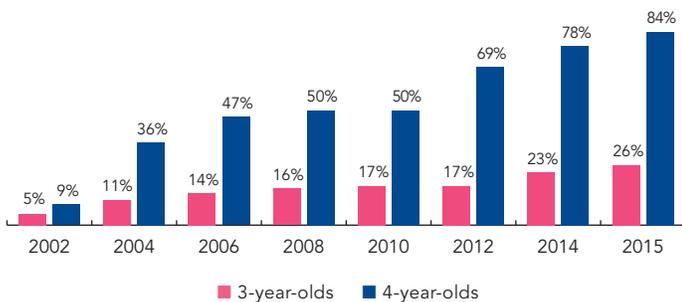
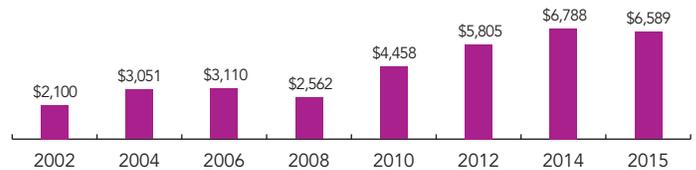


# Vermont

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED\*  
(2015 DOLLARS)



In 1987, the Vermont Early Education Initiative (EEI) was created as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income at or below 185% FPL, limited English proficiency, a history of mistreatment or neglect, a developmental delay, or social isolation. School districts and community early care and education programs must partner for an EEI grant, though either entity may serve as the grantee. Geographic distribution is not considered in awarding grants and a total of 42 grants were awarded in 2014-2015.

Act 62 was signed into law in 2007. It reaffirms a long-standing practice of state and local support for publicly funded prekindergarten education for 3- to 5-year-old children by schools and private programs. While not a mandatory program for towns or children, it allows interested communities to provide limited early education services in quality settings. With Act 62, pre-K programs are supported through the state's Education Fund in the same way as K-12.

In the 2014 Legislative Session, legislators passed Act 166 which requires all Vermont school districts to provide universal, publicly funded prekindergarten education for a minimum of 10 hours per week for 35 weeks annually for all 3-, 4-, and 5-year-old children who are not enrolled in kindergarten. With the passage of Act 166, several of the provisions in the Act 62 rules will be replaced, and EEI grants will only be available to programs or Supervisory Unions not implementing Act 166 in 2015-2016. After this year, EEI funding will end. Act 166 requires an annual legislative evaluation of the state's pre-K efforts that includes TS GOLD data and STARS level and the creation of a pre-K monitoring system, which will be developed through the \$36.9 million Race to the Top - Early Learning Challenge grant awarded in 2013.

In 2014-2015, 84.8% of Vermont's local education agencies (LEAs) provided Act 62 through an arrangement of school-based programs and partnerships with private, family-based or center-based providers, private preschools, and/or with Head Start programs. With the passage of Act 166, all districts must offer pre-K.

All pre-K programs, including those operated by public schools, are required to attain at least 4 out of 5 stars in Vermont's quality rating system, Step Ahead Recognition Systems (STARS), or to hold NAEYC accreditation. An exception is made for programs that have 3 stars. These programs are allowed to operate if the provider has developed a plan to achieve 4 or 5 stars within three years and the plan is approved by the Secretaries of Agency of Education and Agency of Human Services. STARS require structured observations of classroom quality using ECERS.

The newly revised Vermont Early Learning Standards (VELS) for birth through grade 3 were approved by the State Board of Education in August 2015. The VELS are aligned with the Head Start Early Learning Outcomes Framework, Common Core State Standards in English language arts and mathematics, as well as Next Generation Science Standards. The VELS are much more extensive, covering children from birth to 3rd grade, than the previous standards that only covered pre-K.

In December 2014, Vermont was awarded \$7.3 million of what is expected to be a \$33 million, four-year federal Preschool Expansion grant to create full-time, comprehensive, high quality preschool experiences for 4-year-olds in families with incomes under 200% FPL.

