

PEIC Group Agreements:

1. Focus on what's best for children
2. Respect and make space for multiple voices & perspectives
3. Ground decisions in data, research and experience
4. Normalize and expect disagreement
5. Speak plainly, directly and honestly

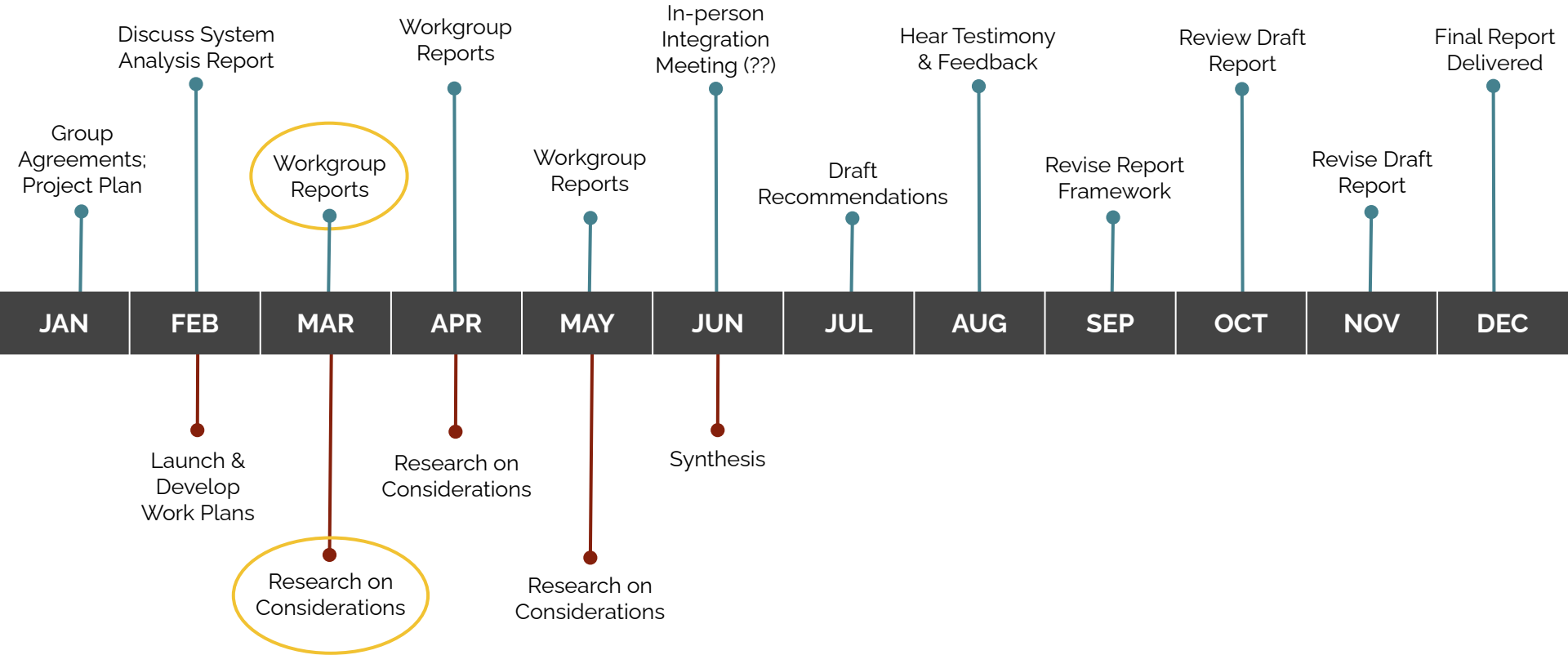
What does “focus on what’s best for children” mean to YOU?



What does “focus on what’s best for children” mean to US?

Capacity & Funding Workgroup	Program Quality Workgroup	System-level Workgroup
<p>Supporting four year olds within the context of a public education system which provides the environment and professionals that support each and every child as part of their developmental continuum.</p>	<p>All children have a healthy start. Families & communities play a leading role. All children & families have access to high-quality opportunities that meet their needs. The early childhood system will be integrated, well-resourced and data-informed.</p>	<p>Balancing the needs of the whole with the needs of individuals while striving toward equity of opportunity for all. Understanding children in the context of their families and communities and responding to their various levels of need and the systems and resources that can best serve them.</p>

↓ TIMELINE OF COMMITTEE 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

Workgroup Agenda:

1. Discuss group expectations: Focus on what's best for children
2. Review [Workgroup Guidelines](#)
3. Discuss consideration 1: Measures to ensure capacity is available to meet demand for prek
4. Commit to next steps
5. Hear public comments

Workgroup Conversation Points:

- Our discussion of “focus on what's best for children” revealed:
 - Agreement about focusing on children in the context of family & environment, access to high quality programs for each and every child, and supporting children's developmental continuum
 - Disagreement about PEIC's scope re: 3- and 4-year olds
- We generated definitions and components of “capacity”
 - geographic, physical infrastructure, staffing & training, attendance, access, transportation, state & local capacity...
- We discussed how to draft a possible survey for school system-based stakeholders
- Public comment: None

