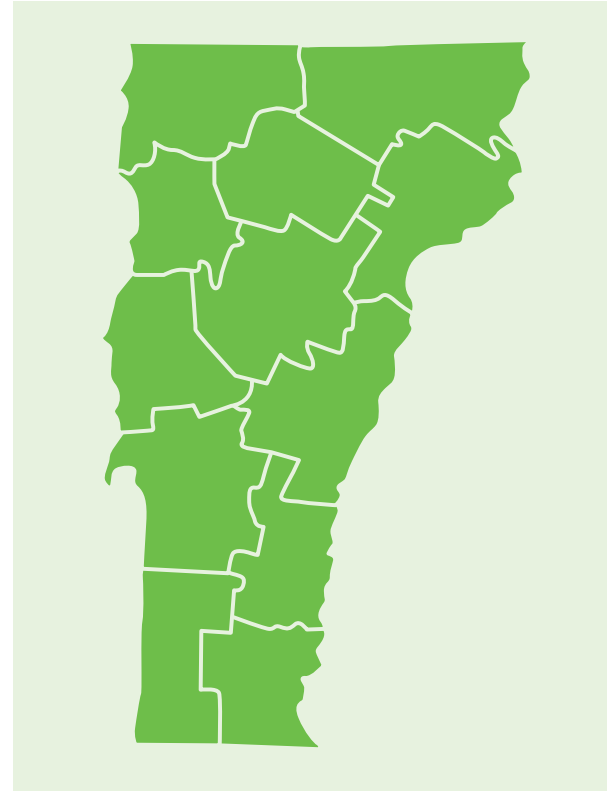


Introduction to Regional Profiles

The following regional profiles offer a snapshot of selected indicators of child and family well-being for each of Vermont's 12 regions, which line up with the Agency of Human Services Districts. Each indicator represents 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 profile includes a highlight of a Regional Council success as well as five key data points: 1. The estimated population of children under 10, 2. The percentage of children under 12 living in households with incomes below 185% of the Federal Poverty Level (the benchmark for many benefit programs), 3. The number of children under 9 living in out-of-home custody, 4. The percentage of children ready for kindergarten, and 5. The percentage of third grade children reading at or above "proficient."



Current Status of All Vermont Children

CHILD POPULATION¹ (2021)

60,364 children under 10

Decreased from 62,535 in 2016

CHILDREN LIVING IN POVERTY^{2*} (2020)

30.4% children under 12 (22,125)

Decreased from 35.1% in 2015 (26,732)

CHILDREN IN OUT OF HOME CUSTODY³ (2022)

541 children under 9

Decreased from 618 in 2017

**Under 185% of the Federal Poverty Level*

Educational Assessments

VERMONT STUDENTS

KINDERGARTEN READINESS⁴ (FALL 2021)

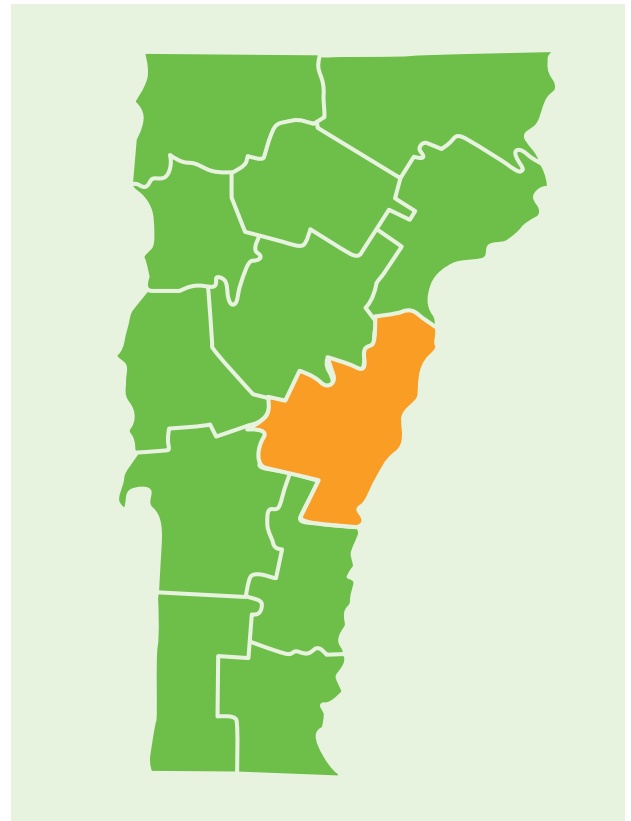
3RD GRD READING PROFICIENCY⁵ (SPRING 2021)

All Students	86%	42.5%
Male	82%	39.3%
Female	90%	45.9%
Free and Reduced Lunch Eligible	74%	25.4%
Not Free and Reduced Lunch Eligible	91%	54.2%
Attended Publicly Funded PreK	88%	NA
Did Not Attend Publicly Funded PreK	80%	NA
Historically Marginalized	NA	27.4%
Not Historically Marginalized	NA	59.1%

Northern Windsor & Orange

For many years, the Northern Windsor and Orange Regional Council has been involved in supporting early educators' use of social-emotional learning in classrooms through the implementation of Early Multi-Tiered Systems of Support (Early MTSS) and the Pyramid Model. Early MTSS is an evidence-based and trauma-responsive model that advances equity, diversity, and the full inclusion and participation of each and every child in their community, school/program, and home.

Representatives from the Orange County Parent Child Center participated in a Community of Practice, working together to use the Early MTSS framework to promote social-emotional development and create a more inclusive learning environment. The Council's commitment to Early MTSS is especially important as children and their families continue to face mental health challenges associated with the COVID-19 pandemic.



