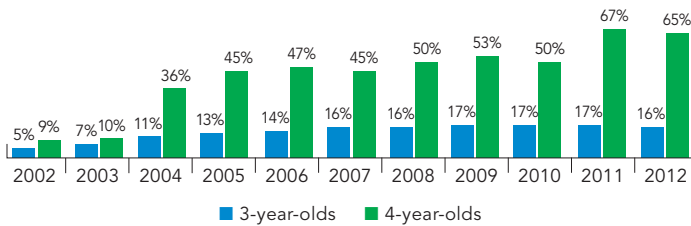
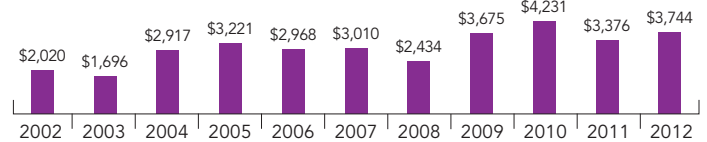


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1987, the Vermont Early Education Initiative (EEI) was established as an annual competitive grant program to fund early education opportunities for at-risk 3- and 4-year-olds. To be eligible to receive EEI, the prospective child must have a family income below 185 percent of the federal poverty level and/or another risk factor, such as limited English proficiency, developmental delay, social isolation, or a history of abuse or neglect. EEI grant proposals must be submitted by a partnership composed of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI funding has remained relatively stable.

Vermont established a second preschool initiative in 2003, which allows school districts to fund prekindergarten education by including 3- to 5-year-olds in their school census. Originally called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program name changed to Vermont Prekindergarten Education-Act 62 in the 2007-2008 program year. The pre-K programs are funded through the state's Education Fund in the same way as K-12 education is funded, which takes previous years' enrollment counts into consideration. Pre-K programs are offered at the local community's discretion and child participation is voluntary. Pre-K is offered by roughly 80 percent of Vermont's local education agencies (LEAs) through a combination of school-based programs and partnerships with private family-based or center-based providers, and/or with Head Start programs. In Act 62, "publicly funded prekindergarten education" is defined as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may subcontract with other preschool providers using Act 62 funds, including Head Start agencies, faith-based centers, private child care, and family child care homes for service provision.

The state initially had a cap on the number of pre-K children a district could count in its school census. Vermont's Act 62 was amended in the spring of 2010 so that the cap would be waived for any town with a K-12 school that failed to make Adequate Yearly Progress under NCLB as of the 2010-2011 school year. During the spring of 2011, the state eliminated the pre-K caps in all towns, effective in the 2011-2012 school year. Although budgets had already been set for the 2011-2012 school year, lifting the cap may have a positive effect on enrollment for future years.

Since the 2008-2009 school year, Act 62 programs operating in nonpublic settings required only one teacher per center to have a ECE educator license, rather than requiring one teacher with an educator license in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license in both the public and private settings. Step Ahead Recognition Systems (STARS), Vermont's quality rating systems, adopted new rules that went into effect that same year. The new rules require all pre-K programs, including those operated by public schools, to achieve at least 4 out of 5 stars in the system or hold NAEYC accreditation. In 2011-2012, pre-K programs had a choice to use either Work Sampling System or Teaching Strategies GOLD to assess children's progress.

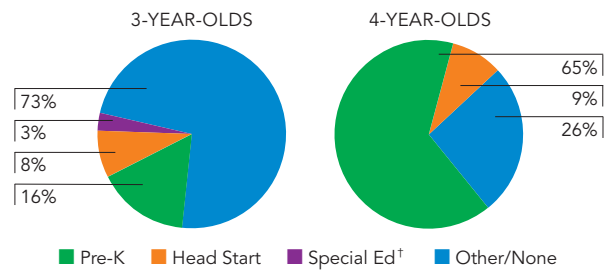
The first two pages of Vermont's profile describe the state's overall commitment and contributions to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten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

† Enrollment in the Act 62 program in the 2011-2012 year was 5,260, including an estimated 886 children who were also receiving special education services. In the 2011-2012 school year, 819 children were enrolled in both the EEI and Act 62 programs. These children have been removed from the EEI enrollment figure for the state total to avoid duplication of enrollment.