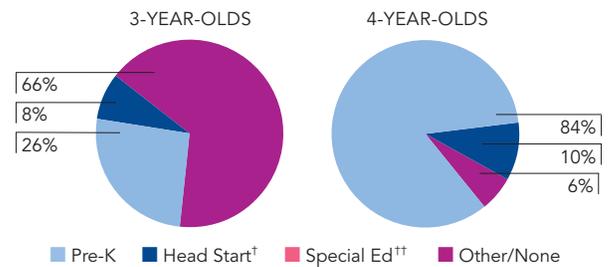
The first two pages of Vermont's profile explain the state's overall commitment and contribution to preschool education with enrollment and state spending data for both initiatives. The next two pages offer details about each of Vermont's two preschool initiatives, with the Vermont Prekindergarten Education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

## STATE OVERVIEW

### ACCESS

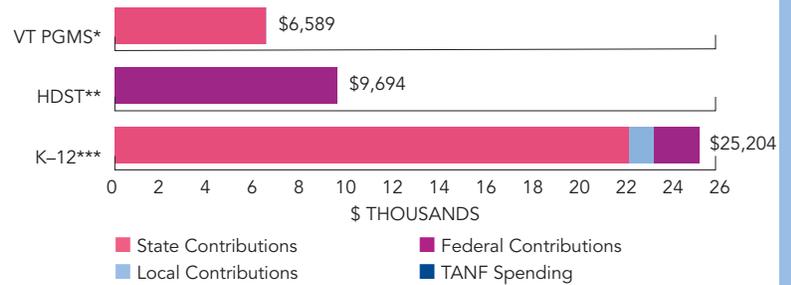
Total state program enrollment .....	6,829
Total state spending .....	\$44,995,493
State spending per child enrolled .....	\$6,589
All reported spending per child enrolled* .....	\$6,589

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



† 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.

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 2014-2015 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 '14-'15 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	2

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	17

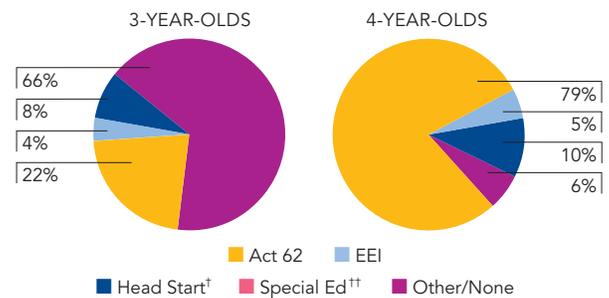
POLICIES TO SUPPORT	
DUAL LANGUAGE LEARNERS	WORKFORCE
—	—

# VERMONT PREKINDERGARTEN EDUCATION - ACT 62

## ACCESS

Total state program enrollment .....	6,240
School districts that offer state program .....	85% (towns/communities)
Income requirement .....	No income requirement
Hours of operation .....	2 hours/day
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,108
Federally funded Head Start enrollment, ages 3 and 4 .....	1,070
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



† 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	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET <b>4</b>
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree .....	BA (public); AA or CDA or Child Care Certificate (nonpublic)	BA	<input type="checkbox"/>	
Teacher specialized training .....	Teacher License with EC or EC SpEd endorsement (public); CDA; Child Care Certificate (nonpublic) <sup>1</sup>	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree .....	AA (public); HSD + 30 hours or 3-credit course in CD (nonpublic) <sup>2</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 and support services .....	Determined locally; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals .....	No meals required	At least 1/day	<input type="checkbox"/>	
Monitoring .....	Other monitoring	Site visits	<input type="checkbox"/>	

