

WHERE VERMONT STANDS: UNDERSTANDING THE NIEER STATE OF PRESCHOOL YEARBOOK

Vermont Building Bright Futures State Advisory Council
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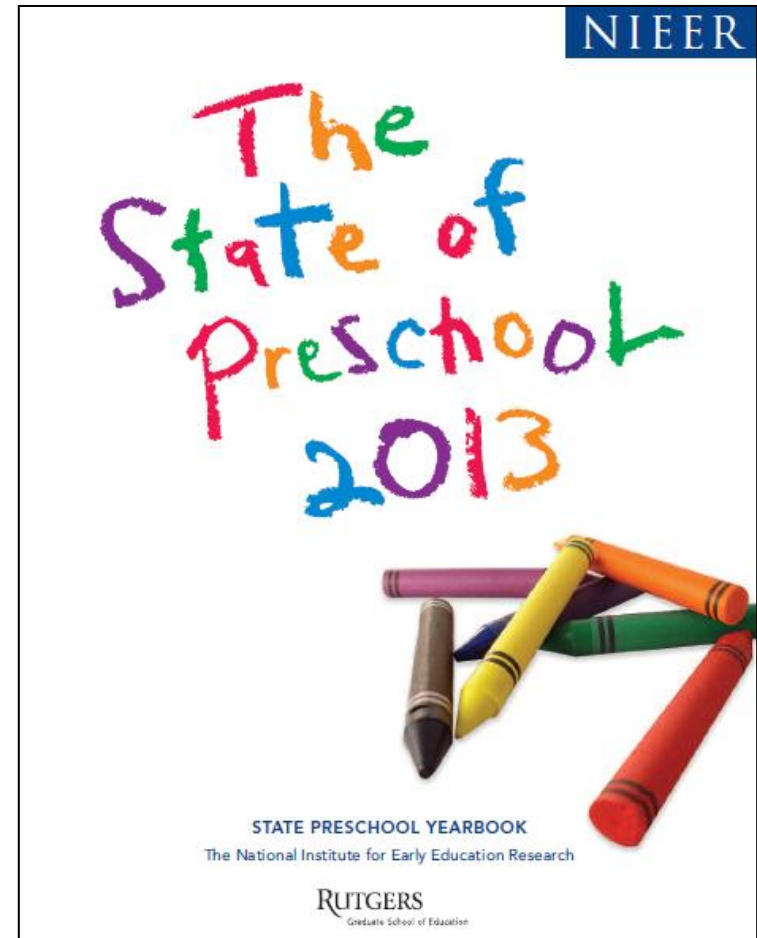
Today's Focus

- What Does the 2013 NIEER State of Yearbook Data Tell Us About Vermont and the Nation?
- How Can You Use These Data?
- Additional Resources



A Peek Inside the Yearbook

- **Executive Summary**
- **Tables**
 - State Rankings and Quality Checklist Sums
 - Pre-K Access By State
 - Change in Preschool Enrollment over Time
 - State Pre-K, Preschool Special Education, and Head Start Enrollment
 - State Pre-K Quality Standards
 - Pre-K Resources Per Child Enrolled by State
 - Rankings of All Reported Resources Per Child
- **What Qualifies as a State Pre-K?**
- **State Profiles**
- **Methodology**
- **Appendices**
 - State Survey Data 2012-2013
 - Head Start Data
 - Child Care Data
 - Census Population Estimate
 - Pre-K Special Education Enrollment

