

# Universal Prekindergarten Oversight Matrix

This matrix outlines key areas of oversight for Vermont’s Universal Prekindergarten System and identifies the agencies & organizations that have formal responsibility for each area. Drafted by the System-level Considerations Workgroup of the Prekindergarten Education Implementation Committee, reviewed by Agency leaders, and last updated on 6.4.24.

SHARED (AOE + CDD)	CHILD DEVELOPMENT DIVISION	AGENCY OF EDUCATION	STATE BOARD OF EDU	SUPERVISORY UNIONS & SCHOOL DISTRICTS	BUILDING BRIGHT FUTURES
<b>GUIDANCE</b>					
Recommend rules for UPK to the State Board of Education  Provide handbooks/trainings on UPK			Approved rules governing Prekindergarten Education <a href="#">State Board Rules Series 2600</a> (last amended in 2016)		Required to Advise the Governor and Legislature under Title 33, Ch.46 via State Advisory Council Network Advisement, State Advisory Council Policy Recommendations & testimony regarding UPK education & early childhood education more broadly
<b>FINANCE</b>					
		Set & publish state UPK Tuition Rate annually based on index in PreK Rules  Pay SDs from Ed Fund for PreK children		Report ADM, including prek students, to AOE  Specify the identifiable costs for prek education and ECSE services in their annual budgets and in their annual reports to the community  Pay tuition to the UPK partner programs on behalf of enrolled children	
<b>IMPLEMENTATION</b>					
				Establish enrollment procedures for prek children  Enter into a partnership agreement (contract) with UPK partner, includes attendance and how tuition payments will	Named in Act 166 as partner to state in developing plans to allow SDs to establish “PreK regions” (only one area of state has done this)  Named in UPK Rules (Series 2600) as

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				be paid  Report student enrollment and other student data in the AOE's VT Student Census platform for each child enrolled	a key partner is developing regional plans to expand capacity for PreK if demand exceeds capacity in a region

**PROGRAM LICENSURE & UPK PRE-QUALIFICATIONS**

Establish UPK prequalification process	License programs through Child Care Licensing (foundational health, safety, and quality standards) <ul style="list-style-type: none"> <li>• Applicable to all settings including public schools</li> <li>• Includes fingerprint-supported background checks and staff credential review</li> <li>• Includes unannounced visits and robust violation/corrective action process</li> </ul>	Coordinate UPK Prequalification and Annual Assurances <ul style="list-style-type: none"> <li>• Review applications for UPK from child care programs (initial application plus reapplication every 3 years)</li> <li>• Collect and review (desk monitoring) of Annual Assurance Forms from all prequalified UPK programs that they are/will meet program standards</li> </ul>			
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**TEACHER LICENSURE & SUPPORT**

	Fund scholarships and application fees for those seeking AOE Teacher Licensure and/or ECE/ECSE endorsement	Work with Vermont Standards Board for Professional Educators on rules and regulations for licensed Vermont educators with ECE/ECSE endorsements  Support educators in private settings with Provisional AOE Teaching Licenses with ECE/ECSE endorsements (program set to expire, no new applicants allowed)		Provide support/professional development to staff in public school PreK programs  (Optional) Provide support/ professional development to staff in community-based PreK programs	
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**SYSTEM MONITORING**

<p>AOE, CDD, and BBF share responsibility under state statute to collect and compile the programmatic details of UPK and use this information to inform CQI and decision-making by making it publicly available (# of children service, public and private, investment, quality, outcomes)</p>		<p>Implementation and analysis of Kindergarten Readiness (RFKIS Report)</p>			<p>Data &amp; monitoring efforts that serve as the basis for data-driven policy recommendations and advisement to Vermont’s Governor, Administration, and Legislature on the well-being of children and families PN-8</p> <p>Monitoring of preK is a shared responsibility between BBF, AOE &amp; CDD in Act 166 and Act 76</p>
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**PROGRAM MONITORING**

<p>Develop and refine Accountability and Continuous Improvement System</p> <ul style="list-style-type: none"> <li>• Prequalification</li> <li>• Annual assurances</li> <li>• Compliance monitoring</li> </ul>	<p>Partner with AOE on case-by-base program compliance – concerns, complaints, licensing violations, corrective action, revocation</p>	<p>Monitor UPK compliance by individual programs</p> <ul style="list-style-type: none"> <li>• Monitor program change reports and other sources of concerns</li> <li>• Address compliance issues (without CDD) related to AOE Licensed Educators</li> <li>• Track reports, investigate concerns, and problem-solve related Exclusionary Discipline and/or Early Childhood Special Education (sometimes with CDD)</li> <li>• Partner with CDD on case-by-case programs compliance on concerns related to or reported via Child Care Licensing</li> <li>• Initiate revocation when necessary</li> </ul>			
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**STRUCTURED STATE-SUPPORTED QUALITY AND/OR ASSESSMENT SYSTEMS**

	<p>Develop and implement STARS quality recognition and Improvement system (enhanced quality standards)</p> <ul style="list-style-type: none"> <li>• UPK programs required to have 3 (with a plan), 4 or 5 STARS (NAEYC accreditation or Head Start programs = 5 STARS)</li> <li>• Includes an externally-scored CLASS assessment at 4 and 5 star levels</li> <li>• Focus on continuous quality improvement with coaches available</li> </ul>	<p>Support Teaching Strategies GOLD administration</p> <ul style="list-style-type: none"> <li>• Manage state GOLD account including access for programs</li> <li>• Ensure programs complete GOLD checkpoints 2x/year</li> <li>• Provide TA to programs</li> </ul>			
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**PROGRAM QUALITY**

<p>Develop and support adoption of the Vermont Early Learning Standards (VELS), approved by the Vermont State Board of Education in 2016 Support quality through professional development and training</p>	<p>Support Quality</p> <ul style="list-style-type: none"> <li>• Partner with AOE on eMTSS training/coaching</li> <li>• Partner with AOE on VELs development and promotion, embed into CDD-led programs, trainings and supports</li> <li>• Support Professional Development with free or low-cost trainings through CCV</li> <li>• Funding for educators working increase credentials ( not yet holding AOE teacher license, including those working in community-based child care &amp; paraeducators in public schools)</li> </ul>	<p>Support Quality Implementation</p> <ul style="list-style-type: none"> <li>• Facilitate eMTSS training/coaching for PreK programs, in coordination with CDD</li> <li>• Develop and promote VELs in partnership with CDD, embed into AOE-led programs, trainings and supports</li> <li>• Provide TA and resources to UPK programs on inclusion, challenging behaviors</li> </ul>			
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**SPECIAL EDUCATION SERVICES**

	Support transition from IDEA Part C (for children under 3, overseen by CDD through CIS) to IDEA Part B	Lead IDEA Part B Section 619 – Early Childhood Special Education and Services <ul style="list-style-type: none"> <li>• Oversee implementation and monitor compliance with IDEA (FAPE, Child Find, IEPs, Least Restrictive Environments, data collection, reporting, etc)</li> <li>• Trainings and support for ECSE</li> <li>• TA re: ECSE compliance/practices</li> </ul>		Ensure Early Childhood Special Education Services are offered/delivered per IDEA Part B in manner that works for the child/family (but not required to offer them onsite at UPK partner programs)	
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**COMMUNICATION**

Communication of UPK policies and guidance	Support communication to field re: UPK with focus on community-based programs	Lead for UPK-related communications related to program requirements and deadlines  Share evidence-based resources & other professional resources through list-serve		Notify parents and guardians of availability of publicly-funded prekindergarten education and the enrollment & registration procedures	Communication of UPK policies and guidance
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