## RESOURCES

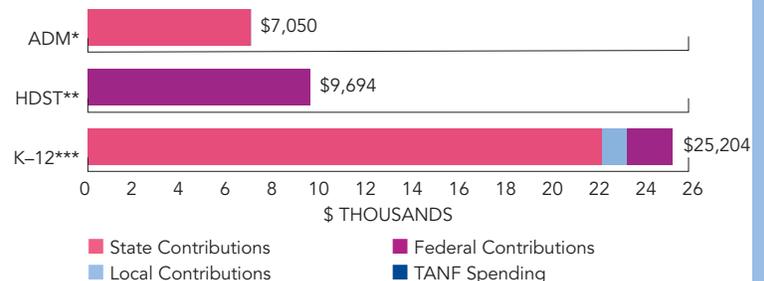
Total state pre-K spending .....	\$43,994,576
Local match required? .....	No
State spending per child enrolled .....	\$7,050
All reported spending per child enrolled* .....	\$7,050

\* 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 2014-2015 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 '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</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. 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.

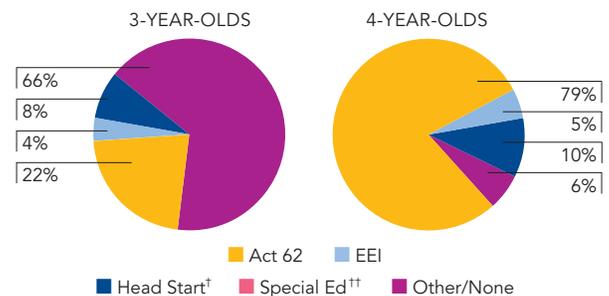
<sup>2</sup> Assistant teachers must have an AA or equivalent and must meet highly qualified standards in public settings. In nonpublic settings there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a HSD and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.

# VERMONT EARLY EDUCATION INITIATIVE

## ACCESS

Total state program enrollment .....	1,088
School districts that offer state program.....	57% (school districts) <sup>1</sup>
Income requirement .....	185% FPL
Hours of operation .....	Determined locally
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,108
Federally funded Head Start enrollment, ages 3 and 4 .....	1,070
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



† 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	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public); Other (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training .....	EC Educator; EC Educator-Limited; EC Special Educator (public); AA or CDA (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	Other <sup>2</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	9 credit hours/7 years (public); 12 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....			
3-year-olds .....	20	20 or lower	<input checked="" type="checkbox"/>
4-year-olds .....	20		
Staff-child ratio .....			
3-year-olds .....	1:10	1:10 or better	<input checked="" type="checkbox"/>
4-year-olds .....	1:10		
Screening/referral and support services .....	Determined locally; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	No meals required	At least 1/day	<input type="checkbox"/>
Monitoring .....	Other monitoring	Site visits	<input type="checkbox"/>

**TOTAL BENCHMARKS MET**

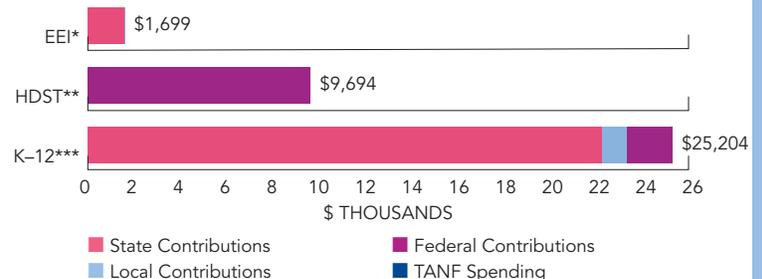
4

## RESOURCES

Total state pre-K spending .....	\$1,000,917
Local match required? .....	No
State spending per child enrolled .....	\$1,699
All reported spending per child enrolled*.....	\$1,699

\* 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 2014-2015 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 '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> EEI is a competitive grant. A total of 42 grants were awarded in the 2014-2015 school year.

<sup>2</sup> In public setting an assistant teacher must meet requirements to be highly qualified under ESEA. In nonpublic settings there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants must have a HSD and a 30-hour course in child development.