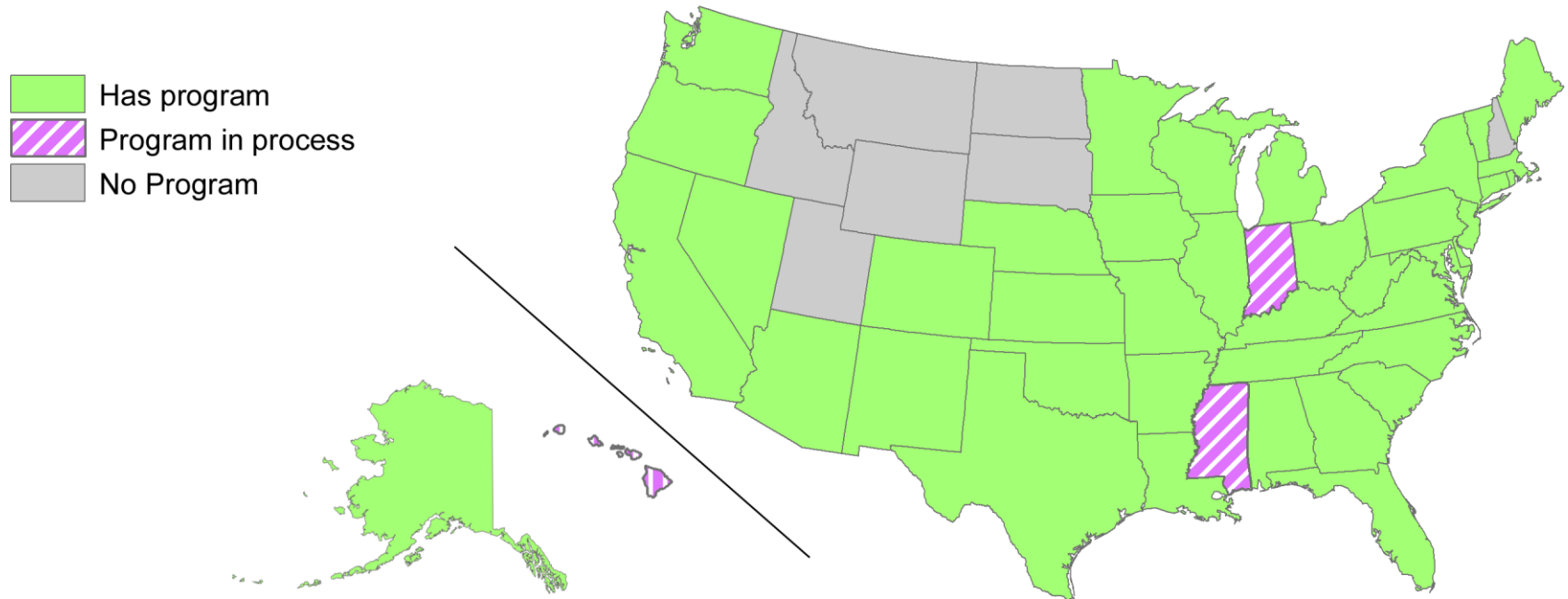


Survey Methodology for 2012-2013

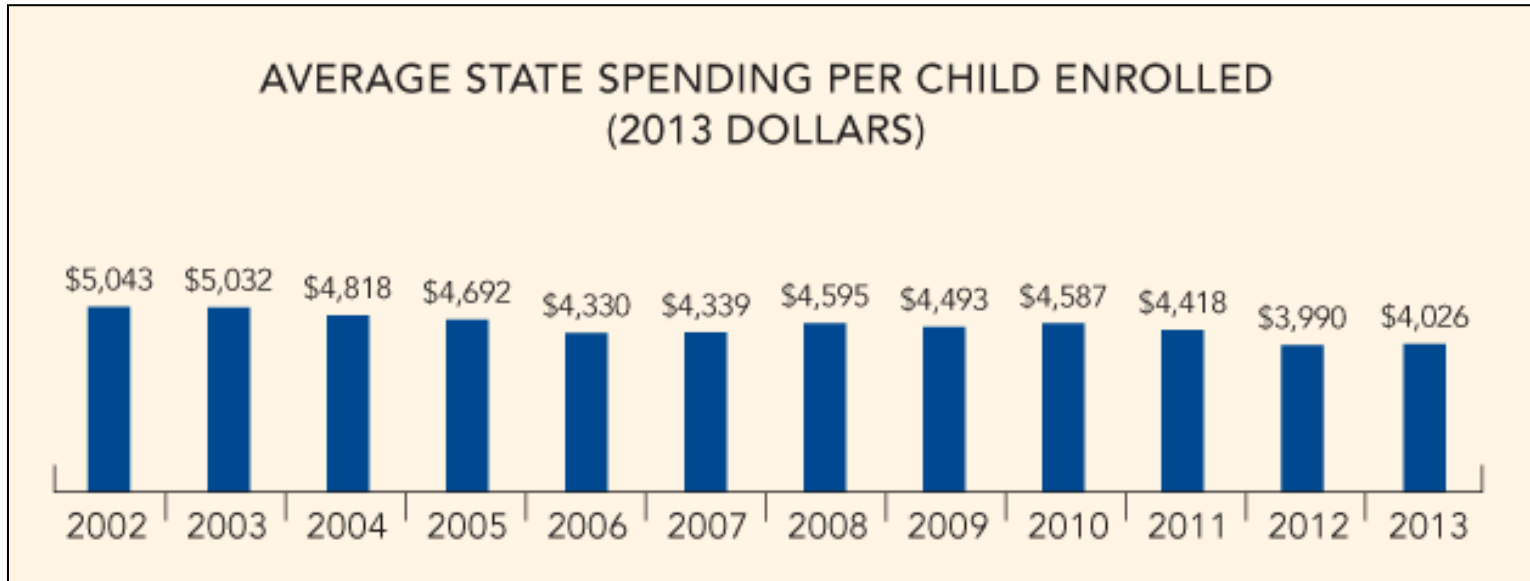
- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collect information on 2012-2013 school year in following categories:
 - Access
 - Resources
 - Quality Benchmarks
- 53 programs in 40 states plus D.C.
 - 10 No Program states are included with Head Start and Special Education figures only



