

Jargon Buster and Explanations

Descriptions of commonly used acronyms

ACEs Adverse Childhood Experiences

Adverse childhood experiences (ACEs) are events or environmental factors that occur during childhood and have the potential to cause trauma and/or negatively affect a child's sense of stability and safety.

ADD / ADHD Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity (over-activity).

<http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

ADM Average Daily Membership

A funding formula used through the Vermont Department of Education to support the cost of educating children in the public school system. Early childhood programs may qualify to access this funding if they meet the requirements set forth by the DOE.

<http://education.vermont.gov/data-and-reporting/school-reports/average-daily-membership>

AED Automated External Defibrillator

An automated external defibrillator (AED) is a portable electronic device that automatically diagnoses the life-threatening cardiac arrhythmias of ventricular fibrillation and pulseless ventricular tachycardia, and is able to treat them through defibrillation, the application of electricity which stops the arrhythmia, allowing the heart to re-establish an effective rhythm.

AHS Agency of Human Services

The goal is to improve the conditions of well-being of Vermonters today and tomorrow and protect those who cannot protect themselves. AHS funds programs and provide services both directly through our departments and in cooperation with our community partners. Areas include criminal justice, health issues, children/families, juvenile justice, mental health, substance abuse and elderly/disabled.

<http://humanservices.vermont.gov/>

ALICE Alert/Lockdown/Inform/Confront/Escape/Evacuate

ALICE (Alert, Lockdown, Inform, Confront, Evacuate) Trainings provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals intent on conveying a political message through violence, ALICE Training option based tactics have become the accepted response, versus the traditional "lockdown only" approach.

<https://www.alicetraining.com/>

ALIS Agency Licensing Information System

Vermont Online Licensing System for Educators

<https://alis.edlicensing.vermont.gov/>

AOE Agency of Education

State of Vermont Agency of Education

<http://education.vermont.gov>

ASQ Ages and Stages Questionnaires

Ages and Stages Questionnaires are a set of developmental screening tools for infants and young children.

<http://agesandstages.com/>

ASQ/SE Ages and Stages Questionnaire: Social Emotional

ASQ:SE-2 is a screening tool that is designed to identify children who may be at risk for social or emotional challenges.

<http://agesandstages.com/products-services/asqse-2/>

BBF Building Bright Futures

A public/private partnership to leverage private contributions to sustain a system of early childhood services to Vermont's children. Local advisory boards designed to identify and address the needs of children and families in their communities. Many local early childhood councils also facilitate the Success by Six initiatives in their areas. Statewide committees are either in the planning stage or are in place.

<http://www.buildingbrightfutures.org>

BFIS Bright Futures Information System

Database managed through the Child Development Division-has ability to track Professional Development in Quality Credential Account as well as reporting attendance for tuition assistance for families (subsidy).

<http://www.brightfutures.dcf.state.vt.us>

BRC Blue Ribbon Commission

The Commission's job was to determine the hallmarks of a quality child care program and to recommend to the Legislature and governor strategies to support affordable, quality child care in Vermont. The Commission issued their final report in December of 2016.

<http://buildingbrightfutures.org/blue-ribbon-commission/>

CACFP Child and Adult Care Food Program

CACFP provides reimbursement and guidance for child care program to meet nutritional needs of adults and children who spend a portion of their day in supervised facilities. Licensed programs can access funding for CACFP through the Department of Education. For family child care programs, support is often housed within child care resource and referral agencies or another community partner.

<http://education.vermont.gov/student-support/nutrition/child-and-adult-care-food>

CCA Child Care Aware

Child Care Aware is a hub of child care information for parents and child care providers, which help families learn more about the elements of quality child care and how to locate programs in their communities. Our program also provides child care providers with access to resources for their child care programs. Furthermore, CCA provides assistance to the United States Military and Department of Defense to serve and support their families through the Child Care Fee Assistance Programs.

<http://childcareaware.org/about/child-care-aware/>

CCDBG Child Care Development Block Grant

Federal dollars that support all aspects of early childhood systems including resource and referral, child care subsidy payments, grant opportunities (professional development and equipment) and is administrated through the State of Vermont Child Development Division.

