Aiming to increase access to preschool education programs for at-risk 3- and 4-year-olds, Vermont established the Vermont Early Education Initiative (EEI) in 1987. Eligibility is limited to children from families with incomes below 185 percent of the federal poverty level or who exhibit risk factors such as developmental delay, limited English proficiency, social isolation, or abuse or neglect. Through this initiative, grants are awarded to public schools, private child care centers, Parent-Child Centers, faith-based and family child care centers, and Head Start programs to provide preschool education. Although funding for EEI has remained stable over the past few years it is still below the level of funding seen in fiscal year 1996 and the value of grants has decreased steadily, when accounting for inflation, since the program began. EEI programs may collaborate with other community resources for additional funding and to provide services.

Vermont increased support and funding for preschool education in 2003 with a second state initiative, the Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) census data. Eligibility is open to all 3- and 4-year-olds within communities choosing to participate in the program. Through this initiative, approximately 80 percent of Vermont’s local education agencies receive state education funds to provide up to 10 hours per week of preschool education. PFP-ADM funds are distributed to local schools, which may in turn contract with other providers such as Head Start and private child care centers. Forty percent of the K–6 education funding level is allocated to preschool education programs through a funding formula, and the local education agencies may supplement their budgets with funds from other sources. Teachers in the PFP-ADM program receive support, including professional development opportunities, to help them meet the Vermont Early Learning Standards. As of the 2007-2008 school year, PFP-ADM became known as Vermont Prekindergarten Education-Act 62. Effective with the 2008-2009 school year, programs in nonpublic settings will be required to have one BA teacher at each center, rather than one in every classroom.

The first two pages of Vermont’s profile describe the state’s overall contribution and commitment 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 detailed on the third page and the EEI program detailed on the following page.
Total state program enrollment.................................4,438
Total state spending .........................................$14,602,206
State spending per child enrolled .........................$3,290
All reported spending per child enrolled ..............$3,290

STATE OVERVIEW

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

3-YEAR-OLDS

4-YEAR-OLDS

Pre-K: 71%
Head Start: 4%
Special Ed: 8%
Other/None: 17%

Pre-K: 50%
Head Start: 9%
Special Ed: 6%
Other/None: 35%

VT PGMS*

HDST

K–12**

$3,290

$10,680

$15,951

$ THOUSANDS

0 2 4 6 8 10 12 14 16 18

State Contributions
Local Contributions
Federal Contributions
TANF Spending

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS 3-YEAR-OLDS

4 3

RESOURCES RANKINGS

STATE SPENDING ALL REPORTED SPENDING

25 30
VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment……………………………………………………………3,507
School districts that offer state program……………………………63% (communities)¹
Income requirement …………………………………………………………………………None
Hours of operation …………………………………………………………………………Determined locally²
Operating schedule …………………………………………………………………………Academic year
Special education enrollment ………………………………………………………………1,014³
Federally funded Head Start enrollment ……………………………………………………1,205
State-funded Head Start enrollment ………………………………………………………0

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

<table>
<thead>
<tr>
<th>3-YEAR-OLDS</th>
<th>4-YEAR-OLDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>42%</td>
</tr>
<tr>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>11%</td>
<td>35%</td>
</tr>
</tbody>
</table>

³ This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

<table>
<thead>
<tr>
<th>POLICY</th>
<th>STATE PRE-K REQUIREMENT</th>
<th>BENCHMARK</th>
<th>DOES REQUIREMENT MEET BENCHMARK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA³</td>
<td>BA³</td>
<td></td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>ECE or ECSE endorsement</td>
<td>Specializing in pre-K</td>
<td></td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>Determined locally³</td>
<td>CDA or equivalent</td>
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</tr>
<tr>
<td>Teacher in-service</td>
<td>9 credit hours/7 years</td>
<td>At least 15 hours/year</td>
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</tr>
<tr>
<td>Maximum class size</td>
<td>20 or lower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-year-olds</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>4-year-olds</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-year-olds</td>
<td>1:10</td>
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<td></td>
</tr>
<tr>
<td>4-year-olds</td>
<td>1:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screening/referral</td>
<td>Vision, hearing, health; and support services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td>No meals required⁶</td>
<td>At least 1/day</td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td>None</td>
<td>Site visits</td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES

Total state pre-K spending…………………………………………………………………$13,300,000⁸
Local match required?………………………………………………………………………No
State spending per child enrolled…………………………………………………………$3,792
All reported spending per child enrolled⁴ | $3,792

