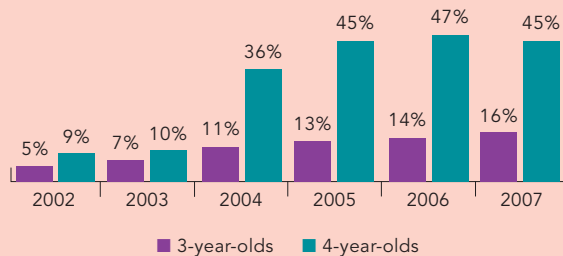
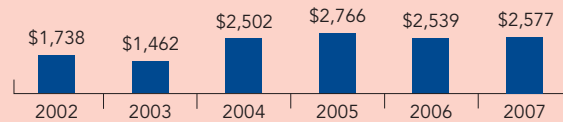


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2007 DOLLARS)



Vermont's Early Education Initiative (EEI) was established in 1987 with the goal of increasing access to preschool programs for 3- and 4-year-old at-risk children. Grants are awarded to public schools, parent-child centers, private child care programs, and Head Start to accomplish this goal. EEI programs collaborate with other community resources to use funding and provide services. EEI funding remained stable over the past several fiscal years but is still below Fiscal Year 1996 levels. When accounting for inflation, the value of the grants has decreased steadily and considerably since the program began. The Vermont Early Learning Standards (VELS) provide guidelines for the curricula for all EEI programs. Children can enroll in the EEI program if their family income is below 185 percent of the federal poverty level, or if they have certain risk factors including social isolation, developmental delays, abuse or neglect, or limited English proficiency.

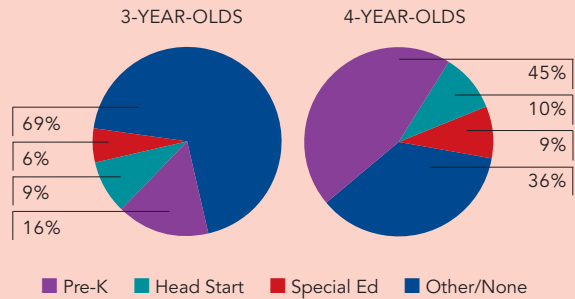
In Fiscal Year 2003, Vermont increased support and funding for a second state preschool initiative, the Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) census data. About 80 percent of Vermont's local education agencies receive state education funds to provide preschool education for up to 10 hours per week. A funding formula allocates 40 percent of the K-6 education funding level to the preschool programs. Local education agencies can supplement that budget with funds from other sources to support their programs and services. All 3- and 4-year-old children whose communities choose to participate are eligible to attend the program. Funding for PFP-ADM must pass through the local schools, but they can contract with other providers including private child care centers and Head Start. Teachers receive support, including professional development, to help them meet the Vermont Early Learning Standards. Beginning in the 2008-2009 school year, PFP-ADM programs in non-public settings will be required to have one BA teacher at each center, rather than in every classroom.

The first two pages of Vermont's profile describe the state's overall contribution and commitment to prekindergarten through its two initiatives. Enrollment and state spending for both the PFP-ADM and EEI programs are presented on these two pages. The next two pages document specific details about each of Vermont's preschool initiatives. The PFP-ADM program is detailed on the third page and the EEI program is detailed on the fourth page.

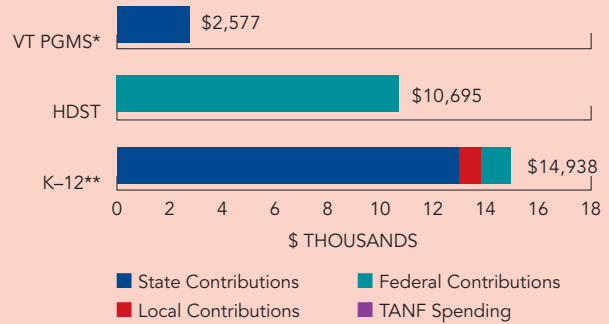
STATE OVERVIEW

Total state program enrollment.....3,961
 Total state spending.....\$10,206,693
 State spending per child enrolled.....\$2,577
 All reported spending per child enrolled\$2,577

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



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 '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	2

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30*	34

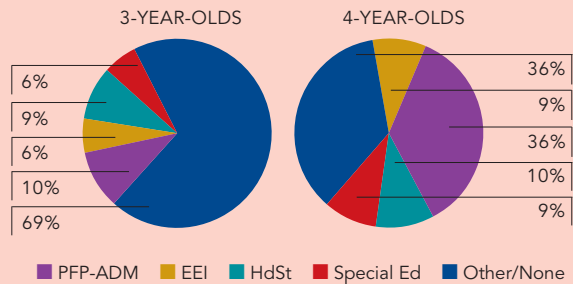
* In previous Yearbooks, only state spending was ranked.

