**Agenda | BBF Early Learning and Development**

**April 8, 2021**

**10:00 am – 12:00 pm**

Join Zoom Meeting

<https://us02web.zoom.us/j/82676459344>

Call: (646) 558-8656, Meeting Id # 826 764 593 44

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| **Meeting Roles** | **Meeting Goals** | **Future Meeting Dates** |
| Facilitator: Christel Michaud  Note-taker: Tanya LaChapelle | * Everyone has an opportunity to speak and be heard. * Participants feel comfortable and safe. * Participants are more informed; their attendance was relevant, and it was a good use of time. * The purposes of the meeting are met. * Next steps and who will do them are clearly identified | May 13  June 10 |

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| **10:00 – 10:05**  **(5 minutes)** | **Agenda Review and Introductions**   * Introductions (name, organization)   Christel Michaud, Child Development Division (CDD), ELD Co-chair  Tanya LaChapelle, Let’s Grow Kids (LGK), ELD Co-chair  Rey Garofano, CDD  Shelley Henson, Champlain Valley School District (CVSD), Vermont Association for the Education of Young Children (VtAEYC)  Becky Millard, Director of Northern Lights at Community College of VT (NL@CCV)  Lynne Robbins, CDD and Professional Preparedness and Development Committee (PPD)  Amy Murphy, Early Education Team at the Agency of Education (AOE)  Erin Roche, LGK  Lorraine Vernet, LGK  Sharron Harrington, LGK, VtAEYC, PPD  Valerie Wood, UVM, Research Faculty member at the Center on Disability and Community Inclusion  Diane Nichols-Fleming, Early Childhood Program Coordinator for North Country Supervisory Union (Public PreK programs)  Paula Bonnie, LGK  Rebecca Reese, Early Learning Initiative, City of Burlington  Beth Truzansky, Building Bright Futures  Ann Dillenbeck, STARS  Matt Levin, Exec. Dir, VT Early Childhood Advocacy Alliance  Janet McLaughlin, Executive Director, VT Association for the Education of Young Children   * Review meeting minutes for February and March meetings – approval moved to May – remember to name acronyms. |
| **10:05 – 11:00**  **(55 minutes)** | **New American Child Care Surveys**  Dr Pablo Bose from the University of Vermont’s Department of Geography and the Global and Regional Studies Program presented results from a childcare needs assessment report that was based on two related surveys conducted by the Association of Africans Living in Vermont (AALV) and Vermont Refugee Resettlement (USCRI), that explored childcare needs and childcare as a career with a sample of their clients.  The report studied:   * The main issues related to housing, transportation, employment, and childcare. * Surveys were community based to understand specific sets of impacts on these communities during COVID. * Sought to understand ongoing issues related to COVID and the potential for childcare within these communities.   \*Child Care Needs Assessment Report and Slides from Dr Bose presentation sent as attachments FYI.  **From the group: Reflections? How can this inform our work?**   * **On the impact of literacy – it is two-fold, access to translated materials and cultural context; some communities do not have written languages and cultural significance of caste system and class backgrounds – significant impact on accessibility related to literacy.** * **How can systems, licensing, regulations be made more accessible?** * **CDD is working to streamline policies and pathways to access licensing, using lessons learned from pilot project.** * **Changes to DMV license process is one place that has made advancements.** * **The capacity for more nuanced translation and support has built over time.** * **There is an opportunity to connect to the Families and Communities Committee to discuss topics related to family access in these communities.** * **System: How could funds directed to capacity building be invested and leveraged in these communities?** * **How do support workforce development to a workforce that does not access more diversity in their communities? How do they access training and preparation?** * **Could marketing materials be translated?** * **Consider how to create an infinity space for people of color, could be a place for information, look at models in other states that have robust support systems for people English as a second language.** * **Refugee movement in has been limited, almost cut off, it is a moment to be proactive about access issues before new administration re-starts resettlement.** * **What about culturally relevant meals in school and childcare?** * **Amy Bolger: AOE trying to identify a curriculum to meet/improve recognition and representation of these communities.** * **Rebecca Reese: First Steps Scholarship program, City of Burlington: project partners with Family Room, Parent University, community members to negate communication/literacy challenges, transportation is a constant challenge, also used partnerships to recruit families searching for care** |
| **11:00 – 12:00**  **(60 minutes)** | **ELD Work Plan Review**  In preparation for this meeting, please review data available from the Vermont Early Childhood Action Plan (VECAP) Dashboard (<https://vermontkidsdata.org/vecap-dashboard/>) under Goal 3. The data should be one support tool used to decide which work plan items to sunset and which to keep for the 2021-2022 year.  From Group:   * Stay grounded in inclusion, accessibility for all families. * Question raised: What is the definition/measure of high quality in VT? STARS is one measure, we also have the Guiding Principles, the Vermont Early Learning Standards. * Identified as a gap. VT does not have a shared definition of high-quality across agencies, professionals, and families. * Earmarked as potential future committee discussion topic. * Within the legislative context, 4-5 STARS has been laid as the quality standard in with legislators, for context. * What do we know from the VECAP about quality? * Is "high-quality" meant as "directional" related to continuous improvement, or as formal standard (a two-way sign, etc.) * Within the BBF system, where should the question of the definition of quality belong? How is it elevated? * Specification needed regarding which “high-quality” is being defined, high-quality early care and education programs, early childhood services? * The Advancing the ECE as a Recognized Profession work being led by the field and informed by NAEYC is important input for this discussion. * Consider all marginalized groups in capacity building. Families struggle to find childcare period. Families of a child with disabilities report the task to access the childcare they need is impossible. * As a committee we can grapple with ideas, loop in partners, we can not let finding clear answers impede work.   **Watch Camara Jones’ Ted Talk titled “Allegories on Race and Racism”** (<https://www.google.com/search?client=firefox-b-1-e&q=camara+jones+ted+talk>)  Group Reflections:   * Powerful visual representation of systemic racism * Impactful tool for facilitated conversations with staff across agencies. * We often feel we have created an open environment; this provides context to ask and examine our environments. * In looking at disparities in data in VT, lack of diversity, how is the issue prioritized in a state lacking diversity? * Reading recommendation: The Sum of Us, Heather McGee, filled with examples of how filling the buckets of those in need leads to benefits for many benefits, goes beyond one group taking from another, strategies to fill a bucket for all. * Statistically we may have groups that do not appear as statistically in-significant, it is still critical that we lift the voice of that group.   **Coming Up:**   * Review work plan to identify which work plan items to sunset, which to keep, and which need to be discussed further with content experts for a decision to be made. * Note: At our May or June meeting, we will discuss what areas need our attention and should have work plan items created for the 2021-2022 year. |
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**ELD's 2020-2021 Work Plan**

