

Act 166/Universal Preschool Coordinator Roles & Responsibilities

PreKindergarten Implementation Committee
10-24-23
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UPK/Act 166 connections:

- Each School District/Supervisory Union must have a person who is the contact for UPK/Act 166.
- No uniform preparation or job requirements for the role
- Many SUs/SD's have formed regional partnerships and share a regional coordinator while maintaining a local contact.
 - Benefits include: central point of contact, resource management, common policies and practices, and familiarity with early childhood and early childhood special education.

**Agency of
Education**

**Private PreK
(Community)
Programs**

Families

**SU/SD School
Based PreK
Programs**

Access

Supports

Quality

Accountability

**Statewide
Act 166
Coordinators**

**Child
Development
Division**

**Other Local and
State
Organizations
& Agencies**

**SU/SD
Administration**

Access:

- Equity
- Student Registrations
- Partnerships with Prequalified Programs in context of need for childcare
- Child Find and Special Education Referrals
- Often have awareness of local early childhood programs and community specific resources

How are preschool age students and their families able to access UPK? What and where are the gaps?

Supports:

- Professional Development , Coaching, Mentoring
- Referrals, connections to other resources
- Content knowledge: best practices, standards, behavior or school district knowledge of special education contacts/services.
- Facilitating Kindergarten transitions
- Awareness of and connection to other community resources

How do we support students, programs, and systems to improve child outcomes?

Quality:

- [Vermont Early Learning Standards](#)
- [Vermont's Guiding Principles](#)
- Professional Development- capacity, knowledge, best practices
- Quality Rating and Improvement System: [STARS](#)
- Evidence based tools looking at systems, implementation of best practices to fidelity, family engagement
- [Child Care/Early Education](#) licensing regulations
- AOE Rules/Regulations [Prekindergarten](#) and PK-12

How do we identify, measure, and support quality?

Accountability:

- Partnership requirements are met
- Tuition reimbursements are made in a way that doesn't negatively impact partner programs and SU/SD budgets, time & resources
- Assessment data (Child, PreK Program, Local, State)
- Private and Public programs remain in compliance with AOE and CDD rules and regulations

How do we know that we're effective?

Specific responsibilities of the SD/SU:

- Student Registrations
- Submit Child Count to the state
- Design (& implement) a school district budget which includes preschool tuition
- Facilitate PreK to K transitions
- Child Find/Special education
- Partnerships with prequalified prekindergarten programs public and private

The role of a UPK/Act 166 Coordinator often reflects the resources and priorities of the local community.

PreK in VT is impacted by many of the same factors that impact other areas of living in VT:

- Geography
- Transportation
- Housing
- Jobs
- Food
- Child Care
- Public Schools
- State Government Agencies and Departments
- Legislation, Rules, & Regulations