<https://www.acf.hhs.gov/occ/initiatives>

CCFAP Child Care Financial Assistance Program

Federal and state dollars used to pay for child care. Families must apply; they and their provider of choice will be notified the amount of 'subsidy' the family is eligible to receive. This may or may not cover the full cost of care.

<http://dcf.vermont.gov/benefits/ccfap>

CCV Community College of Vermont

Twelve locations across VT and online learning options; students access degree and certificate programs, workforce, secondary and continuing education opportunities, and academic and veterans support services. CCV's mission: to support and challenge all students in meeting their educational goals through an abiding commitment to access, affordability, and student success.

<http://ccv.edu/>

CDA Child Development Associate

Facilitated through the Council for Professional Recognition in Washington, DC, the CDA National Credentialing Program's purpose is enhance the quality of child care by defining, evaluating and recognizing the competence of child care providers and home visiting. A provider becomes a CDA or earns (and therefore gets) their CDA credential. Grant funding is available through the Child Development Division to support applying for this credential.

www.cdacouncil.org

CDC Child Development Center

The Child Development Clinic provides developmental evaluation for children who are thought to have a developmental concern, cognitive disability, or autism spectrum disorder, or a known condition affecting development, for children (generally under age 8) who may have a developmental delay or disability. Every child should be screened for developmental concerns by their primary care provider.

<http://www.healthvermont.gov/children-youth-families/children-special-health-needs/child-development-clinic>

CDD Child Development Division

State of VT Child Development Division (within the Department of Children and Families)

The mission is to assure a statewide system that promotes and supports safe, accessible, quality child care for Vermont families. Services include child care subsidy, licensing and regulatory oversight for child care programs, professional development systems and quality improvement incentives (such as bonuses for credentials and degrees, training dollars for community workshops and college courses, grants).

<http://dcf.vermont.gov/cdd>

CIS Children's Integrated Services

CIS is a resource for pregnant or postpartum women and families with children from birth to age six. CIS can help: *Pregnant or Postpartum Women* - with questions or concerns about a condition or risk situation that impacts your or your baby's health or safety; *Families* - questions or concerns about providing a stable, healthy environment for your children; *Children* - If you are the parent of a child age 6 or younger, and you have questions or concerns about a suspected developmental delay or condition.

<http://dcf.vermont.gov/child-development/cis>

CLASS Classroom Assessment Scoring System

The Classroom Assessment Scoring System™ (CLASS™) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. The CLASS™ can be used to reliably assess classroom quality for research and program evaluation and also provides a tool to help new and experienced teachers become more effective.

<http://teachstone.com/class/>

CPI Crisis Preventive Institute

Mission Statement: The Crisis Prevention Institute is dedicated to advancing the safe management of challenging and potentially violent behavior through providing high-quality, meaningful training programs, resources and services which promote safe and respectful work environments, and striving to set the global example for advancing this mission to raise the standard for behavior management training worldwide.

<https://www.crisisprevention.com/>

CPR Cardiopulmonary Resuscitation

An emergency procedure that combines chest compression often with artificial ventilation in an effort to manually preserve intact brain function until further measures are taken to restore spontaneous blood circulation and breathing in a person who is in cardiac arrest. It is indicated in those who are unresponsive with no breathing or abnormal breathing, for example, agonal respirations. Current recommendations place emphasis on high-quality chest compressions over artificial ventilation; a simplified CPR method involving chest compressions only is recommended for untrained rescuers. In children only doing compressions may result in worse outcomes.

https://cpr.heart.org/AHA/ECC/CPRandECC/UCM_473161_CPR-and-ECC.jsp

CSEFEL Center for Social/Emotional Foundations of Early Learning

CSEFEL is a national resource center that focuses on promoting the social emotional development and school readiness of young children birth to age 5.

<http://csefel.vanderbilt.edu/>

DCF Department for Children and Families

The Department for Children and Families was created in 2004. Our mission is to foster the healthy development, safety, well-being and self-sufficiency of Vermonters. The department has six divisions (Child Development, Disability Determination, Economic Services, Family Services, Office of Child Support and Office of Economic Opportunity) that deliver programs and services to Vermonters.