Current Status

CHILD POPULATION¹ (2021)

4,529 children under 10

Decreased from 4,617 in 2016

CHILDREN LIVING IN POVERTY^{2*} (2020)

29.5% children under 12 (1,651)

Decreased from 35.5% in 2015 (1,955)

CHILDREN IN OUT OF HOME CUSTODY³ (2022)

18 children under 9

Decreased from 38 in 2017

**Under 185% of the Federal Poverty Level*

Educational Assessments

SUPERVISORY UNION / SCHOOL DISTRICT

3RD GRD READING PROFICIENCY⁵ (SPRING 2021)

3RD GRD READING PROFICIENCY⁵ (SPRING 2021)

Hartford SD	66%	51.7%
Orange East SU	84%	26.9%
Orange Southwest SU	89%	38.8%
Rivendell Interstate SD	100%	34.6%
SAU 70	100%	76.4%
White River Valley SU / Orange Windsor SU	80%	45.6%
Windsor Central SU	100%	58.7%
Windsor Southeast SU	87%	44.9%

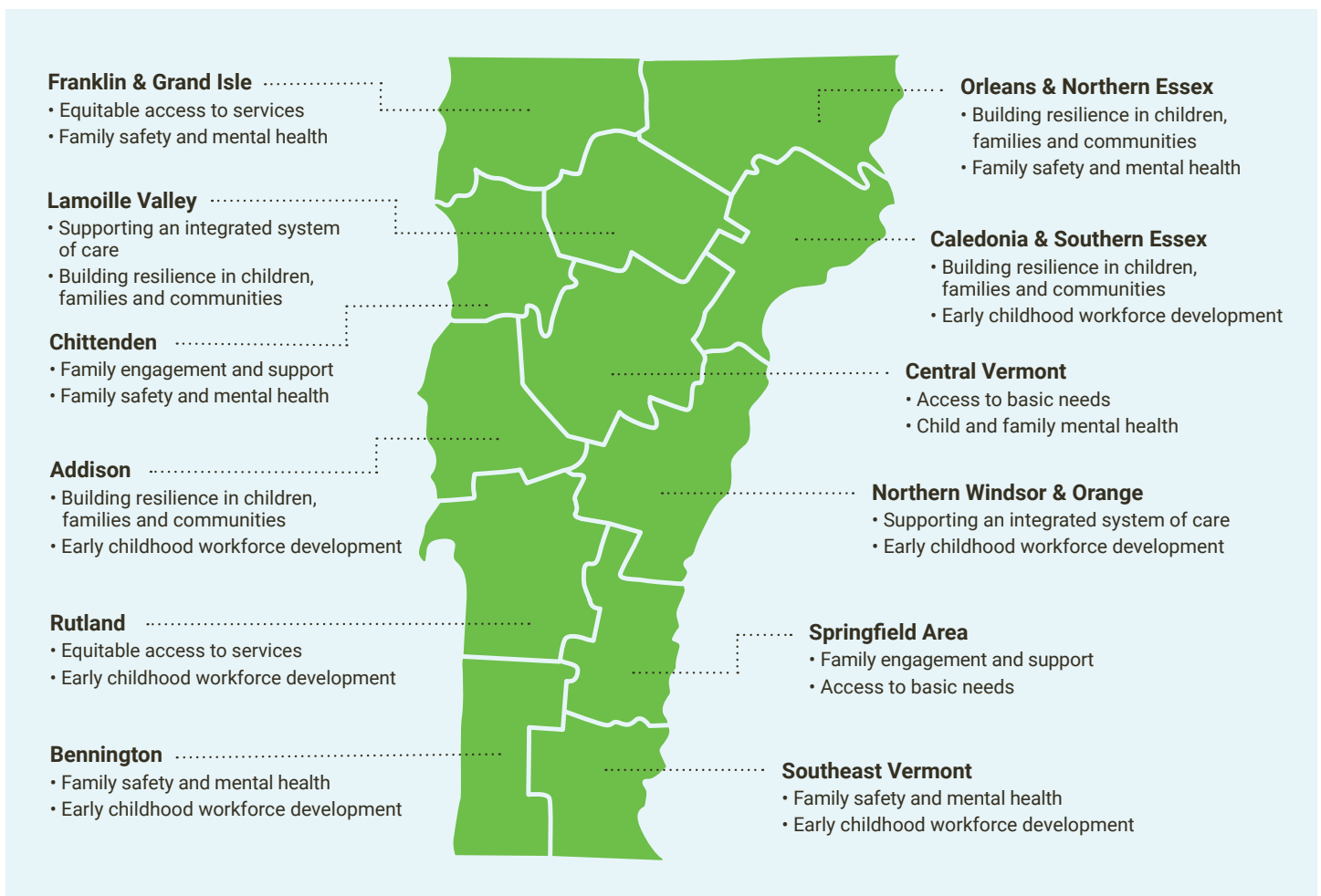
ABOUT REGIONAL COUNCILS

Building Bright Futures' Regional Councils bring together early childhood stakeholders to identify gaps, share expertise and resources, elevate regional and family voices, and implement strategies in each respective region. These strategies include identifying gaps for children and families and aiming to improve access to services and supports across early care, health, and education for young children and families in their communities. 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.

Early childhood stakeholders from across Vermont bring their perspectives together through Regional Councils 8-10 times a year. Participants at regional tables include professionals in physical and mental health, social services, basic needs, early childhood care and education, and preK-12 education; families of children under 9; and community members invested in the well-being of young children.

Annually, each Regional Council sets two regional priorities to guide their work. The map below illustrates the top two priorities of each region, showcasing the similarities and differences among the 12 regions in Vermont.



More information about each region, including Regional Council meetings, can be found at buildingbrightfutures.org/what-we-do/regional-councils/