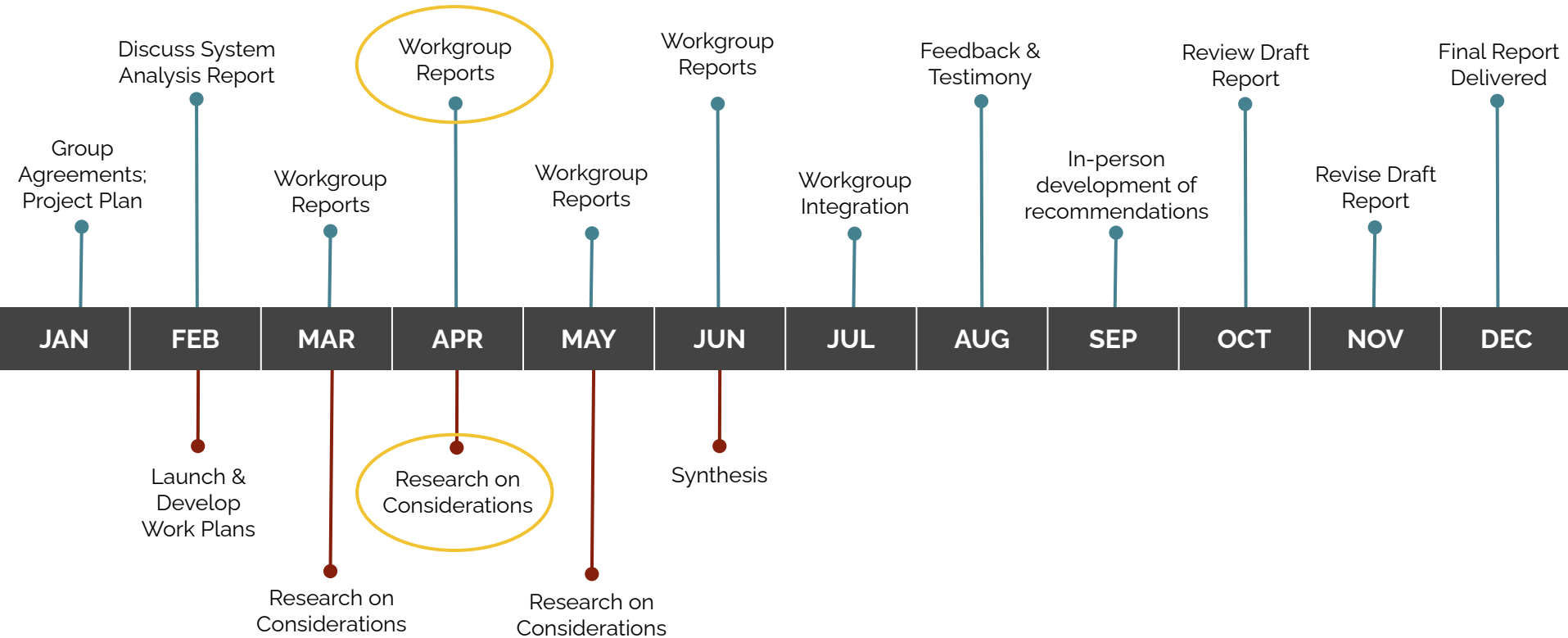


# ↓ TIMELINE OF PEIC ACTIVITIES ↓



# ↑ TIMELINE OF WORKGROUP ACTIVITIES ↑

# CAPACITY & FUNDING WORKGROUP

## Workgroup Charge:

Explore, document and report back to the Committee on issues, perspectives and possibilities related to:

- 1. Measures to ensure capacity is available to meet demand for prek**
2. Any necessary infrastructure changes to expand prek
3. The min # of hours that shall constitute a full school day for both prek and K
4. Costs associated with expanding prek, incl. fiscally strategic options to sustain expansion
5. Recommendations for the oversight of the prek system

# CAPACITY & FUNDING WORKGROUP

## Workgroup Participants:

- Anne Bordonaro, Vermont Agency of Education
- Sandra Cameron, Vermont School Board Association
- Sherry Carlson, Let's Grow Kids
- Nicole Miller, Vermont Afterschool
- Jeff O'Hara, prequalified private provider representative
- Chris Wells, family representative