States with preschool programs



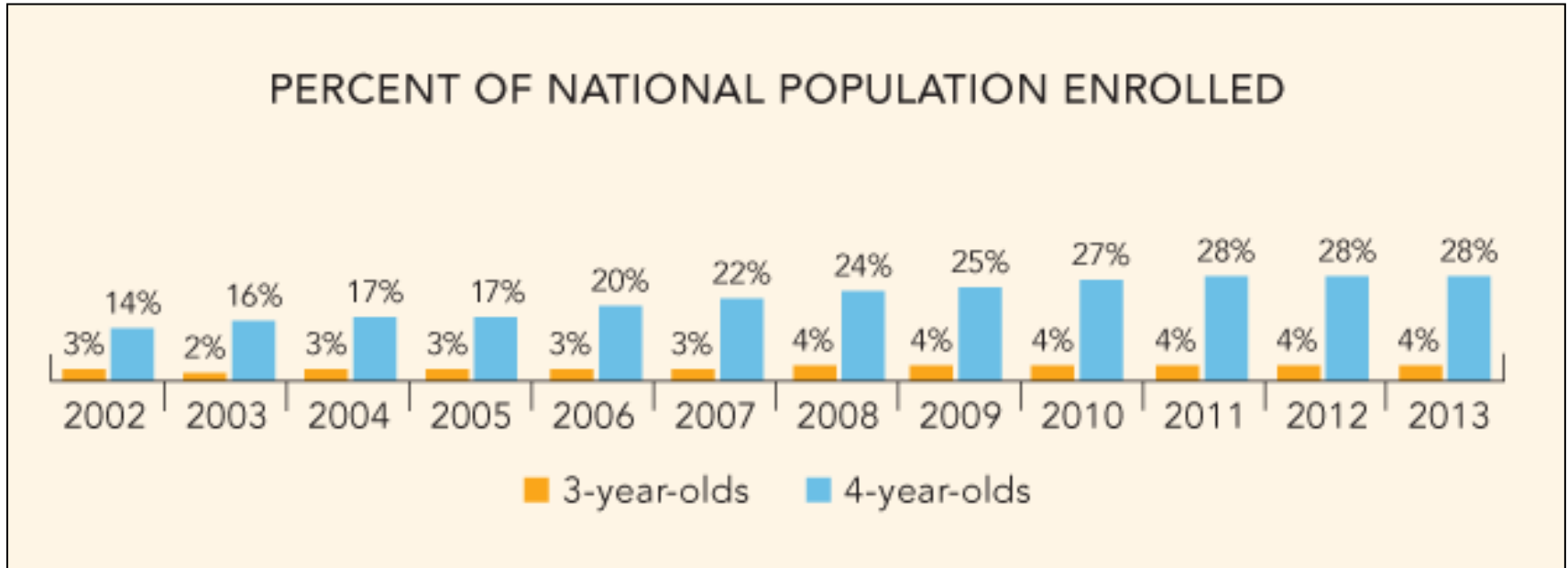
Pre-K Funding Increased



- Total state pre-K funding increased by \$30M (adjusted for inflation)
- Funding per child now \$1,000 below level a decade ago
- State funding per child increased in 11 states; dropped in 20
- In 5 states per-child spending fell by 10% or more; 5 states increase



