

PERCENT OF STATE POPULATION ENROLLED

2002 2005 2008 2011 2014 2017 2020 2021

4-year-olds

3-year-olds

STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Vermont preschool enrolled 6,594 children, a decrease of 2,000 children from the prior year. State spending totaled \$52,259,825, down \$2,545,100 (5%), adjusted for inflation, since last year. State spending per child equaled \$7,925 in 2020-2021, up \$1,548 from 2019-2020, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year and Fall 2021. Due to the COVID-19 pandemic, structured classroom observations were not required in 2020-2021, but requirements returned to normal during 2021-2022.

BACKGROUND

In 1987, Vermont created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K–12, pro-rated based on a model of 10 hours per week.

Starting in 2014, Act 166, required all public school districts to offer Universal Prekindergarten (UPK) for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state-approved public and private programs. Funding for Act 166 is a mix of federal, state, and local dollars.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) completed the process of designing a new joint-agency Pre-K Monitoring System, which was implemented starting in 2019-2020. The new monitoring system builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public UPK programs. The system scales up the State's focus on components of a high-quality, effective, pre-K education program across the many types of settings in which it is offered. Vermont's Early Multiple Tier Systems of Support (MTSS) established under RTT and PDG funds built statewide infrastructure to support a cadre of coaches at the state, regional, and local levels. These coaches are available to all UPK programs.

ACCESS RANKINGS		
4-YEAR-OLDS	3-YEAR-OLDS	
5	a	

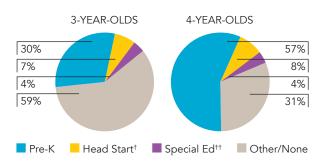
RESOURCE RANKINGS			
STATE SPENDING	ALL REPORTED SPENDING		
20	28		

TOTAL BENCHMARKS MET	
7	

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



 † Some Head Start children may also be counted in state pre-K. † Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	\checkmark
Curriculum supports	Approval process & supports	Approval process & supports	\checkmark
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	ВА	
Teacher specialized training	ECE, CD, Elem. Ed. with ECE, ECE SpEd (public); ECE, CD, ECE SpEd (nonpublic)	Specializing in pre-K	\checkmark
Assistant teacher degree	HSD	CDA or equivalent	
Staff professional development	9 credit hours/7 years (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	
Maximum class size	20 (3- & 4-year-olds)	20 or lower	\checkmark
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	\checkmark
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	\checkmark
			7

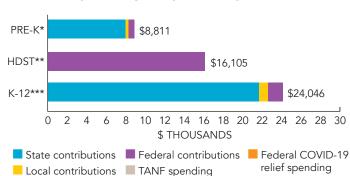
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

Total state pre-K spending	\$52,259,825
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$7,925
All reported spending per child enrolled*	\$8,811

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

SPENDING PER CHILD ENROLLED



^{**} Head Start per-child spending includes funding only for 3- and 4-year-olds.

^{***} K-12 expenditures include capital spending as well as current operating expenditures.