STATE OVERVIEW

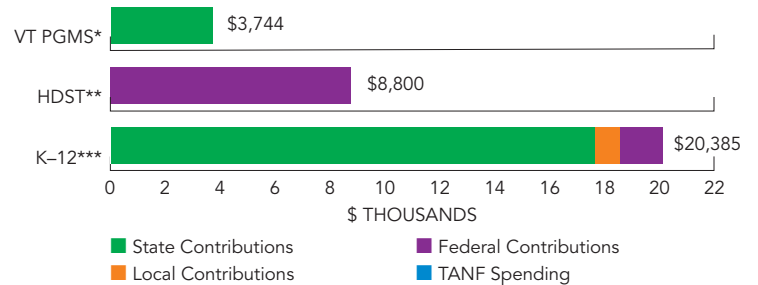
Total state program enrollment	5,442
Total state spending	\$20,374,443
State spending per child enrolled	\$3,744
All reported spending per child enrolled*	\$3,744

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



† 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	3

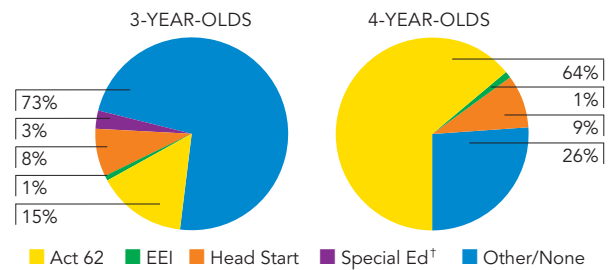
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	27

VERMONT PREKINDERGARTEN EDUCATION-ACT 62

ACCESS

Total state program enrollment	5,260
School districts that offer state program	87% (communities)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,129
Federal Head Start enrollment, ages 3 & 4	1,087
State-funded Head Start enrollment.....	0

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



[†] 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?	TOTAL BENCHMARKS MET 4
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree.....	BA (public); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>	
Teacher specialized training.....	ECE, Limited ECE or ECSE endorsement (public and nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ³	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	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals.....	No meals are required	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>	

RESOURCES

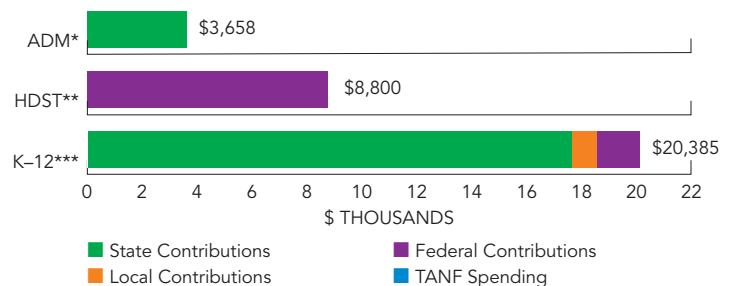
Total state pre-K spending	\$19,242,692
Local match required?	No
State spending per child enrolled	\$3,658
All reported spending per child enrolled*	\$3,658

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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

² 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. Nonpublic centers are only required to have one licensed teacher per center rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care post-secondary certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.

³ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider for whom they work.

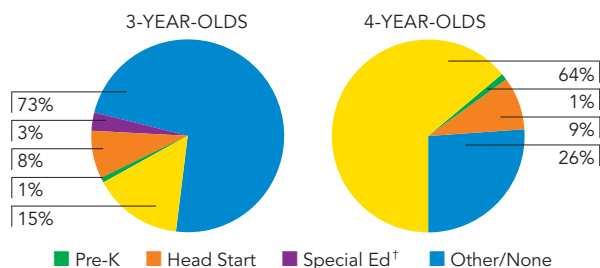
⁴ Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	1,001 ¹
School districts that offer state program	67% ²
Income requirement	185% FPL ³
Hours of operation	Determined locally ⁴
Operating schedule	Academic year
Special education enrollment	1,129
Federal Head Start enrollment, ages 3 & 4	1,087
State-funded Head Start enrollment.....	0

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



[†] 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); Meets child care regulations (nonpublic) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic)	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	Determined locally; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

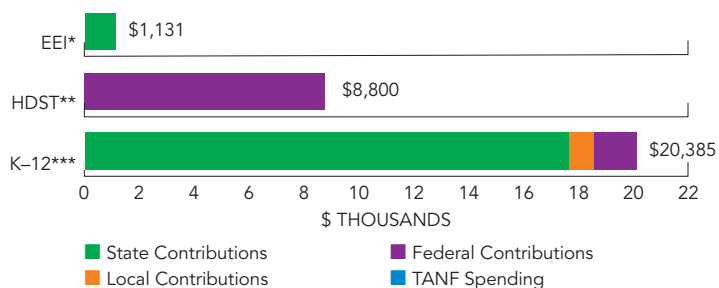
Total state pre-K spending	\$1,131,751
Local match required?	No
State spending per child enrolled	\$1,131
All reported spending per child enrolled*.....	\$1,131

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Of the 1,001 children receiving services through the EEI program, 819 children were also served in the Act 62 program and reported in that figure. EEI figures are excluded from the state total to avoid duplication of enrollment.

² EEI is a competitive grant program. A total of 47 grants were awarded in 2011-2012.

³ Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.

⁴ Grantees propose their EEI service delivery model systems. Most EEI programs are part-day, 8-11 hours/week, for 2-3 days/week.

⁵ 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 post-secondary child care certificate (9 specific early education classes) with two years experience.

⁶ Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities, and transition to kindergarten activities.

⁷ State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data. Department of Education staff may conduct unannounced site visits.