Access Dropped in 2012-2013

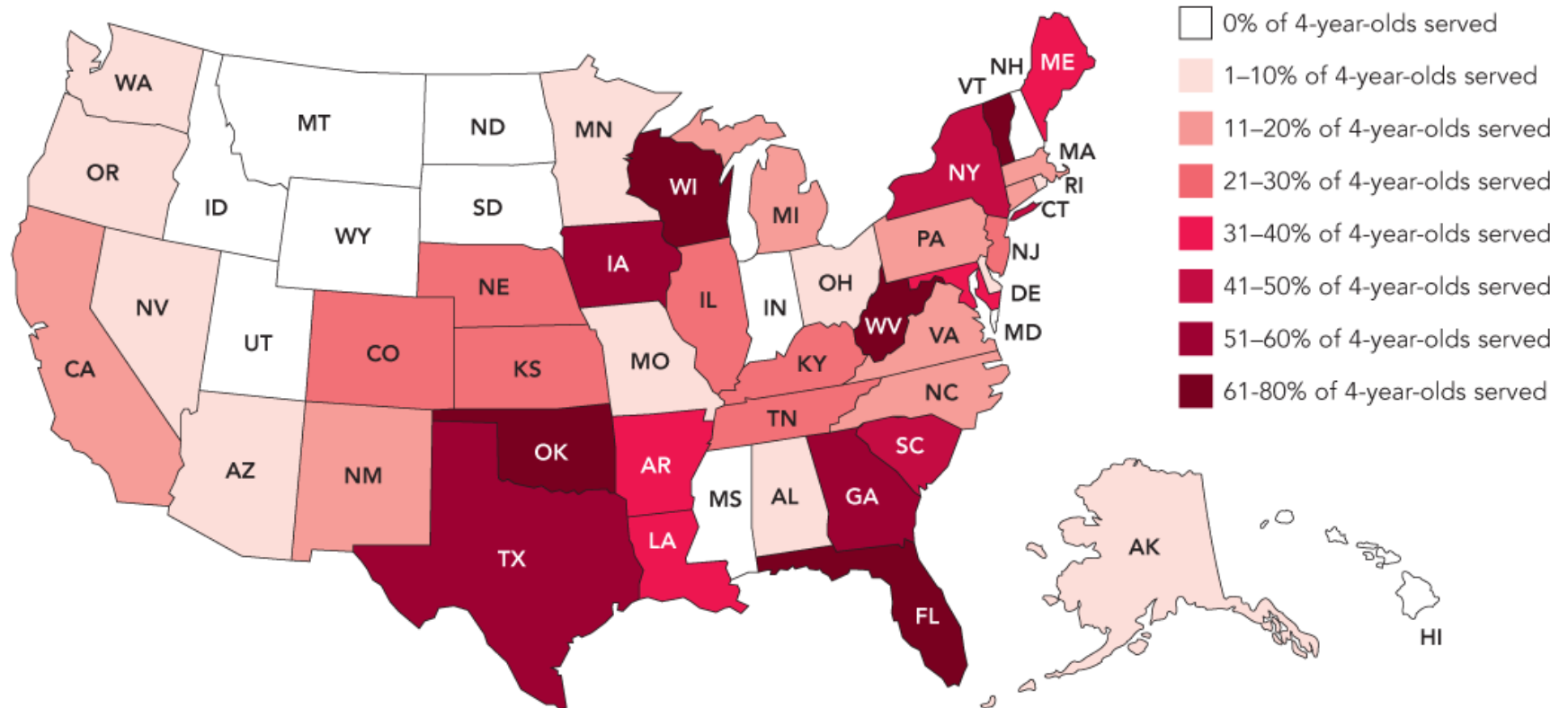


- 9,000 fewer served in 2012-2013
- 11 states enrollment declined
- 20 states increased enrollment