# CAPACITY & FUNDING WORKGROUP

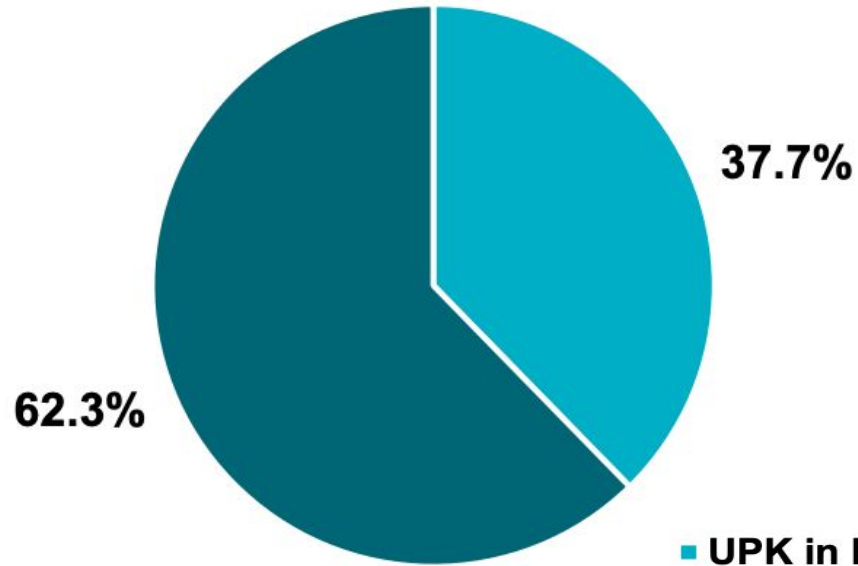
## March 19 Agenda:

1. What data and information are available to help us understand the capacity available to meet demand for prek?
  - a. Katie Salinas, Policy & Research Manager, Let's Grow Kids
  - b. Meg Porcella, Director of the Student Support Services Division, Agency of Education
2. What data & information would we need to to help us understand the capacity available to meet demand for prek?
3. Identify next steps
4. Hear public comments (none)

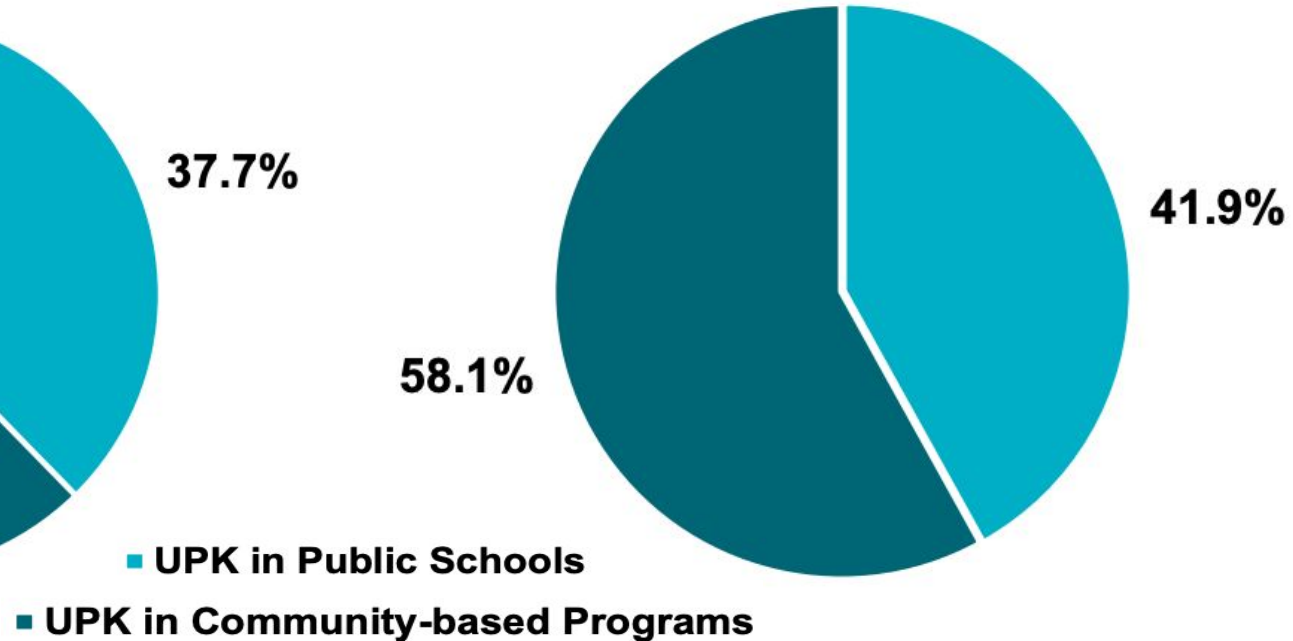
## March 19 Presentation:

Katie Salina shared and [Analysis of Vermont's Universal Prekindergarten Program Capacity](#) from Let's Grow Kids

