VAG influenced legislature's use and request of RBA. VAG is revisiting its mission, questioning its role, if any, going forward. Desire to ensure that RBA activities in state government occur through a coordinated effort and different agencies and departments are aware of each other's work.</p>
	<p>c) Establish policies and procedures that enhance the use of data for continuous quality improvement across sectors (health, early learning and development, health, human services and K-3 education)</p>	<p>ELCG – Project 21 – Data Governance Council</p> <p>Promise Communities developed data-informed strategic plans or road maps</p> <p>VT Insights has gathered some examples of use of data for CQI (without a formal policy or procedure to sustain this initial work)</p> <p>Encompasses a lot of BBF activities in terms of keeping data in the forefront. BBF Regional Council work with VDH – HMG, reviewing HMG data at every Council meeting</p> <p>Organization of BBF State Advisory Council meetings around issues and bringing data into that meeting structure – practice, not policy or procedure yet</p> <p>Vermont Early Childhood Alliance's Annual Meeting agenda includes discussion of relationship between RBA and Collective Impact and advocacy</p>

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<p>2) Establish a data governance structure and related processes</p>	<p>a) Create state-wide Data Governance Council [RTT-ELC]</p>	<p>ELCG - Project 21 – Prenatal to Grade 12 Data Governance Council – contractor hired (Spring 2015), Council convened (Spring 2016): This Council will ensure that data will be made accessible to educators, parents, and others to inform practices that support the health, development and learning of children, while complying with Federal, State and local data system oversight guidelines and privacy laws.</p>
	<p>b) Revise and update <i>The Key to Good Policy, Smart Decisions and Wise Investments: Vermont’s Roadmap for an Early Childhood Data Reporting System</i> (January 2012)</p>	<p>This publication resulted in the development of Vermont Insights. VI, a program of Building Bright Futures and a partner with the Vermont State Data Center at the University of Vermont Center for Rural Studies, is an online interactive site that allows users to find and use data to understand the well-being of Vermont’s children, families and communities. Data is vetted from trusted sources, analyzed and organized in one platform.</p> <p>VT Insights and Data and Evaluation Committee – Mind the Gap series</p> <p>Prenatal to Grade 12 Data Governance Council provides forum for cross sector, state data linking projects</p>
<p>3) Enhance data and the use of data to inform policy and practice</p>	<p>a) Pursue a data development agenda for early childhood</p>	<p>VT Insights Mind the Gap Reports: Pre-K report published, Substance Use Disorder report in final stages of development</p> <p>Data development recommendations are interspersed in How Are VT’s Young Children</p> <p>AHS Community Profiles developed in response to requests for regional data</p>
	<p>b) Improve data access and collection across programs and systems while providing adequate funding and training as needed [RTT-ELC] (see Appendix A for details)</p>	<p>Continued development of VT Insights</p> <p>VT Insights Mind the Gap series</p> <p>ELCG – Project 18 - Valid and Reliable Ready for Kindergarten Survey (R4K!S) (Fall 2015)</p> <p>5 early childhood data sets linked to Statewide Longitudinal Data System at AOE</p> <p>Training ELDP staff on screenings and assessments including TS GOLD, CLASS, Ages & Stages</p> <p>Help Me Grow data</p> <p>Universal Developmental Screening Registry</p> <p>How are VT’s Young Children Regional pages</p> <p>Continued development of VT Insights</p> <p>Home Visiting Data System</p> <p>AHS Community Profiles</p>

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	<p>c) Integrate and improve data analysis and data literacy across early childhood sectors: early learning and development, K-3 education, health and human services (see Appendix A for details)</p>	<p>VT Insights Data Summits</p> <p>Benchmarks for a Better Vermont - RBA training and coaching</p> <p>AHS implemented a system of RBA training and use of RBA scorecards</p> <p>AHS grants and contracts in RBA format</p> <p>Early Childhood Leadership Institute – includes a focus on data</p> <p>VT Insights Mind the Gap series and narratives</p> <p>How are VT’s Young Children publication</p> <p>AHS Community Profiles</p> <p>Work group on supply and demand in early care and learning (includes universal pre-K)</p> <p>Stalled at the Start report – approachable way to interact with capacity data</p>