



Agenda | BBF Early Learning and Development

January 13, 2022 | 10:00 am – 12:00 pm

Zoom Meeting

<https://us06web.zoom.us/j/81074535338>

Committee Description

The Early Learning and Development committee is devoted to strengthening the integration, accessibility and quality of early childhood services. The committee's work spans from quality and capacity of services from prenatal through age 8 with a focus on alignment and best practices for children and families from childcare through early elementary education. The committee is composed of public and private partners including early care and learning program directors, school administrators, philanthropy partners, advocacy and state agency partners representing the different levels of policy and systems integration. The ELD committee's work for the coming year includes serving as advisors for the Early Childhood Systems Analysis.

Desired outcomes:

- Review and discuss data in the State of Vermont's Children: 2021 in Review Report
- Update on UPK suspension and expulsion data availability and limitations that will be included in a BBF data brief
- Receive updates from the Child Development Division on Simplified Variances, ACT 45 Investments, and ARPA discretionary investments.
- Build relationships, understanding and trust across early childhood partners and stakeholders.

Working Agreements

- Listen for understanding, not disagreement
- Consider the opinions and experiences of others
- Be mindful of the difference between intent and impact
- Step up, step back (take turns speaking, make room for others to speak)
- Tolerate ambiguity
- Lean into discomfort
- Bring a spirit of experimentation and creativity
- Remember that what we hear is often more important than what we say
- Honor complexity and the fact that as individuals we do not know it all
- Share responsibility for success

Presenters: Beth Truzansky, Deputy Director and Dora Levinson, Data and Research Director, Building Bright Futures

<p>10:00 – 10:10 (10 minutes)</p>	<p>Agenda Review and Introductions</p> <ul style="list-style-type: none"> ● Agenda review ● Introductions (name, organization) ● Summary of last month's meeting- PIES Report -Promoting Inclusion and Exploring Supports for VT's young Children Report- Action Items
<p>10:10 – 10:30 (20 minutes)</p>	<p>Topic- Suspension and Expulsion Data- data and limitations</p> <ul style="list-style-type: none"> ● Follow up to recent ELD discussion on the PIES report and committee's desire to understand suspension and expulsion data. Learn about the planned data brief including what qualitative and quantitative information is currently available, what is unknown, and potential ways to address the gaps.
<p>10:30 – 11:30 (60 minutes as needed)</p>	<p>Topic: The State of Vermont's Children Report-focus areas Participate in a discussion on the recently released State of Vermont's Children Report by BBF that serves as a tool for ELD members, legislators, policy makers, and other invested leaders to make data-informed policy decisions. As a group, we will review two sections:</p> <ul style="list-style-type: none"> ● Spotlight on Workforce (p10) ● Section on Early Childhood Development and Education (p21) <p>Discussion: Choose a line or figure that is surprising, unexpected and or most interesting to share with the group. What stood out to you? How can ELD use this data to inform decision making? What should we explore more deeply after looking at the data/report?</p>
<p>11:30-Noon</p>	<p>Information from the Child Development Division on Simplified Variances, ARPA grants and H171 investments, ARPA discretionary Funds, Test for Tots- Nicole Dubuque and Leslie Bergeron, CDD.</p> <p>Other announcements</p>

Upcoming Meeting Dates and Topics:

February 11 10-noon—Early Childhood Systems Analysis Advisory Meeting

March 10, 10am-Noon -- TBA

ELD's 2021-22 Work Plan

The role of the Early Learning and Development Committee is to advise, 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 ultimate 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.

- Child Care Financial Assistance Program changes
 - Monitor the implementation of program changes and plans for additional changes including development of revised CDD Information System
- Universal Prekindergarten Services
 - Monitor activities and development
- Serve as the official advisory group for the Child Care Development Fund (CCDF) state plan and the Vermont Childcare Systems Analysis.

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

- Monitor impact of COVID-19 pandemic and recovery programs on child care and identify lessons learned and opportunities

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
- Workforce retention
 - Maintain policy request to BBF's State Advisory Council for investments in education and an increase in compensation and benefits
 - Collaborate with legislative advocates to revise talking points on the educational needs of professionals providing high quality care and education

- o Monitor and advise advancing early care and education as a profession in alignment with NAEYC's Power of the Profession