<http://dcf.vermont.gov>

DEC Division for Early Childhood

Promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

<http://www.dec-sped.org/>

DECA Devereaux Early Childhood Assessment

The Devereux Center for Resilient Children's "Devereux Early Childhood Assessment" (DECA) Program provides teachers and families with a strength-based assessment and planning system designed to promote resilience in children.

www.devereux.org

DOL Department of Labor (US and VT)

<http://www.dol.gov/> and <http://labor.vermont.gov/>

ECE Early Childhood Education

Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a

person's life. Early childhood education often focuses on guiding children to learn through play. The term commonly refers to preschool or infant/child care programs.

ECERS/ITERS Early Childhood Environmental Rating Scale

A tool designed to assess group programs for children of preschool through kindergarten age, 2½ through 5. Also available are FCCERS (Family Child Care) and SACCERS (School Age Care). This tool is commonly used to assess programs that are applying for a rating through the Vermont Step Ahead Recognition System. ECERS/ITERS can also be used as a self-assessment tool.

<https://ers.fpg.unc.edu/>

ECLI Early Childhood Leadership Institute

The Early Childhood Leadership Institute was initiated in 2014 and seeks to stimulate enthusiasm for and effective participation in efforts to improve early childhood work in Vermont. A group of diverse participants will come together each year for twelve seminar days over six months, to gain leadership skills and a deeper knowledge and understanding of the science and landscape of early childhood issues in Vermont. ECLI will give participants the information, tools and inspiration to make greater contributions in their organizations, their communities and Vermont toward early childhood issues.

<https://snellingcenter.org/early-childhood-leadership-institute/>

EEE Essential Early Education

This statewide program coordinates early childhood special education services for children ages 3 through 5. Services are administered by local school districts in conjunction with local early childhood service providers to ensure inclusive educational environments.

EEl Early Education Initiative

Established by the Legislature in 1987, EEI prepares at-risk preschool children for success in kindergarten and beyond. EEI serves children who are ineligible or inadequately served by existing early childhood education programs. Coordinated with community programs to avoid duplication and to make the best possible use of resources, EEI services also fill gaps created by restrictive requirements or insufficient resources.

EI Early Intervention

(See IDEA-Part C below)

ELL English Language Learners

An English language learner (often capitalized as English Language Learner or abbreviated to ELL) is a person who is learning the English language in addition to his or her native language. The instruction and assessment of students, their cultural background, and the attitudes of classroom teachers towards ELLs have all been found to be factors in ELL student achievement. Some ways that have been suggested to assist ELLs include bringing their home cultures into the classroom, involving them in language-appropriate content-area instruction from the beginning, and by integrating literature into the learning program. Some educational advocates, especially in the United States, prefer for a student learning any second language the term emergent bilingual.

<http://education.vermont.gov/student-support/federal-programs/english-learners>

ELP Early Learning Plan

An ELP is an individualized learning plan for children ages 3-5.

ELP Early Learning Partnership

Under Act 60/68 school districts can choose to generate education funds for three to five year old children below school age who live in their town and receive educational services. Some school districts have been involved in a partnership with early childhood programs even before this legislation.

ESI Early Screening Inventory

The Early Screening Inventory-Revised (ESI-R™) 2008 Edition provides a brief developmental screening instrument designed to be individually administered to children from 3.5 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school.

<https://www.pearsonclinical.com/childhood/products/100000382/early-screening-inventory-revised-2008-edition-esi-r.html>

EST Educational Support Team

As part of its Multi-tiered System of Supports (MTSS), all schools will maintain an Educational Support Team (EST). 16 V.S.A. § 2902. EST members engage in collaborative problem-solving to determine whether additional supports are needed for a student to make appropriate progress, and to monitor that progress. This may include academics, attendance, behavior, or enrichment activities. The team can offer suggestions for student supports that may not have been considered in previous planning efforts.

An EST has standing members and meets regularly, typically weekly or bi-weekly. EST meetings result in assigned action steps. The EST has an effective method of documenting meetings and decisions.

<https://education.vermont.gov/student-support/multi-tiered-system-supports/educational-support-team>

FAFSA Free Application for Federal Student Aid

Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

<https://fafsa.ed.gov/>

HCRS Health Care & Rehabilitation Services

HCRS provides services to those in crisis, children, youth, families, and adults. Their mission is to provide creative, collaborative, and compassionate health care services that are responsive to the needs of VT communities.

