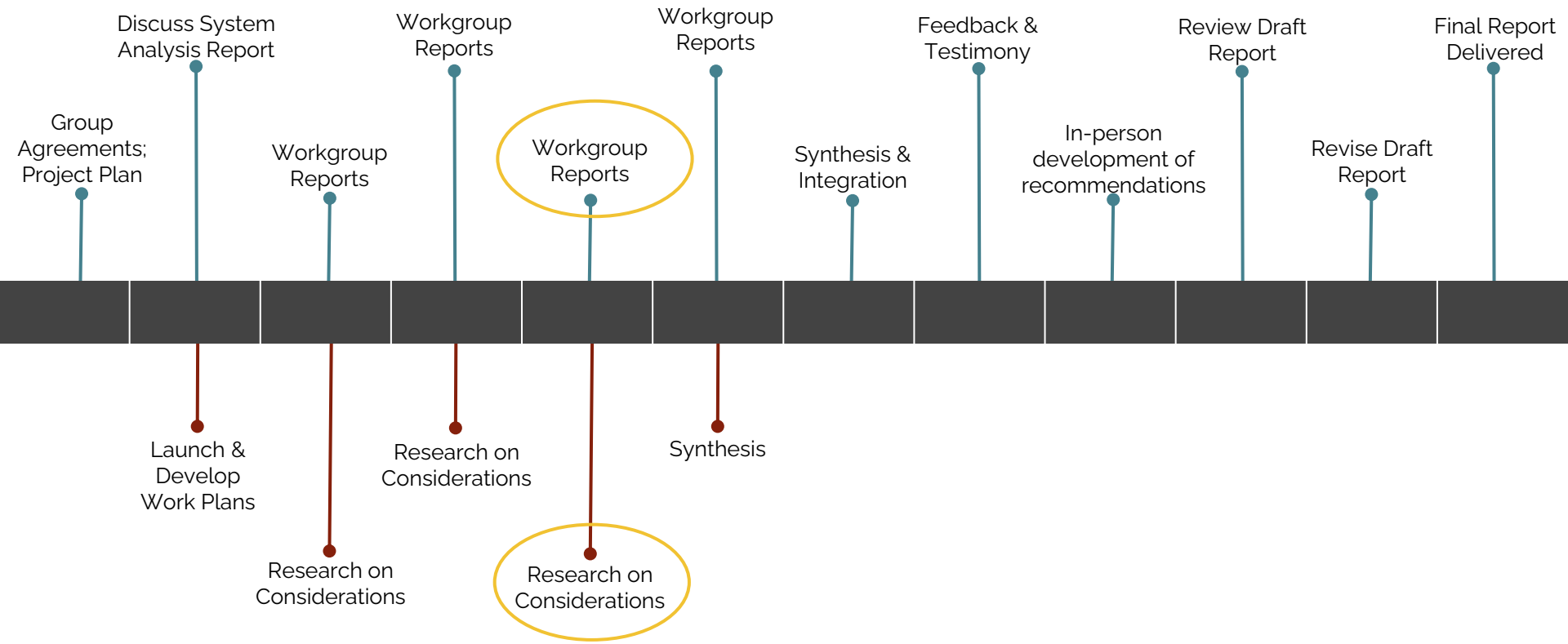


↓ TIMELINE OF PEIC ACTIVITIES ↓



↑ 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

April 16 Agenda:

1. Warm up - Reflect on insights since our last meeting
2. Review what we know about measures to ensure capacity is available to meet demand for prek
3. Discuss the minimum # of hours that shall constitute a full school day for both prek and K
4. Identify next steps
5. Hear public comments (none)

CAPACITY & FUNDING WORKGROUP

Capacity & Demand:

- What do we know about current program capacity?
 - CDD has compiled [UPK program data](#)
 - AOE is compiling TSG data
- How might we calculate demand?
 - Can we use current K #s to estimate PK4 demand?
 - Can we use cost per K pupil X total # of 3-year-olds?
 - 4100 Vermont three-year-olds participated in prek in 2023
- Challenges:
 - Interdependent variables, missing data, and current policy environment make it challenging to estimate capacity & demand

CAPACITY & FUNDING WORKGROUP

Current minimum required instructional hours (according to State Board Rules Series 2300 & 2600):

UPK (Act 166)	Kindergarten	Grades 1-2	Grades 3-4
Min. 2 instructional hours/day or 10 hours/week.	Min. 2 instructional hours/day or 10 hours/week.	Min. 4 instructional hours/day or 20 hours/week including recess, excluding lunch.	Min. 5 1/2 instructional hours/day or 27.5 hours/week, including recess, excluding lunch.

CAPACITY & FUNDING WORKGROUP

Considerations regarding the # of hours for “full day” prekindergarten & kindergarten:

- **Continuity:** Should there be consistency across prekindergarten - grade 1 in what constitutes a full school day?
 - What does the term “instructional hours” mean in State Board Rules? Does this include play?
 - How many part-time K's exist in VT schools? What should the standard for K be?
- **Dosage:** How many hours are developmentally appropriate for prek?
- **Flexibility:** How can options respond to family & community needs?
- **Funding:** What are the financial implications of full day instruction?