UPK Programs, 2023

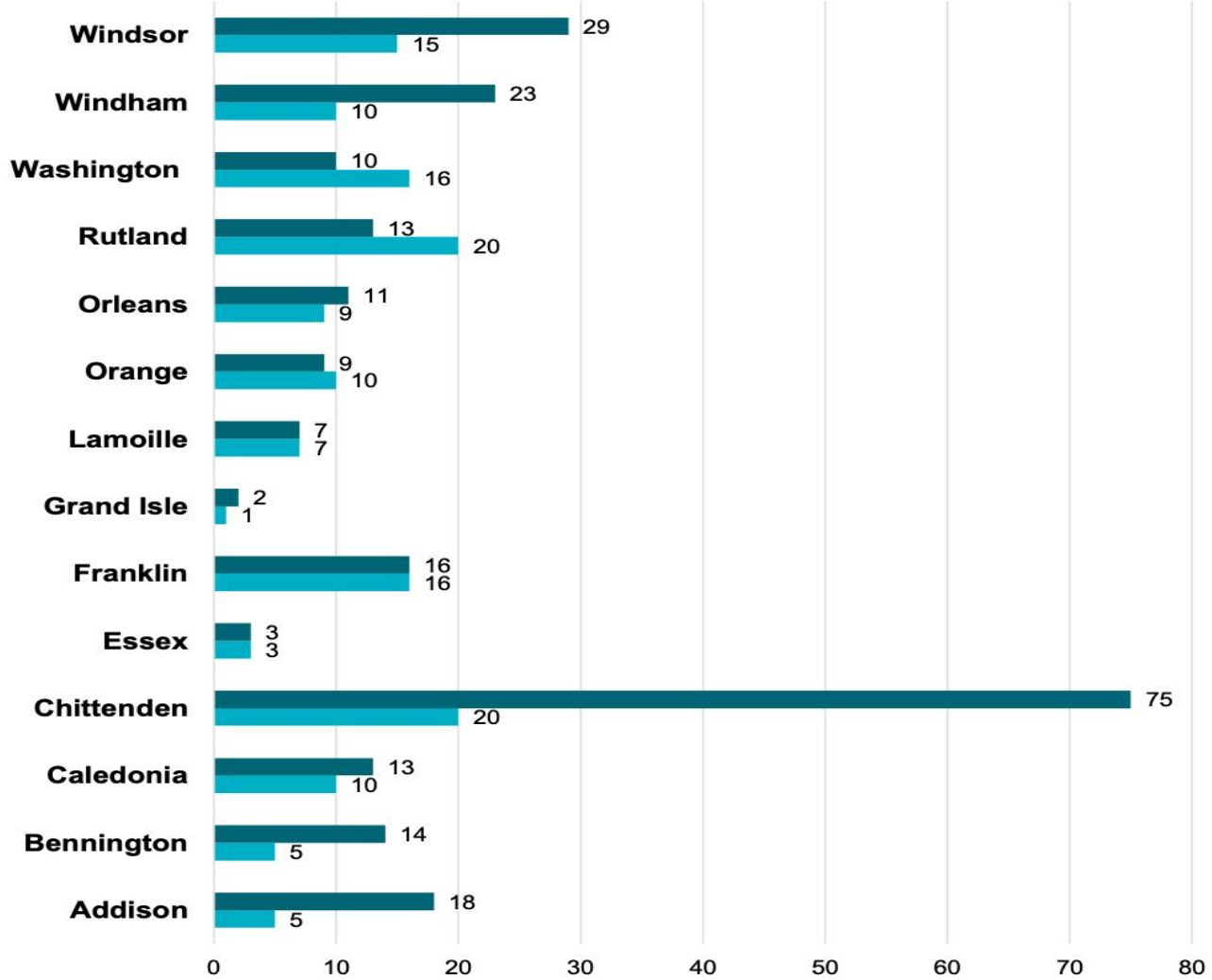


UPK Slots, 2023



# UPK Programs by County, 2023

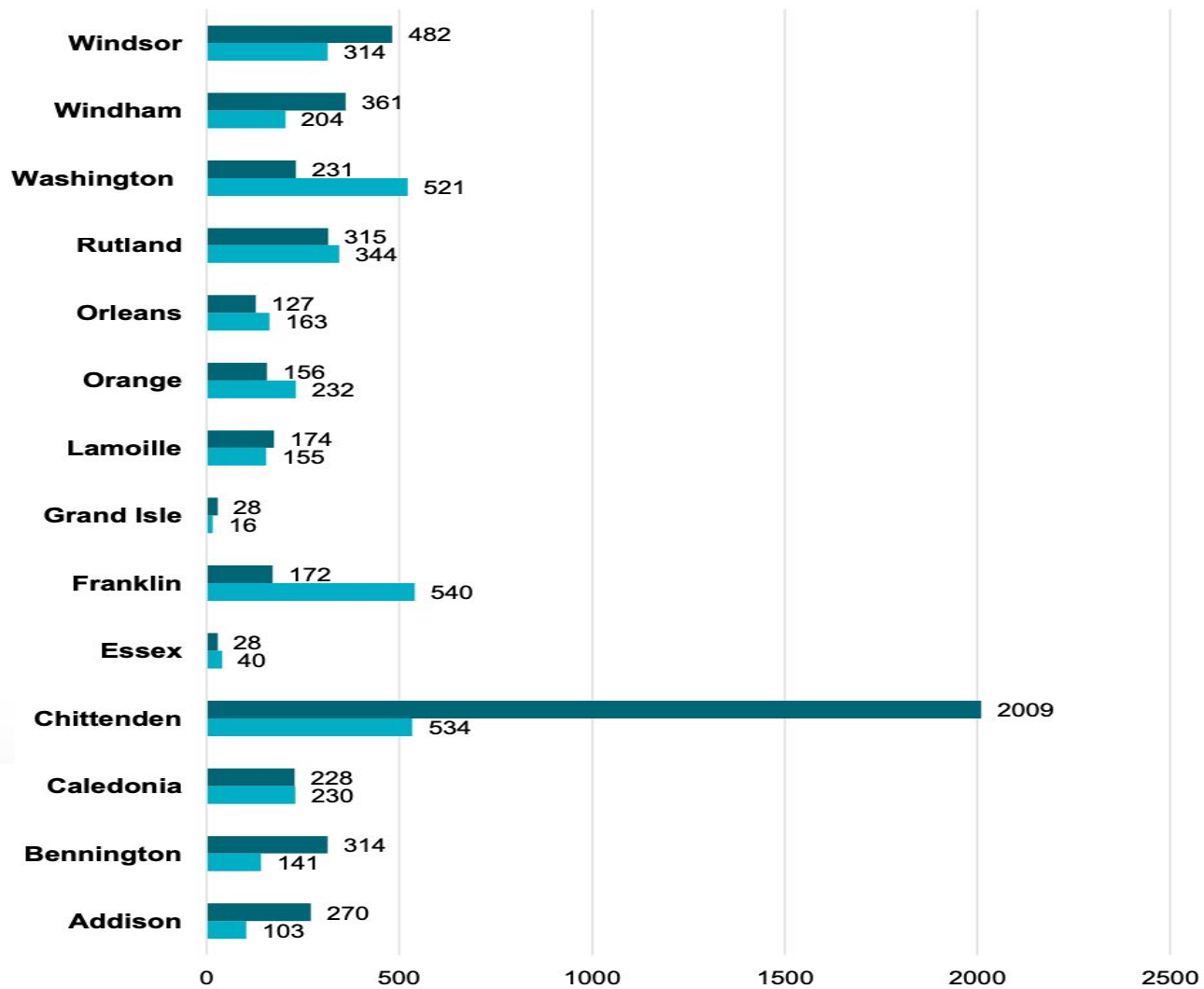
■ Community-Based Programs  
■ School-Based Programs



# UPK Slots by County, 2023

■ Community-Based Slots

■ School-Based Slots



# CAPACITY & FUNDING WORKGROUP

## March 19 Presentation:

Meg Porcella, Agency of Education shared data from UPK program surveys:

- School-based programs generally offer more hours than the ten hours/week mandated for universal prekindergarten, whereas community-based programs offered a greater range of hours
- AOE tracks attendance in UPK programs but doesn't track programs outside of the ten hours
- Teaching Strategies Gold data can provide information on the # of enrolled children by age, site and Supervisory Union



# CAPACITY & FUNDING WORKGROUP

## March 19 Resources:

Molly Loomis shared additional resources developed by Building Bright Futures:

- [Vermont's UPK Data, Publications, Report, and Resources](#) - a linked list of resources (from 2023) of information related to universal prekindergarten
- [Potential UPK Study Questions for Consideration](#) - a list of universal prekindergarten topics and questions for further study
- [Act 76 Indicator Snapshot](#) - a high-level inventory of data gaps and data available to monitor the impact of Act 76 implementation

# CAPACITY & FUNDING WORKGROUP

## Questions from March 19:

- Given the nuance & limitations of available data, what guesses can we make about how many 4-year-olds would attend full day UPK?
- How would implementing full-day UPK for 4-year-olds impact how services are provided? How might these impacts vary across settings, regions and families?
- Our charge focuses on 4-year-olds. What are the implications for the 3,000+ three-year-olds currently participating UPK?
- What are the most critical pieces of information that we need to move forward with this consideration?

