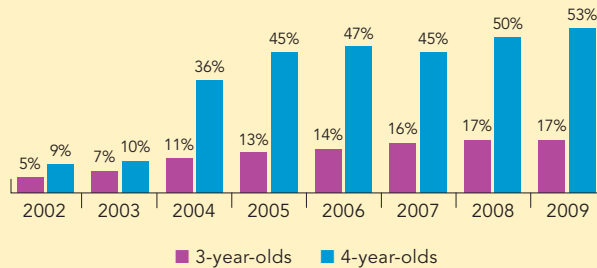
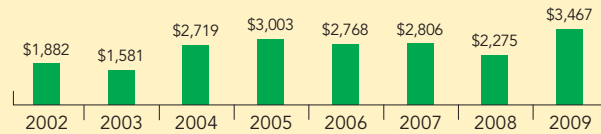


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1987, Vermont established the Vermont Early Education Initiative (EEI) with the goal of increasing access to preschool programs for at-risk 3- and 4-year-old children. Children are eligible for the program if they come from families with incomes below 185 percent of the federal poverty level or if they display other risk factors such as developmental delay, history of abuse or neglect, limited English proficiency, or social isolation. EEI grants are awarded to public schools, faith-based and family child care centers, Head Start agencies, and private child care centers, but programs may collaborate with other community resources for additional funding and to offer services. Although EEI funding has remained stable for the past few years, it is still below the level of funding seen in fiscal year 1996. In addition, when accounting for inflation, the value of grants has decreased steadily since the program began. Beginning with the 2009-2010 school year, EEI funding will be awarded on a competitive grant process, and all programs will need to submit grant proposals, even if they have received EEI funding in the past.

In 2003, Vermont increased its contribution to preschool education through a second initiative, Vermont Publicly Funded Prekindergarten, using Average Daily Membership (PFP-ADM) census data. Effective with the 2007-2008 program year, PFP-ADM became known as Vermont Prekindergarten Education-Act 62. Through this initiative, 40 percent of the K-6 education funding level is allocated through a funding formula. Approximately 80 percent of Vermont's local education agencies (LEAs) receive state education funds and the LEAs can then supplement their budgets with funds from other sources. These state education funds are designed to offer access to up to 10 hours per week of preschool education services for all 3- and 4-year-olds within communities choosing to participate in the Act 62 program. Funds for Act 62 programs are distributed to public schools, which may subcontract with other preschool providers such as Head Start agencies, private child care and faith-based centers, and family child care homes to offer services. In order to help them meet the Vermont Early Learning Standards, teachers in the Act 62 program receive different types of support, such as various professional development opportunities.

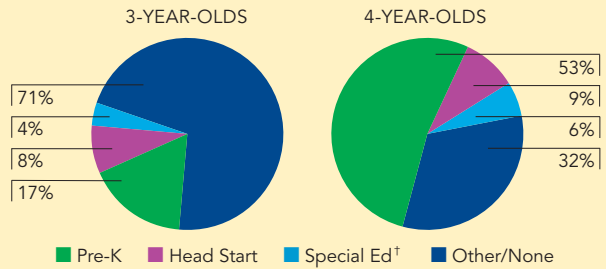
Effective with the 2008-2009 school year, Act 62 programs in nonpublic settings were required to have only one teacher with a bachelor's degree per center, rather than one in each preschool classroom. Act 62 RULES also became effective with the 2008-2009 program year along with a published guide for implementing pre-K according to the Act 62 RULES. Among other things, these rules require that child assessment be conducted at the beginning and end of each academic year and that additional financial reporting on the costs of preschool and sources of funding be completed by districts and their partners. In addition, new rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), became effective in December 2009.

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

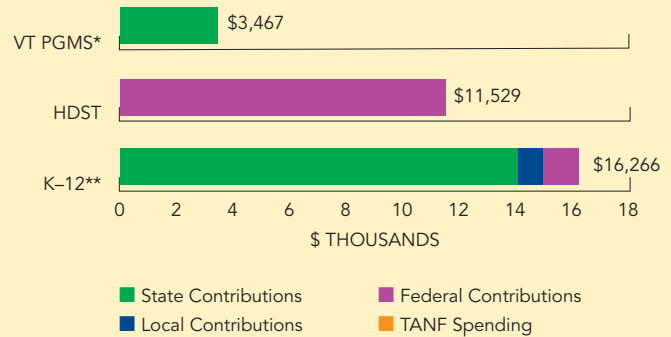
Total state program enrollment	4,658
Total state spending	\$16,150,120
State spending per child enrolled	\$3,467
All reported spending per child enrolled	\$3,467

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.

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

Data are for the '08-'09 school year, unless otherwise noted.

