

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

Name: Joanna, Janet, Lynne, Shannon, Cynthia (Janet took notes.)

Overall notes:

- We noticed a few action steps were missing.
- We noted that the appendices
- All six lenses spoke to us - different ones more than other.
- Consider combining some of the info from the Appendix into these strategies (the Appendices need discussion as well)
- consider TEACH constituency for feedback

| Strategy | Original Language Action Step | New Language | Check if Reviewed |
|---|--|--|-------------------|
| 1) Implement policies that enhance family stability and economic security | <p>a) Explore expansion of the current child care tax credit to all families who utilize nationally accredited or STARS-rated early learning and development programs.</p> <p>b) Promote initiatives that lead to a livable wage for all families, including annual increases in the minimum wage</p> <p>c) Strengthen the Reach Up Program based on the recommendations of the Reach Up Work Group</p> <p>d) Promote initiatives that address homelessness and housing needs for children and families</p> <p>e) Promote initiatives that provide fuel assistance and housing needs for children and families</p> | <ul style="list-style-type: none">- consider how interacts with what's in H194, not a lot of focus on VT child care tax credit in current policy discussions- consider how it interacts with current work in Statehouse, is this- Is the "Reach Up Work Group" still active? How to be more specific?- How is this tied to VECAA agenda? How does this tie to state agenda?- Repetitive on housing needs. Is there a specific strategy for young children? | |

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

| | | | |
|---|--|--|--|
| | f) Ensure that BBF Regional Councils work with diverse partners to develop and track multi-sector measures related to families' economic security, ie housing, transportation, fuel nutrition | <ul style="list-style-type: none"> - Is this the work of the Regional Councils? Is this a POLICY focus? Should this be cut? - is BBF and the committees responsible for family stability and economic security? Clarify the role of the committees in this work. How is this measurable? Think concretely about specific steps. | |
| | | | |
| | | | |
| 2) Expand access to high-quality services and programs for all families with young children by increasing quality, capacity and affordability | <p>a) Expand access to affordable, high- quality early learning and development programs by:</p> <ul style="list-style-type: none"> ● Expanding access to and increase rates in the Child Care Financial Assistance Program (CCFAP) ● Establishing universal Pre- k education in all school districts through qualified public school-based programs and/or partnerships with qualified early learning and development programs and Head Start; encourage partnerships with private full-day/full-year qualified early learning and development programs | <p>Overall for RESULT 2:</p> <ul style="list-style-type: none"> - Take 'increasing quality' out of this one. Should this one be about CAPACITY and AFFORDABILITY (not quality because it is in #4. - Should this be focused on EARLY CARE AND LEARNING PROGRAMS? (either result 2 or just in "a." consider adding b and c to strategy 3) Need to identify. - <p>For a)</p> <ul style="list-style-type: none"> - Consider recommendations of THINK TANK and LGK Legislative agenda - Consider being more specific about Infant/Toddler needs | |

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

| | | | |
|--|---|---|--|
| | | CHECK/DONE - on Establishing Universal Prekindergarten - Need to figure out what is the NEXT thing we want to include for UPK | |
| | b) Implement the Promise communities initiative | CHECK/DONE - consider how to reflect how to continue to support “place-based” initiatives, informed by the lessons of Promise Communities | |
| | c) Identify and assess potential areas for investment and/or expansion in early learning and development programs AND AFTERSCHOOL PROGRAMS (see Appendix A for details) | Consider moving this section to 3? Need to move stuff out of the appendix if we really think it’s important! | |
| | | | |
| | | | |

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

| | | | |
|--|---|--|--|
| <p>3) Ensure a continuum of holistic, family centered services for young children who are experiencing, or at risk for, developmental delays due to behavioral or physical health concerns, including children with chronic health conditions.</p> | <p>a) Support outreach related to the Individuals with Disabilities Act (IDEA) Part C to assure all eligible children are identified early and their families have access to the necessary services and support</p> <p>b) Leverage federal funding opportunities to promote prevention and early intervention activities which support young children and families</p> <p>c) Expand the capacity of the current family support networks to do outreach to school- and community-based early childhood programs as a resource to support them in serving children with special needs</p> | <ul style="list-style-type: none"> - Should this reference CIS directly? - Include afterschool - include provisions for children who move to different regions of the state so that there is a continuum of services for that child and family - continuum of services for all children, including those with developmental delays (guiding principles) - needs more work to be inclusive - d) develop strategies including a database or enhanced capacity to track support services and children who move to different providers/school districts to ensure so that services follow the children - a) why is this focus only on outreach? Is this what we mean? - b) use a word other than leverage. Be specific. - b) consider a word other than 'promote' - c) clean up this language - what does this mean? Use family support networks to facilitate access to services... Devise a mechanism to make support services accessible... - b) is something that has been started | |
| | | | |
| <p>4) Strengthen the quality of early childhood services throughout the early childhood system through a focus on alignment and best practices</p> | <p>a) Use science, research data and promising practices to drive quality, including in programs that serve children with special needs (see Appendix A for details)</p> <p>b) Improve teaching practices in early learning and development programs</p> | <ul style="list-style-type: none"> - Is this an "action step"? Doesn't this concept cross everything? . - identify that this is related to program support - is a focus on alignment and best practices the best way to get at this? <ul style="list-style-type: none"> - Should this be in quality section below? - How does this connect to the THINK TANK recommendation re: work force? - b) is not measurable | |

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

| | | | |
|--|--|---|--|
| | | - ensure program support and mentoring | |
| | c) Build alignment among the early childhood sectors, especially early learning and development and K- 3 education including the Vermont Early Learning Standards (VELS) and Common Core (see related actions in Result #6) | - How would this be measured? | |
| | | | |
| 5) Ensure quality by adequately supporting the early childhood workforce | a) Equip the early childhood workforce across sectors in the early childhood system with the common knowledge and skills needed to support children's optimal learning and development and family stability (see Appendix A for details) | <ul style="list-style-type: none"> - link with professionalize the workforce in relation to qualifications - can we really ensure quality through these activities? - How are these measurable? - clarify what segment of the workforce this applies to. What about the CIS workforce or others? We need to have inclusive language across sectors. | |
| | b) Increase compensation of and benefits available to the early childhood workforce without creating a cost shift to families (see Appendix A for details) | <ul style="list-style-type: none"> - question about whether this belongs in this document?? (Matt) - needs to be more clearly separated from education of the workforce - different wording perhaps. This really needs to be reworded | |

Result #3 - All children and families have access to high-quality opportunities that meet their needs.

| | | | |
|----------|----------------------|--|--|
| #6 (NEW) | See #6, 6 move here) | <ul style="list-style-type: none">- ELD committee either needs to expand beyond compensation issues or new committees may be needed- Professionalizing the workforce- People are not really using appendices. Consider reorganizing the info in another way and merging this information | |
| | | | |