# CAPACITY & FUNDING WORKGROUP

## Next Steps from March 19:

- Synthesize the available information on capacity (what do we know and what's missing?) to share with you (CDD/AOE)
- Given what we do & don't know (along with the time & capacity constraints of our Committee), decide how to move forward
- Move on to the next considerations:
  - *What are the minimum number of hours that shall constitute a full school day for both prekindergarten and kindergarten?*
  - *What are the costs associated with expanding prekindergarten? What are the fiscally strategic options to sustain an expansion of prekindergarten?*

# PROGRAM QUALITY WORKGROUP

## Workgroup Charge:

Explore, document and report back to the Committee on issues, perspectives and possibilities related to:

- 1. Benchmarks and best practices to ensure high quality prek education**
2. Recommendations for the oversight of the prek system
3. Special education services for children participating in prek in public & private settings
4. Special education services for children three years of age

# PROGRAM QUALITY WORKGROUP

## Workgroup Participants:

- Morgan Crossman, Building Bright Futures
- Sharron Harrington, VT Association for the Education of Young Children
- Korinne Harvey, family representative
- Erica McLaughlin, Vermont Principals' Association
- Theresa Pollner, Vermont Curriculum Leaders Association
- Sheila Quenneville, prequalified private provider representative
- Pam Reed, Vermont Council of Special Education Administrators

# PROGRAM QUALITY WORKGROUP

## March 18 Agenda:

1. Best practices in Program Quality
  - a. Lori Connors-Tadros, Senior Research Fellow, National Institute for Early Education Research (NIEER)
  - b. Janet McLaughlin, Deputy Commissioner, Child Development Division, Vermont Department for Children & Families
  - c. Meg Porcella, Director, Student Support Services Division, Vermont Agency of Education
2. Identify next steps
3. Hear public comments

# PROGRAM QUALITY WORKGROUP

## March 18 Presentation:

Lori Connors-Tadros discussed NIEER's [Memo on Best Practices in Program Quality](#)

- [NIEER State of Preschool Annual Yearbook](#) - 10 benchmarks consistent with what research suggests as minimums for highly effective programs
  - VT is a leader in prek expansion, cross sector collaboration and 7 quality benchmarks
  - VT has not yet met 3 benchmarks for teacher credentials, specialized training and professional development
  - Some states addressing teachers workforce issues this through competency-based credentials & QRIS

# PROGRAM QUALITY WORKGROUP

## March 18 Presentation:

Lori Connors-Tadros discussed NIEER's [Memo on Best Practices in Program Quality](#)

- Extended-day, extended-year preschool programs have a greater impact than half-day programs
- Better child outcomes associated with two years of preschool compared than one at kindergarten entry
- UPK programs produce benefits that far exceed the additional cost
- Mixed delivery system can increase family choice to select the type of environment they prefer for their children
- Other states offer strong models to watch



# PROGRAM QUALITY WORKGROUP

## March 18 Presentation:

Meg Porcella shared about AOE's quality measures and monitoring:

- [Vermont's Early Learning Standards \(VELS\)](#)
- [Teaching Strategies Gold \(TSGOLD\)](#)
- Early MTSS Framework
- Training, mentoring and coaching for early educators through the State Personnel Development Grant and the Preschool Development Grant

# PROGRAM QUALITY WORKGROUP

## March 18 Presentation:

Janet McLaughlin shared about CDD's quality measures and monitoring:

- [Child Care Licensing Requirements](#)
- [STARS](#) Quality Recognition & Improvement System
  - [5 levels of Program Quality](#)
- [CLASS](#) Assessment Tool

## March 18 Conversation Points:

Strong quality standards are built into Vermont's system:

- High-quality defined as 4/5 STARS
- Licensing site visit assessments to all regulated programs
- Work to support career pathways, advancement & accountability
- Early childhood higher education consortium
- Vermont State University's highly-enrolled online A.A. to B.A. program
- AOE's provisional licensure program
- MTSS professional development programs, including materials and support for a cadre of coaches

# PROGRAM QUALITY WORKGROUP

## Next Steps from March 18:

- Create a crosswalk of program quality indicators by program types
- Discuss if/how Workgroup members agree on program quality
- Move on to the next considerations:
  - *Oversight of the prek system*
  - *Special education services for children in public & private settings*

# PROGRAM QUALITY WORKGROUP

## Questions from March 18:

- How do we share our baseline understanding about best practices with the full Committee?
- What is the right division of labor between state and local level for program quality?