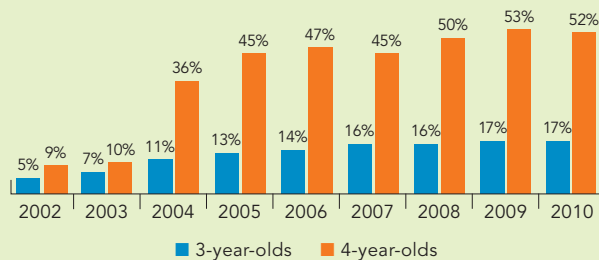
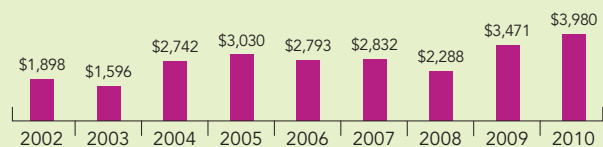


# Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2010 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in 1987 with the goal of increasing access to preschool programs for at-risk 3- and 4-year-olds. Children are eligible for EEI if their families have incomes below 185 percent of the federal poverty level or if they have other risk factors, including a history of abuse or neglect, developmental delay, limited English proficiency, or social isolation. Grant applicants must be submitted by a partnership that includes at least one school district and one community early care and education program. EEI funding has remained relatively stable over the past few years, though it continues to decrease and be below the level of funding seen in fiscal year 1996. As of the 2009-2010 school year, EEI funding is awarded through a competitive grant process that requires all programs to submit grant proposals, even those that have received EEI funding in the past.

Vermont established a second preschool initiative in 2003 when school districts were allowed to include 3- to 5-year-olds in their school census. The program, formally called Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM), has been known as Vermont Prekindergarten Education-Act 62 since the 2007-2008 program year when Act 62 was enacted. The state's Education Fund supports these prekindergarten programs as it does K-12 education. Pre-K is voluntary in terms of district or child participation. Approximately 80 percent of Vermont's local education agencies (LEAs) provide pre-K either in school-based programs, or through partnerships with private center-based and family-based providers, and/or with Head Start. State education funds are intended to allow participating communities to offer access 6 to 10 hours per week of preschool education services to 3- to 5-year-olds. There is a cap that limits the number of children who may be included in the school census. Act 62 allows public schools to subcontract with other preschool providers such as private child care, faith-based centers, Head Start agencies, and family child care homes for service provision.

As of the 2008-2009 school year, Act 62 programs operating in nonpublic settings are required to have only one teacher with an ECE educator license per center, rather than one teacher with an educator license in each preschool classroom. Act 62 RULES also became effective that same year as well as a published guide for implementing pre-K according to these program standards. These rules included requirements that child assessments be conducted at the beginning and end of each academic year as well as requiring additional financial reporting on the costs of preschool and source of funding by districts and their partners. New rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), also went into effect. Pre-K programs must achieve at least 4 out of 5 STARS in the quality rating system, or hold NAEYC accreditation. In the 2009-2010 program year, programs began using one of the required child progress assessment tools, Work Sampling System or Creative Curriculum Developmental Continuum, to assess child progress.

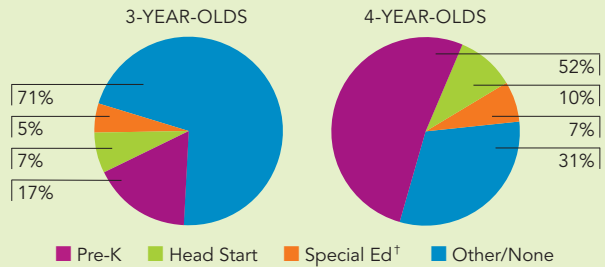
Starting in the 2010-2011 program year, Vermont will waive the cap on the number of pre-K children a district may count if it has a K-12 school that has been identified as failing to make Adequate Yearly Progress in accordance with No Child Left Behind.

The first two pages of Vermont's profile describe the state's overall commitment and contributions to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

## STATE OVERVIEW

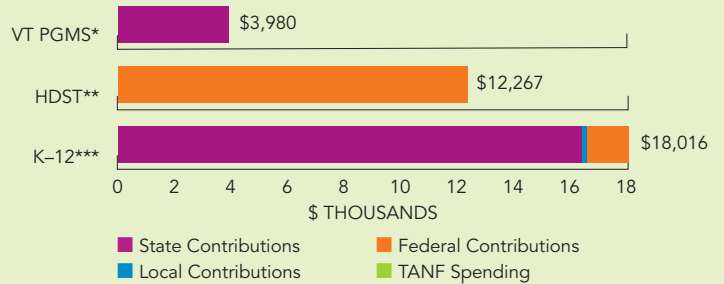
Total state program enrollment.....	4,470
Total state spending .....	\$17,790,714
State spending per child enrolled .....	\$3,980
All reported spending per child enrolled* .....	\$3,980

### STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '09-'10 school year, unless otherwise noted.

#### ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
5	3

#### RESOURCES RANKINGS

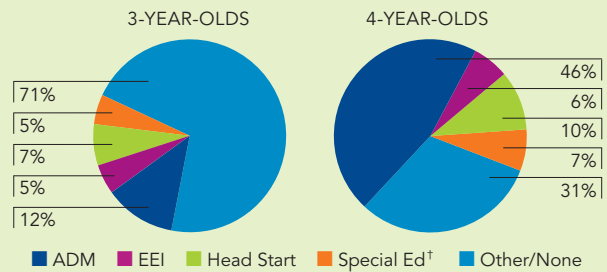
STATE SPENDING	ALL REPORTED SPENDING
22	24