<http://www.hcrs.org/>

IDEA Part C – Individuals with Disabilities Education Act

Early Intervention program for infants and toddlers provides a broad array of services to children with special needs, birth through three years of age, and their families.

http://dcf.vermont.gov/cdd/cis/IDEA_Part_C_early_intervention

IEP Individualized Education Plan

Created for children with special needs ages 3 and up to determine supports that will be put into place to support the child in their educational setting.

IFBS Intensive Family-Based Services

IFBS provides time-limited, intensive intervention for families in which a child is at imminent risk of removal from the home for reasons of abuse, neglect, or severe emotional disturbance. Its primary goal is prevention of out-of-home placements. In instances where children have been placed out of the home, the goal is to reunify them with their family.

<http://studentsfirstproject.org/supports-services/local-mental-health-resources/home-community-based-services/intensive-family-based-services/>

IFSP Individualized Family Support Plan

Used with children with special needs under the age of 3, the family is integral in planning the supports need for their children to be successful in their learning settings (including home).

IPDP Individualized Professional Development Plan

A mapping of professional development goals, typically set for one year and reviewed annually. All staff in licensed child care programs are required have IPDP's on file. Formats are available on the Northern Lights Career Development Center's website.

<https://northernlightscv.org/career-development/individual-professional-development-plan-ipdp/>

LGK Let's Grow Kids

Let's Grow Kids is a statewide campaign about the need for more high-quality, affordable child care in Vermont to better support our children, families, communities and economy.

<http://www.letsgrowkids.org/>

LSB Licensing Standards Board The professional standards team helps support the work of the Vermont Standards Board for Professional Educators (VSBPE) and local and regional standards boards (L/RSBs) and provides assistance to educators who are undergoing the process of re-licensure.

<https://education.vermont.gov/educator-licensure/professional-standards>

M.A.T.C.H. Mentoring, Advising, Teaching, Coaching, Consulting, Helping

MATCH is the collective name for the professionals who provide individualized support to early childhood and afterschool professionals and programs in Vermont. **MATCH Professionals:** an umbrella term for mentors, coaches and consultants working in the early childhood/afterschool fields. A database of mentors is coming soon within Northern Lights Career Development Center's website.

<https://northernlightscv.org/roles/match-professionals/>

MWFK Make Way for Kids

The goal of Make Way for Kids is to create 500 high-quality child care spaces in Vermont annually. To achieve this goal, VB5's work will be tailored to the local needs of communities across the state to increase the availability of high-quality early care and learning programs through two strategies: 1) Program Expansion and Start-Up Assistance (Grants and technical assistance) and Workforce Development (Coaching and technical assistance) Make Way for Kids is the next phase in VB5's efforts to ensure that all children have access to high-quality, affordable early care and learning by 2025.

http://vermontbirthtofive.org/make_way_for_kids/

NAEYC National Association for the Education of Young Children

The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.

www.naeyc.org

NAFCC National Association for Family Child Care

Provide technical assistance to family child care associations through developing leadership and professionalism, addressing issues of diversity, and by promoting quality and professionalism through NAFCC's Family Child Care Accreditation. Grant funding is available through the Child Development Division to support applying for this accreditation.

www.nafcc.org

NL/CCV Northern Lights at CCV

Northern Lights at CCV is the hub of the professional development system for early childhood and afterschool professionals in Vermont. We offer trainings, career advising, and friendly support to assist with your professional development goals.

<https://northernlightscv.org/>

OT Occupational Therapist

An occupational therapist works with a client to help them achieve a fulfilled and satisfied state in life through the use of purposeful activity or interventions designed to achieve functional outcomes which promote health, prevent injury or disability and which develop, improve, sustain or restore the highest possible level of independence. Occupational therapists are concerned with the occupations of people and how these contribute to health. Specifically it is a person's occupational performance that influences their health and personal satisfaction of their individual needs.

PBIS Positive Behavioral Intervention & Supports

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. <https://www.pbis.org/>

PT Physical Therapist

Physical therapists combine physical medicine and rehabilitation specialty that remediates impairments and promotes mobility, function, and quality of life through examination, diagnosis, prognosis, and physical intervention (therapy using mechanical force and movements). In addition to clinical practice, other activities encompassed in the physical therapy profession include research, education, consultation, and administration. In many settings, physical therapy services may be provided alongside, or in conjunction with, other medical services.