The role of the Early Learning and Development Committee is toadvise, monitor, convene and engage stakeholders to make progress on identified VECAP objectives and strategies.

**Goal 3:** All children and families have access to high-quality opportunities that meet their needs.

(Note: ELD shares this goal with BBF's Professional Preparation and Development Committee)

**Vision:** The goal is that the early childhood system is accessible, equitable, high-quality, and meets the needs of each and every child and family.

See page 19 – 20 for the VECAP indicators (<https://buildingbrightfutures.org/what-we-do/early-childhood-action-plan-ecap/>)

**Objective 3.1:** Expand access to high-quality physical and mental health services, supports, and programs for each and every family with young children.

**Objective 3.2:** Families who are experiencing adversity have access to resources, supports and services to meet their basic needs.

**Objective 3.3:** Expand access to high-quality inclusive early care, education and afterschool programs for each and every child and their family.

* Childcare business recruitment
  + Monitor childcare capacity, including review and use of studies and report and identification of data gaps.
  + Promote use of childcare business recruitment materials.
* Childcare business supports.
  + Educate Small Business support providers on the childcare profession.
* Capacity Building Grants
  + Monitor state-wide efforts to grow childcare capacity including state's new investments of capacity building funds.
* Child Care Financial Assistance Program changes
  + Monitor the implementation of program changes and plans for additional changes including development of revised CDD Information System
* STARS evolution
  + Monitor the STARS evolution process.
* Shared Services network development
  + Monitor as a potential best practice and advise on development.
* Universal Prekindergarten Services
  + Monitor activities and development.
* Serve as the official advisory group for the Child Care Development Fund (CCDF) state plan.
  + Advise on next CCDF plan in 2021.

**Objective 3.4:** Strengthen the quality of developmental services and education for each and every young child.

* Monitor impact of COVID-19 pandemic on childcare and identify lessons learned and opportunities.
  + Host quarterly assessments and reflections on what we have learned and what it tells us about strategies and opportunities moving forward.

**Objective 3.5:** Stabilize and sustain the early childhood workforce through policies and structures that promote professional advancement and economic security.

* Workforce recruitment
  + Maintain policy request to BBF's State Advisory Council for investments in education and an increase in compensation and benefits.
  + Monitor and support development of career advising tools.
  + Circulate developed career advising tools to higher education institutions, to high schools, and to high school Technical Centers.
* Workforce retention
  + Maintain policy request to BBF's State Advisory Council for investments in education and an increase in compensation and benefits.
  + Monitor revisions to the early childhood career ladder.
  + Collaborate with legislative advocates to revise talking points on the educational needs of professionals providing high quality care and education.
  + Monitor and advise advancing early care and education as a profession in alignment with NAEYC's Power of the Profession
* Shared Services network development
  + Monitor as a potential best practice and advise on development.