Workgroup Next Steps:

- Develop a survey for school system-based stakeholders to understand their current and needed capacity (Jeff, Sandra, Nicole, Chris)
 - [Spreadsheet of possible components, questions & stakeholders](#)
 - [Sample prek provider survey](#) (LGK, 2017)
 - Draft workgroup survey
- Identify existing data and information to understand current capacity (Sherry, Meg)
 - Act 176 survey to business managers (AOE, 2023)
- Help ensure data collection is coordinated across workgroups (Molly)

Questions for the Committee:

- What resources already exist to help us understand current and needed capacity?
- How might we anticipate needed capacity based on current enrollment data?
- How can we ensure that our data collection efforts align across workgroups?
- How can the Committee help ensure the survey reaches the necessary stakeholders?

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

Workgroup Agenda:

1. Discuss group expectations: Focus on what's best for children
2. Review [Workgroup Guidelines](#)
3. Discuss consideration 1: Benchmarks and best practices to ensure high quality prek education
4. Commit to next steps
5. Hear public comments

Workgroup Conversation Points:

- Our shared definition of “focus on what's best for children” aligns with goals from [Vermont's Early Childhood Action Plan](#)
- We raised questions about “benchmarks and best practices to ensure high quality prek education”:
 - Are we focusing on benchmarks for quality or more broadly on benchmarks for UPK?
 - What benchmarks currently exist? What are some best practices that have been recommended?
 - How have other states implemented this?
 - What are we already using in Vermont that can help us understand best practices?
 - Does Vermont have a definition for high quality? How does this compare to the bare minimum for quality? What do we know about this spectrum?
 - What does “legislative intent” mean? Is UPK implementation a done deal?

Workgroup Conversation Points, continued...

- We discussed BBF's role to help State define benchmarks for success and to understand [data available to monitor UPK implementation](#)
 - ➔ How should this workgroup intersect with BBF's benchmark work?
- Public comment: Dawn Rouse (early childhood professional) recommended looking to VT licensing regulations, STARS and [NAEYC's position statement on best practices for quality](#)

Workgroup Next Steps:

- Review [Vermont Early Learning Standards](#), [STARS guidance on program quality](#) & [STATE of Vermont's Children on program quality](#)
- Review NIEER's [memo on national best practices for quality](#)
- Review [BBF's Act 76 Indicator Snapshot](#)
- Discuss best practices for program quality with representatives from AOE, CDD & NIEER at next Workgroup meeting (March 18)

Questions for the Committee:

- What other resources do you recommend as we explore best practices in program quality?
- How might we narrow the Consideration “benchmarks and best practices to ensure high quality prek education”?
 - Focus just on best practices rather than benchmarks?
 - Focus just on benchmarks for program quality rather on benchmarks for UPK (e.g. access, affordability, workforce, etc)?
- How might our Workgroup intersect with BBF's benchmark work?

SYSTEM-LEVEL WORKGROUP

Workgroup Charge:

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

1. Needs of both the State and local education agencies
2. Whether there are areas of the State where prek education can be more effectively & conveniently furnished in an adjacent state due to geographic considerations
3. Changes necessary to transition children who are three years of age from to 10-hour prek benefit to child care & early education;
4. Recommendations for the oversight of the prek system

SYSTEM-LEVEL WORKGROUP

Workgroup Participants:

- Jeff Francis, Vermont Superintendents Association
- Renee Kelly, Head Start Collaboration Office Director
- Janet McLaughlin, Agency of Human Services
- Colin Robinson, Vermont National Education Association
- Becca Webb, Regional Prekindergarten Coordinator

Workgroup Agenda:

1. Warm up
2. Questions for stakeholders
3. Commit to next steps
4. Hear public comment
5. (Tabled until April) Overview of current system

Workgroup Conversation Points

1. Questions for stakeholders:

- Janet shared the results of her discussions with AOE & CDD stakeholders. We discussed both the depth of information received and the process of asking the questions as a way to inform our discussion of questions for additional stakeholders.
- We discussed the benefits and challenges to asking questions with a broad script, but individually changing the order of questions, possible need to define specific terms, and possible need to adjust where the conversation moves.

Workgroup Conversation Points, Continued...

- Discussed who the appropriate stakeholders are and whether anyone had been missed off the original group.
- Discussed the best ways to connect with stakeholders.
- Discussed merits of overlapping questions and discussed benefit to having other workgroups aware of the resources and connections each of us has with our stakeholders/networks.

Workgroup Next Steps:

- Each of us will meet with our stakeholder groups by April workgroup meeting.
- As members of the workgroup we acknowledged that this meeting format may look different between workgroups & that we may need to consider this a first meeting with follow-ups as we move forward with the broader and workgroup specific work.
- Draft materials/video overview of UPK system for Committee Members (Becca & Janet)

Questions for the Committee:

- As your workgroups meet is there any information that you would like us to ask our specific networking/stakeholder groups?
- As we put together an overview of the ECL and UPK system - are there specific questions that you would like to have answered?