

ACT 76 INDICATOR SNAPSHOT

This is a high-level snapshot of the most important data elements to monitor the impact of Act 76 implementation. Data categorized as “collected” means that an entity currently collects this indicator; however, it is possible that for some indicators, data have not been fully cleaned or analyzed, that the indicator is the best available proxy measure, that data is not easily extracted, and/or that data is not publicly available. Data categorized as a “data gap” indicates that 1) the indicator may not be compiled at the state level, 2) there is no systematic mechanism in place to collect the data at all, or 3) the indicator requires partnership and support to develop a stronger definition or innovation. Vermont currently uses proxy, national, and sample data, as well as data that does not capture the full picture, to fill in gaps in accessible data.

Equitable Access

Collected	<ul style="list-style-type: none"> ● Number of programs: Number of regulated early childhood education programs and regulated afterschool programs by UPK status, STAR rating, county, and AHS District ● Programs opening and closing: Total number of regulated early childhood education programs opening and closing annually by program type, UPK status, STAR rating, county, and AHS District ● Licensed and desired capacity: The number of children a program is licensed to serve at one time and the number of children the program would like to serve within that capacity ● Specialized child care: Number of regulated programs with specialized child care status by county and AHS District ● Special education: Number of children 0-5 receiving services/education on an IFSP/One Plan, IEP, 504 ● UPK enrollment: Total number of children enrolled in UPK by program type ● CCFAP utilization: Average number of children accessing Child Care Financial Assistance Program (CCFAP) annually
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Data Gaps	<ul style="list-style-type: none"> ● Enrollment/utilization: Total number of children enrolled in regulated child care and afterschool programs annually disaggregated by demographics, setting/program type, level of quality, and geographic region ● Availability: Traditional hours of care and non-traditional hours of care (program schedules) disaggregated by demographics, setting/program type, level of quality, and geographic region <ul style="list-style-type: none"> ○ Number of children who can be served based on availability of care ● Demand: True demand (based on families’ needs) for early childhood education by program and geographic region (Current proxy measure = “Likely to need care” is based on census estimate of children with all parents in the labor force) <ul style="list-style-type: none"> ○ Accounting for changes based on the time of year (summer care) ● Unregulated programs: Child care, afterschool, and summer programs not regulated by the Child Development Division and/or the Agency of Education
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Experiences of Those Most Impacted

Collected	<ul style="list-style-type: none"> ● Communication of CCFAP policy changes: Providers’ and Parents’ Awareness of Policy Changes to Vermont’s Child Care Financial Assistance Program (Point in Time March/April 2023 and planned annually for 2024–2026 from Child Trends) ● Program preferences: Parents’ perceptions and preferences for early care and learning (NORC, 2019)
Data Gaps	<ul style="list-style-type: none"> ● Experience with policy changes <ul style="list-style-type: none"> ○ Families having care coverage that meets their needs and preferences

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	<ul style="list-style-type: none"> ○ Provider satisfaction with policy changes and state support ○ Unintended consequences of policy changes
Early Childhood Workforce	
Collected	<ul style="list-style-type: none"> ● Early childhood educators: Total number of early childhood educators working in early childhood education settings ● Afterschool professionals: Total number of afterschool professionals working in regulated settings ● Licensed teachers: Number of AOE licensed educators with an early childhood (ECE or ECSE) endorsement who are working in early childhood settings ● Provisional educator licenses: Number of provisional AOE educator licenses with an early childhood (ECE and ECSE) endorsement ● Qualifications: Qualifications and credentials of the workforce by role, program type, and geography ● Wages: Median hourly wage for full-time workers in Vermont's early childhood education settings
Data Gaps	<ul style="list-style-type: none"> ● Turnover: Early childhood educator, licensed teacher, and afterschool professional turnover ● Workforce demand: Estimated number of early childhood educators, licensed teachers, and afterschool professionals needed to meet estimated demand by role and associated credential ● Benefits: Percent of the workforce with health insurance, retirement, professional development, paid time off ● Compensation: Annual and hourly wage by role, program type, credentials, and geography
Affordability	
Collected	<ul style="list-style-type: none"> ● Programs accepting CCFAP: Number of programs (early childhood education and afterschool programs) accepting CCFAP ● Family share: Average and median CCFAP family share ● Living wage: Household income needed in Vermont to afford basic needs, including housing, food, child care, and transportation ● Ineligible families: Percent of families who do not meet the income criteria for CCFAP (by geography)
Data Gaps	<ul style="list-style-type: none"> ● Income spending on child care: Percentage of family income going toward early childhood education and/or afterschool by CCFAP eligibility ● Total cost of care: Percentage of the total cost of early childhood education and/or afterschool covered by CCFAP
Quality	
Collected	<ul style="list-style-type: none"> ● 4 and 5 STARS Programs: Number of programs with 4 and 5 STARS ● Enrollment in 4 and 5 STARS Programs: Number of children receiving CCFAP enrolled in programs with 4 and 5-STARS ● Provisional educator licenses: Number of provisional AOE educator licenses with an early childhood (ECE and ECSE) endorsement
Data Gaps	<ul style="list-style-type: none"> ● Cultural competence: Percentage of programs with culturally competent instruction and care ● Wraparound services: Percentage of programs providing family support services

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	(wraparound services) similar to those provided in Head Start Programs
Fiscal Implications	
Collected	<ul style="list-style-type: none"> • Cost of Act 76: Total statewide Act 76 expenditure for CCFAP, Readiness Payments, Incentive Payments
Data Gaps	<ul style="list-style-type: none"> • Cost of UPK: Current total statewide UPK program expenditure
Program stability	
Collected	<ul style="list-style-type: none"> • CCFAP rates: CCFAP reimbursement rates by program type • Readiness Payments: Total amount of Readiness Payments made to ECE programs • Programs Opening and Closing: Total number of regulated early childhood education programs opening and closing annually by program type, UPK status, STARS rating, county, and AHS District
Data Gaps	<ul style="list-style-type: none"> • Administrative Burden: Reduced administrative burden (# of hours/month associated with CCFAP administration for ECE programs) • Turnover: Early childhood educator, licensed teacher, and afterschool professional turnover • Readiness Payments: Program experiences with and uses of Readiness Payments
Vermont Workforce	
Collected	<ul style="list-style-type: none"> • Unemployment rate • Job openings: Total annual job openings in Vermont • Workforce participation: Workforce participation by age and gender • Relocation benefits: Number of Vermont relocation benefits distributed by geography
Data Gaps	<ul style="list-style-type: none"> • Work choices: What factors are impacting families' decisions around who in the household is or is not working?
Child Outcomes	
Collected	<ul style="list-style-type: none"> • Exclusionary Discipline • Adverse Childhood Experiences (ACEs) • Test Scores and Assessments: <ul style="list-style-type: none"> ○ 3rd Grade Math and Reading (SBAC and Cognia) ○ Ready 4 Kindergarten (R4K!S) ○ Teaching Strategies Gold (social emotional) ○ Children Healthy and Ready to learn (National Survey of Children's Health (NSCH))
Data Gaps	<p><i>*There are many limitations to the outcomes listed above related to standardized data collection, COVID, and changes in collection tools.</i></p>