SPENDING PER CHILD ENROLLED

<table>
<thead>
<tr>
<th>ACT 62*</th>
<th>HDST</th>
<th>K-12**</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,792</td>
<td>$10,680</td>
<td>$15,951</td>
</tr>
</tbody>
</table>

¹ This is an approximate number of communities; statewide data on pre-K programs were not collected in 2007-2009.
² Programs are funded to operate 6-10 hours per week, with a “full-time” child attending 10 hours per week. The most common school-based model is between 3-4 hours/day, 2-3 days/week.
³ Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in 2006-2007.
⁴ New requirements related to Act 62 take effect in July 2008, which removes the BA requirement for lead teachers in programs in nonpublic settings. Nonpublic centers will be permitted to have one licensed teacher per center rather than one per classroom, and registered child care homes will require only brief supervision by a licensed teacher.
⁵ Assistant teachers must have an AA or equivalent in public settings and a minimum of 6 credits in ECE in nonpublic settings. Other required assistant teacher training is not specified in Act 62 and depends on the type of pre-K provider.
⁶ Dental screenings and referrals are determined locally. Support services include two annual home visits or parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁷ There is no requirement for meals. However, most programs are half day and offer a snack. If the program is part of Head Start or a child care program, meals will be offered.
⁸ This figure is an estimate of total spending. In previous years, the state could not separate out the specific amount of spending for pre-K. In the 2007-2008 school year, the state collected spending information for the program separately for the first time.
⁹ The state did not break Act 62 enrollment into specific numbers of 3- and 4-year-olds. As a result, these calculations are estimates based on proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2007-2008.
VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment .........................................................931
School districts that offer ..............................................................46% (supervisory unions)¹ state program
Income requirement .................................................................185% FPL²
Hours of operation .................................................................Determined locally³
Operating schedule .................................................................Academic year
Special education enrollment .................................................1,014⁴
Federally funded Head Start enrollment .................................1,205
State-funded Head Start enrollment ........................................0

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

3-YEAR-OLDS 4-YEAR-OLDS

<table>
<thead>
<tr>
<th></th>
<th>3-YEAR-OLDS</th>
<th>4-YEAR-OLDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
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<tr>
<td>4%</td>
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<td>4%</td>
</tr>
<tr>
<td>71%</td>
<td>71%</td>
<td>71%</td>
</tr>
</tbody>
</table>

³ This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

POLICY STATE PRE-K REQUIREMENT BENCHMARK DOES REQUIREMENT MEET BENCHMARK?

Early learning standards ..............................................Comprehensive  BA⁵ Comprehensive ✓
Teacher degree .................................................................BA⁶ BA ✓
Teacher specialized training ......................................Early Childhood Educator  BA⁷ Specializing in pre-K ✓
Teacher in-service .................................................................9 credit hours/7 years (public) At least 15 hours/year ✓
Maximum class size .................................................................20 or lower 16 ✓
Staff-child ratio .................................................................1:10 or better 1:10 ✓
Screening/referral .........................................................Vision, hearing, health; and at least 1 support service ✓
Meals .................................................................No meals are required At least 1/day ✓
Monitoring .................................................................None⁸ Site visits ✓

RESOURCES

Total state pre-K spending .........................................................$1,302,206
Local match required? ...............................................................No
State spending per child enrolled ...........................................$1,399
All reported spending per child enrolled* .......................$1,399

⁴ This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

¹ This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

² Public schools use NCLB highly qualified teacher status or an AA in setting educational expectations for assistant teachers, but this is not a requirement. Private programs use HSDD plus 6 credits in ECE in setting educational expectations, but again it is not a requirement. Requirements for assistant teachers depend on the type of program.

³ Data are for the '07-'08 school year, unless otherwise noted.

¹ EEI grants are given to supervisory unions rather than districts. In addition grants were awarded to some parent-child centers, child care centers, Head Start programs and a homeless shelter.
² 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 substance abuse, social isolation, low educational attainment by parents, homelessness, teen parent, parent active military duty, or incarcerated parent. In 2007-2008, 53 percent of children met the income requirement.
³ Programs operate an average of 3.5 hours/day and an average of 3 days/week during the academic year.
⁴ Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in 2006-2007.
⁵ State policy does not explicitly require teachers in nonpublic settings to hold a BA, but this standard is enforced as a mandatory component of the grant review process.
⁶ State policy does not formally require monitoring but standard practice includes documentation of children’s learning and/or child outcomes, documentation of program-level outcomes, review of program facilities and safety procedures, results of program self-assessments, and review of program records.

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