# VERMONT PREKINDERGARTEN EDUCATION - ACT 62

## ACCESS

Total state program enrollment .....	3,789
School districts that offer state program.....	78% (communities)
Income requirement .....	None
Hours of operation .....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	1,123
Federally funded Head Start enrollment .....	1,117
State-funded Head Start enrollment .....	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>TOTAL BENCHMARKS MET</b>   <span style="font-size: 2em; color: blue;">4</span> </div>
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree .....	BA (public); None (nonpublic) <sup>2</sup>	BA	<input type="checkbox"/>	
Teacher specialized .....	ECE or ECSE endorsement (public); None (nonpublic) <sup>2</sup>	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree .....	AA (public); HSD + CD course (nonpublic) <sup>3</sup>	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service.....	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds .....		20		
4-year-olds .....		20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds .....		1:10		
4-year-olds .....		1:10		
Screening/referral .....	Determined locally; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals .....	None <sup>5</sup>	At least 1/day	<input type="checkbox"/>	
Monitoring .....	None	Site visits	<input type="checkbox"/>	

## RESOURCES

Total state pre-K spending .....	\$16,710,714
Local match required? .....	No
State spending per child enrolled .....	\$4,410
All reported spending per child enrolled*.....	\$4,410

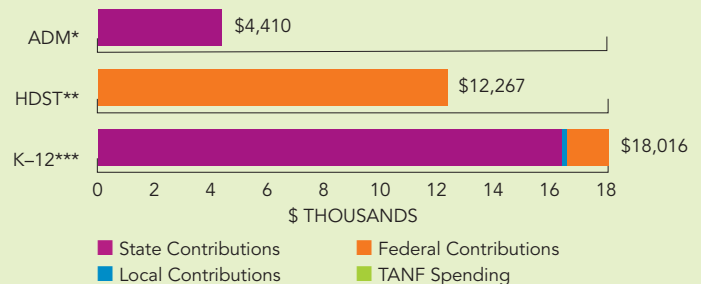
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 3-4 days/week for at least 35 weeks per year.

<sup>2</sup> Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Effective as of July 2008, nonpublic centers only must have one licensed teacher per center rather than one per classroom, and registered child care homes require only brief supervision by a licensed teacher. All other teachers in nonpublic settings are not required to have a minimum degree.

<sup>3</sup> Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants.

Teaching assistants need to have a high school diploma and a 30 hour course in child development. Other training is not specified in Act 62 and is determined by the provider.

<sup>4</sup> Screenings and referrals are determined locally; programs that are Head Start programs require various screenings. Support services include two annual home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

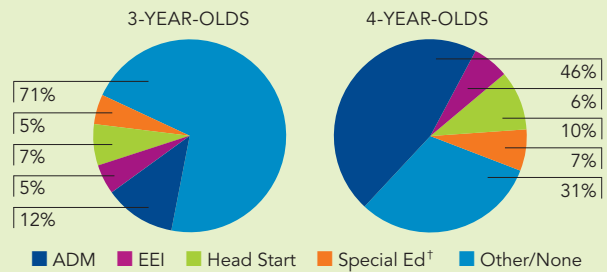
<sup>5</sup> Most programs offer a snack. Meals are offered if the program is part of Head Start or a child care program.

# VERMONT EARLY EDUCATION INITIATIVE

## ACCESS

Total state program enrollment .....	681
School districts that offer state program .....	51%
Income requirement .....	185% FPL <sup>1</sup>
Hours of operation .....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	1,123
Federally funded Head Start enrollment .....	1,117
State-funded Head Start enrollment .....	0

## STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public); AA (nonpublic) <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	ECE or ECSE (public); See footnotes (nonpublic) <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	AA (public); HSD + 30 hr course in CD (nonpublic) <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	9 credit hours/7 years (public); 12 clock hours (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:10		
4-year-olds .....	1:10		
Screening/referral and support services .....	Determined locally; and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	None	At least 1/day	<input type="checkbox"/>
Monitoring .....	None <sup>6</sup>	Site visits	<input type="checkbox"/>

**TOTAL BENCHMARKS MET**

4

## RESOURCES

Total state pre-K spending .....	\$1,080,000
Local match required? .....	No
State spending per child enrolled .....	\$1,586
All reported spending per child enrolled* .....	\$1,586

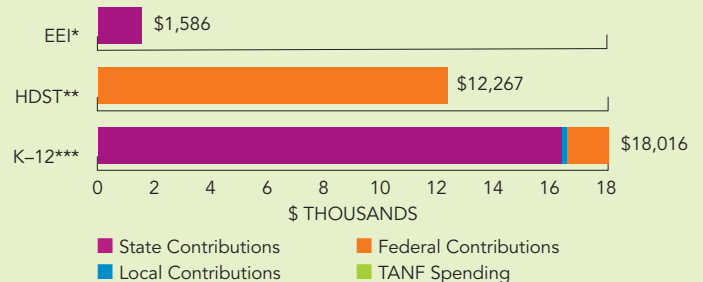
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '09-'10 school year, unless otherwise noted.

## SPENDING PER CHILD ENROLLED



<sup>1</sup> Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, or homelessness.

<sup>2</sup> Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 2-3 days/week.

<sup>3</sup> Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years experience.

<sup>4</sup> Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching associates need to have an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years experience; teaching assistants only need to have a high school diploma and a 30 hour course in child development. Other training is not specified and depends on the type of pre-K provider they work for.

<sup>5</sup> Screenings and referrals are determined by the EEI grantee. Support services include two annual parent conferences or home visits, parent involvement activities, and transition to kindergarten activities. Other comprehensive services are determined locally.

<sup>6</sup> State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.