CAPACITY & FUNDING WORKGROUP

Next Steps for Workgroup:

- Articulate the key obstacles we see to making informed recommendations about our considerations
- Identify any next steps and/or recommendations that lie within our scope and capacity
- Ask NIEER about models to estimate capacity & demand

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

April 15 Agenda:

1. Warm up - Reflect on insights since our last meeting
2. Discuss special education services for children participating in prek
3. Review what we know about benchmarks and best practices to ensure high quality prek education
4. Identify next steps
5. Hear public comments (none)

PROGRAM QUALITY WORKGROUP

Special education services for children participating in prek:

- Becca Webb shared thoughts on how prekindergarten children currently receive special education services:
 - Special education funding not written into law (Act 166 & Act 76)
 - Special education \$ follows the child, not the program
 - Many factors and variables contribute to each child's experience: evaluations, transitions, cross-district service provision, developmentally appropriate practice...
- The group discussed considerations for prek special education services:
 - Early intervention is critical to school success. Lose opportunities for early identification?
 - Where would we serve 3 year olds? Would there be less capacity for them?
 - Opportunity to provide more support (training, PD capacity building) for community programs
 - Transportation of young children, especially in rural parts of the state

PROGRAM QUALITY WORKGROUP

Benchmarks and best practices to ensure high quality prek:

- The group reviewed the [Program Quality Matrix](#) - an inventory of current national benchmarks and Vermont quality measures.
- The group decided to:
 - Review & discuss the matrix with stakeholders
 - Add Head Start Program Standards
 - Add to opportunities section

PROGRAM QUALITY WORKGROUP

Next Steps from April 15:

- May 9 - Small group followed up about special education services
 - Compiled this information into [UPK Special Education Service Considerations & Recommendations](#)
 - Identified a few pockets of success
- Workgroup participants will review & add to the [Program Quality Matrix](#)
- Additional data compilation and outreach on families experiences with special education services in prek programs underway

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

SYSTEM-LEVEL WORKGROUP

April 12 & May 14 Agendas:

1. Warm up - Share insights since the last meeting
2. Discuss what we've heard from interviews with stakeholders
3. Review what we know about the current UPK System
4. Identify next steps
5. Hear public comments (none)

SYSTEM-LEVEL WORKGROUP

The group conducted these [Stakeholder Interviews](#):

- Janet: **CDD & AOE Leaders**
- Becca: **UPK Coordinators**
- Colin: **School-based UPK Providers**
- Renee: **Head Start Directors & Regional Head Start Office**
- Becca: **Representatives of Community-based UPK Providers**
- Jeff: **Central Vermont Superintendents Group**
- Renee: **Region 1 Head Start Office**

SYSTEM-LEVEL WORKGROUP

Interviews gathered feedback on:

- **Value needs:** *What should we think about in order to evolve into a prek4 system? What will this mean for us? What might change and what might stay the same?*
- **Practical Needs:** *What will this look like practically? What information, resources and support will we need? What tools already exist?*
- **Legal Needs:** *What legal implications must be considered?*
- **System Oversight:** *What should we consider as we think about system oversight? What will this mean for us? What might change and what might stay the same? What will stay the same? What impacts can we imagine?*
- **Transitioning 3-yos:** *What should we consider as we think about transitioning 3-year-olds out of the 10-hour prek benefit? What will this mean for us? What changes will be necessary? What will stay the same? What impacts can we imagine?*

SYSTEM-LEVEL WORKGROUP

The group noted similarities across stakeholder feedback:

- Importance of developmentally-appropriate practice (not “pushing down” academics inappropriately, allowing for 3s and 4s to be together when possible, naps, length of school day)
- Consistent & responsive funding model - Need to consider one-time costs for facilities/transition support as well as ongoing costs of PreK4
- Impact of staffing requirements on workforce pipeline issues
- Impact on enrollment composition and program sustainability
- Challenges with dual oversight structure
- Importance of clear/streamlined oversight & processes
- Impact of access to comprehensive services, ECE services, early identification and opportunities for special education for 3 yos and across district lines
- Unmet needs for working parents (after care, transportation, multiple transitions)

SYSTEM-LEVEL WORKGROUP

Becca & Janet shared a draft UPK System Outline:

- Describes the current roles & responsibilities, currently in statute, played by the Agency of Education, Child Development Division, State Board of Education, Supervisory Unions & Districts, and Building Bright Futures
- Includes a section for workgroup members to note thoughts on recommendations for future system oversight.

SYSTEM-LEVEL WORKGROUP

Next Steps

- Synthesize stakeholder feedback on:
 - The values, practical and legal needs identified
 - Changes necessary to transitioning 3-year-olds into child care
 - Recommendations for the oversight of the prek system
- Gather information on areas where UPK can be more effectively furnished in an adjacent state:
 - How does AoE currently handle interstate school district payments?
 - How many children/districts will this actually impact?