VERMONT PUBLICLY FUNDED PREKINDERGARTEN USING AVERAGE DAILY MEMBERSHIP

ACCESS

Total state program enrollment.....	3,037 ¹
School districts that offer state program.....	81%
Income requirement	None
Hours of operation.....	Determined locally ²
Operating schedule	Academic year
Special education enrollment	989
Federally funded Head Start enrollment.....	1,228
State-funded Head Start enrollment	0

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



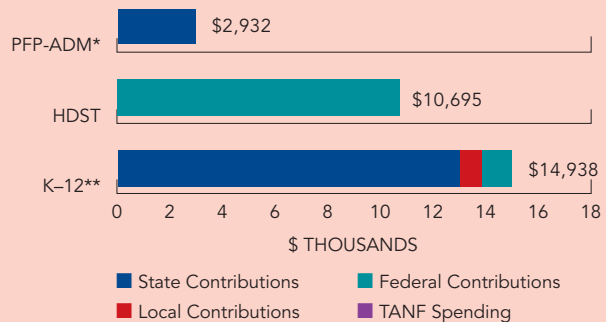
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 7 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	ECE or ECSE endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	Determined locally 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	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>	
Monitoring	None	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending.....	\$8,904,484 ⁷
Local match required?.....	No
State spending per child enrolled.....	\$2,932
All reported spending per child enrolled*	\$2,932

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 '06-'07 school year, unless otherwise noted.

¹ This figure is an estimate and has been adjusted to reflect a full-time equivalent PFP-ADM figure.

² Programs are funded to operate 10 hours per week, though funds may be prorated for less than 10 hours of service. The most common school-based model is 3 days/week. The most common school-linked contracted program model is 5 days/week with other funding sources.

³ New requirements related to Act 62 will take effect in July 2008, and are expected to remove the BA requirement for lead teachers in PFP-ADM 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.

⁴ Programs are expected but not required to follow NCLB requirements for highly qualified paraeducators.

⁵ 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.

⁶ Programs operating fewer than 4 hours per day must offer a snack; programs operating more than 4 hours per day must offer snack and lunch.

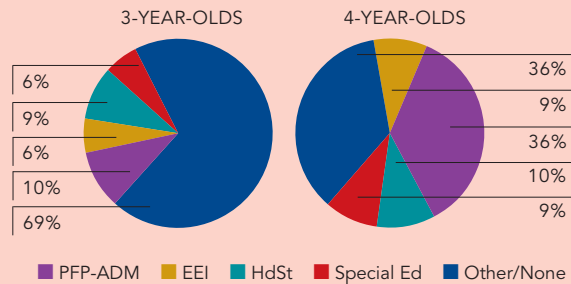
⁷ This figure is an estimate.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	924
School districts that offer state program.....	53%
Income requirement.....	185% FPL ¹
Hours of operation.....	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	989
Federally funded Head Start enrollment.....	1,228
State-funded Head Start enrollment	0

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



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 ³	BA	<input checked="" type="checkbox"/>
Teacher specialized	ECE or ECSE endorsement (public); Degree in early education (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 9 clock hours/year (nonpublic)	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 .....	.....	1:8	
Screening/ referral and support services	Vision, hearing, health, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

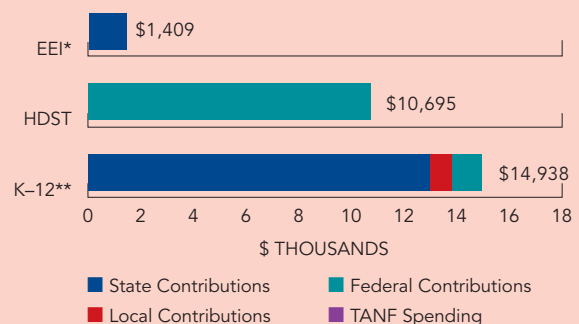
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$1,302,209
Local match required?.....	No
State spending per child enrolled.....	\$1,409
All reported spending per child enrolled*	\$1,409

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 '06-'07 school year, unless otherwise noted.

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 or substance abuse; social isolation; homelessness; having a teen parent, or parents who are on active military duty, incarcerated, or who have low educational attainment. In 2006-2007, 54 percent of children met the income requirement.

² Programs operate an average of 3.6 hours/day and an average of 3.5 days/week during the academic year, but some programs are year round.

³ 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.

⁴ Public schools use NCLB highly qualified teacher status in setting educational expectations for paraeducators, but this is not a requirement. Private programs use CDA status in setting educational expectations, but again it is not a requirement.

⁵ Dental screenings and referrals are determined locally. Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Programs operating for 3 hours must provide a snack, while programs operating for at least 4 hours must provide a meal plus a snack.

⁷ State policy does not formally require monitoring but in 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.