QCA Quality Credential Account

The place in BFIS that holds your professional information is your Quality-Credential Account. A Quality-Credential account in BFIS is about YOU. Each staff person working in a regulated program has one.

https://dcf.vermont.gov/sites/dcf/files/CDD/Docs/BFIS_Professional_Development_Fact_Sheet.pdf

QRIS Quality Rating Improvement System

QRIS is a system of evaluating the quality of early care and school-age care and education programs. Vermont's Quality Rating System is called STARS.

<https://qrisguide.acf.hhs.gov>

STARS STep Ahead Recognition System

STARS is Vermont's quality recognition system for child care, preschool, and afterschool programs. Programs that participate in stars are stepping ahead — going above and beyond state regulations to provide professional services that meet the needs of children and families.

<http://dcf.vermont.gov/childcare/parents/stars>

STEM Science, Technology, Engineering and Mathematics

STEM is Science, Technology, Engineering, and Mathematics, and includes a vast array of subjects that fall into each of those terms.

<https://innovation.ed.gov/what-we-do/stem/>

STEAM Science, Technology, Engineering, ARTS and Mathematics

STEAM is a variation of STEM that includes an 'A' for art and design. Artistic design is becoming an important part of STEM education because creativity is an important part of innovation.

SLP Speech Language Pathologist (sometimes called Speech Therapists)

Speech-language pathologists (sometimes called *speech therapists*) assess, diagnose, treat, and help to prevent communication and swallowing disorders in patients. Speech, language, and swallowing disorders result from a variety of causes, such as a stroke, brain injury, hearing loss, developmental delay, Parkinson's disease, a cleft palate or autism.

T.E.A.C.H. Teacher Education and Compensation Help

T.E.A.C.H. Early Childhood® is a cost-sharing scholarship model and provides a comprehensive education and support network to states that are committed to increasing the availability of accessible, affordable college education and workforce supports for professionals working in a variety of early education settings. Eligible applicants work in licensed or registered early childhood programs as teachers, directors or home-based providers. T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® is an evidence-based, outcomes-driven and effective national strategy.

<http://vaeyc.org/quality-improvement/teach/>

TPR Termination of Parental Rights

Termination of parental rights may be voluntary or involuntary. Voluntary termination of parental rights is difficult except under certain circumstances. This is because children are generally seen to have a right to a parental relationship and, particularly, a right to receive financial support and care from both parents. However, every state has a statute that permits the termination of the parent child relationship either voluntarily or involuntarily. Involuntary termination usually stems from misconduct by one parent. Surprisingly, voluntary termination of parental rights tends to be even more difficult to accomplish than involuntary termination.

<https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/groundtermin/>

TS GOLD (TSG) Teaching Strategies GOLD

TSG is an assessment tool used in early education classrooms.

<http://teachingstrategies.com>

VT AEYC Vermont Association for the Education of Young Children

The Vermont Association for the Education of Young Children (VTAEYC) will enhance the quality of early childhood programs and professional practices, and advocate for young children (birth through 8 years) and their families to realize the promise of every Vermont child.

www.vtaeyc.org

VB5 Vermont Birth to Five (formerly Vermont Birth to Three)

Established in 2011 as Vermont Birth to Three, the work of Vermont Birth to Five initially sought to address gaps and augment existing services to directly support registered family child care providers, with a specific focus on infant and toddler care. Over the next four years, the work expanded to include licensed center-based programs and children ages birth to five.

Vermont Birth to Five formed in July 2015 to combine two programs of the Permanent Fund for Vermont's Children – Vermont Birth to Three and the Vermont Community Preschool Collaborative. This new entity will assure greater coordination of efforts toward achieving the Permanent Fund's mission, which is to ensure that every Vermont child has access to high quality, affordable early care and education.

<http://vermontbirthtofive.org/>

VtBDC Vermont Business Development Center

The Vermont Small Business Development Center (VtSBDC) offers no-cost expert assistance to small business owners and entrepreneurs. Their goal is to help you make informed decisions so that you can grow and sustain your business over time and can assist with 1) Startup planning, 2) Financing, 3) Sales/marketing, 4) Growth strategies, 5) Financial management and 6) Operations.