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

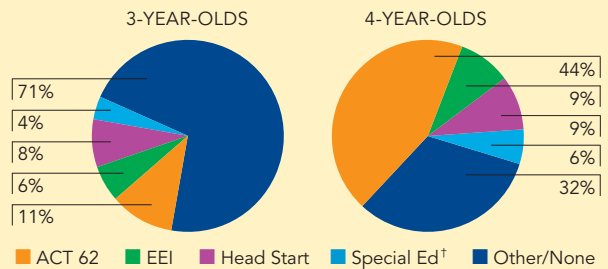
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	29

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	3,690
School districts that offer state program.....	75% (communities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,001 ²
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



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

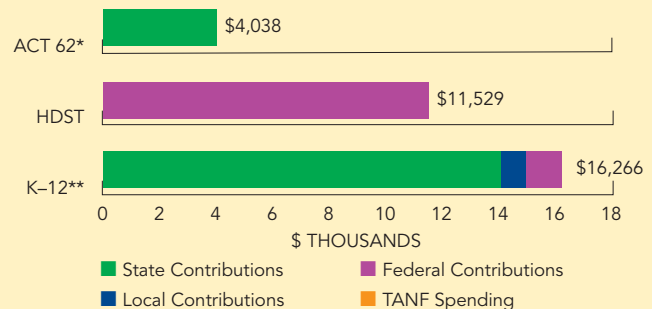
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 5 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); AA or CDA (nonpublic) ³	BA	<input type="checkbox"/>	
Teacher specialized training	ECE or ECSE endorsement (public); See footnotes (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	AA (public); HSD (nonpublic) ⁴	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 ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None ⁶	At least 1/day	<input type="checkbox"/>	
Monitoring	None	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$14,900,000 ⁷
Local match required?	No
State spending per child enrolled	\$4,038
All reported spending per child enrolled*.....	\$4,038

SPENDING PER CHILD ENROLLED



* 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 '08-'09 school year, unless otherwise noted.

¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 3-4 days/week.

² Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in the 2006-2007 school year.

³ 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. New requirements took effect in July 2008, which removes the BA requirement for lead teachers in programs in nonpublic settings. Nonpublic centers 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 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 of experience.

⁴ 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. Other training is not specified in Act 62 and depends on the type of pre-K provider.

⁵ Screenings and referrals are determined locally; 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.

⁶ Most programs offer a snack. Meals are offered if the program is part of Head Start or a child care program.

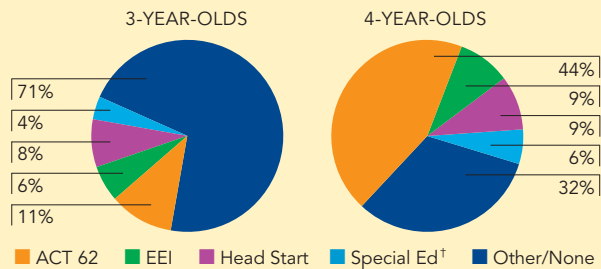
⁷ This figure is an estimate of total spending. Once the data are finalized, it is possible that this number will change.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	968
School districts that offer state program	55%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	1,001 ³
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



[†] 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 or CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Early Childhood Educator (public); See footnotes (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA or meets NCLB req (public); HSD (nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours (nonpublic) ⁶	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds		16	
4-year-olds		16	
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds		1:8	
4-year-olds		1:10	
Screening/referral and support services	Determined locally; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

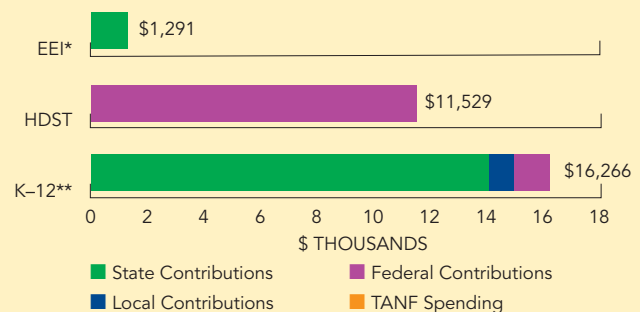
Total state pre-K spending	\$1,250,120
Local match required?	No
State spending per child enrolled	\$1,291
All reported spending per child enrolled*	\$1,291

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



1 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 child history of foster care.

2 Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 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 the 2006-2007 school year.

4 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 of experience.

5 Assistant teachers in public schools must either have an AA or be "highly qualified" under NCLB. Assistant teachers in nonpublic programs must have at least an HSD.

6 Licensed lead teachers in public and some nonpublic settings must complete 9 credit hours/7 years. If a teacher is not licensed in a nonpublic setting, then the requirement is 12 clock hours per year.

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

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