<https://www.vtsbdc.org/about-vt-sbdc/>

VCCAP Vermont Child Care Apprenticeship Program

VCCAP is a training program, which began (in Vermont) in 1999 following receipt of an Implementation Grant from the US Department of Labor. The Program combines 4000 hours of on-the-job training with 297 hours of Related Instruction in early childhood education.

<http://vtchildcareindustry.org/apprenticeship.html>

VCCPA VT Child Care Providers Association

VCCPA is a non-profit, professional organization offering peer support for Vermont's child care providers. Our mission is to, "Represent child care providers & promote professional connections," in order to achieve our vision that all of "Vermont's children thrive," through quality care & experiences.

www.vccpa.org

VCCICC Vermont Child Care Industry & Careers Council

The Vermont Child Care Industry and Careers Council (VCCICC) works to enhance the knowledge, skills and status of child care providers by offering the Apprenticeship Program and other professional development activities, while coordinating and linking with other leaders and organizations, in order to build quality and sustain growth of the child care industry.

www.vtchildcareindustry.org

VCHIP Vermont Child Health Improvement Program

VCHIP brings together broad expertise to improve child health care in Vermont and nationally. It facilitates cross-functional partnerships including researchers, practitioners, insurers, professional organizations, and government. These collaborations provide a unique opportunity to listen and learn from one another, gather fresh ideas and innovative solutions, and inform public health.

<https://www.med.uvm.edu/vchip/about>

VCIC Vermont Criminal Investigation Center

Established on July 1, 1970, VCIC is the State's repository for a number of criminal record information systems, including Criminal History Information, Sex Offender Registry Information, Vermont Marijuana Registry, Crime Statistics, Criminal History Repository, Identification Bureau, National Crime Information Center (NCIC), National Incident Based Reporting System (NIBRS)

<http://vcic.vermont.gov/>

VELS Vermont Early Learning Standards

The Vermont Early Learning Standards (VELS) help inform families about the development and capabilities of children from birth through grade 3 and guide educators in the development and selection of program-wide curriculum and educational strategies for children from birth through grade 3. These standards are central to the shared vision of what we want for young children in Vermont; and highlight the importance of high quality early childhood experiences as the foundation for school success and lifelong learning. Plainly said, early experiences matter.

Beginning in 2012, a cross-section of early childhood development and education stakeholders convened to begin the task of revising the VELs; originally published in 2003.

<http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards>

VFN Vermont Family Network

Vermont Family Network (VFN) empowers and supports all Vermont families of children with special needs so that all children reach their potential. Our vision is that all Vermont families help their children reach their potential. The values which guide us are: Family-Centered, Respect, Collaboration, Making a difference, and Accessibility.

<http://www.vermontfamilynetwork.org>

VSAC Vermont Student Assistance Corp

Created by the Vermont Legislature in 1965 as a public nonprofit agency, VSAC advocates for students and their families to ensure that they have the information, the counseling and the financial aid to achieve their education goals. They begin by helping families save for education. Counselors work with students in nearly every Vermont middle school and high school, and again as adults. The financial aid programs attract national recognition, and their loan programs and loan forgiveness programs are saving Vermont families thousands of dollars in interest.

<http://vsac.org/>

VT-HEC Vermont Higher Education Collaborative

VT-HEC is a non-profit formed in 2000 with the mission of addressing personnel and training needs related to improving education outcomes for all students. We accomplish this by gathering together organizations and experts in a variety of areas to collaborate in the design and delivery of comprehensive, long-term and coherent programs of professional learning opportunities and school supports.

<http://www.vthec.org/>

WIC Women, Infants, and Children

WIC provides healthy food, and a whole lot more, including nutrition education, breastfeeding support, and referrals to health care and other community programs.

<http://www.healthvermont.gov/family/wic>, <https://www.fns.usda.gov/wic/women-infants-and-children-wic>

WOYC Week of the Young Child

The Week of the Young Child™ is an annual celebration hosted by the National Association for the Education of Young Children (NAEYC) celebrating early learning, young children, their teachers and families.

<https://www.naeyc.org/woyc>