Access Depends on Child's Zip Code

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



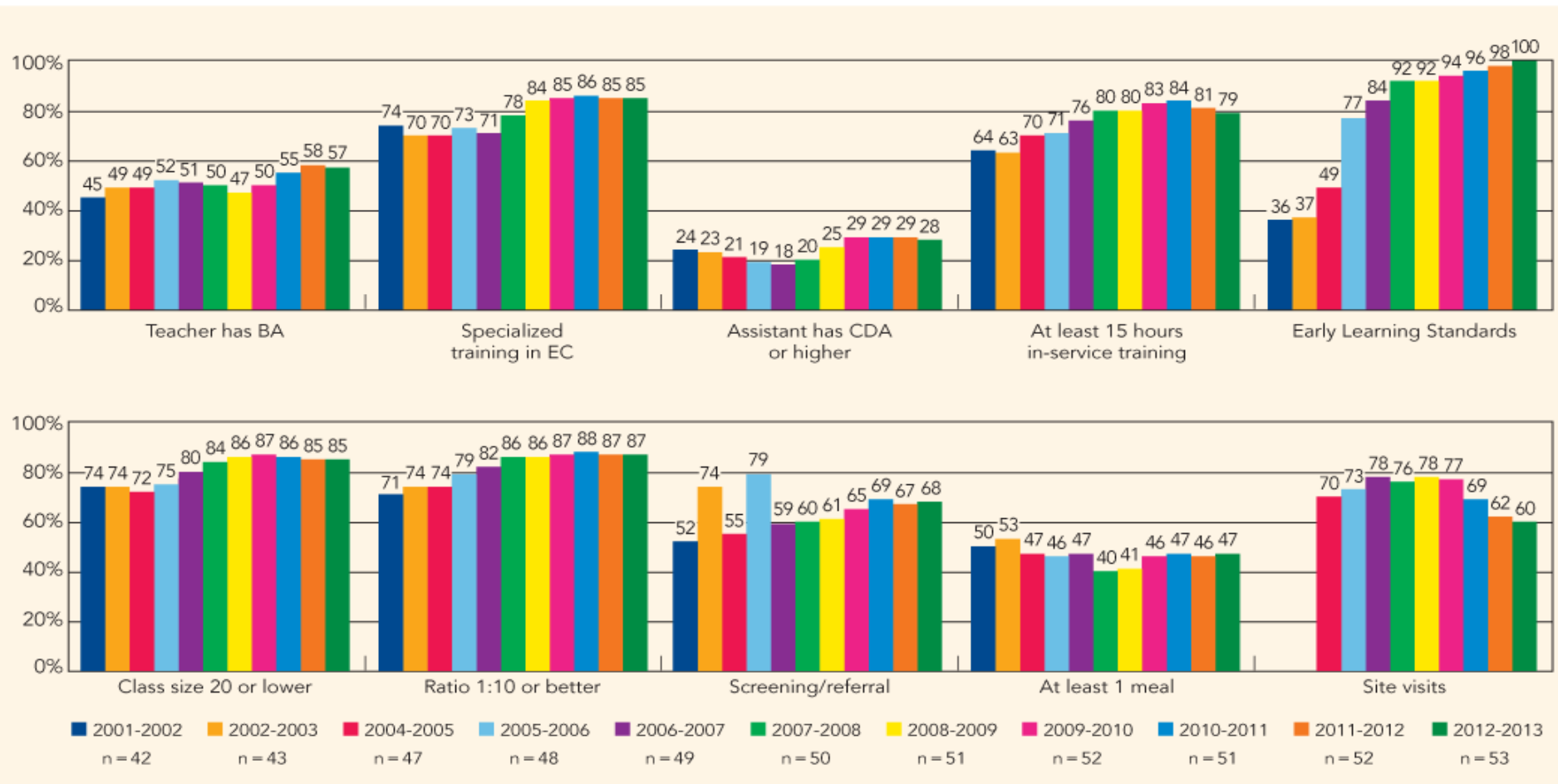
Quality Standards Checklist

Policy	Benchmark	Of the 53 pre-K initiatives, number meeting benchmark
Early learning standards	Comprehensive	53
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	45
Staff-child ratio	1:10 or better	46
Screening/referral and support services	Vision, hearing, health; at least 1 support service	33
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32



Trends in Quality Benchmarks

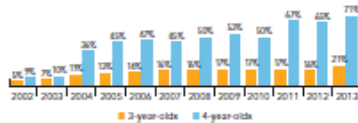
FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2013



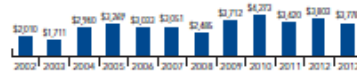
Vermont Profile

Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in law in 1987 as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income below 185 percent of the federal poverty level, a developmental delay, limited English proficiency, a history of mistreatment or neglect, or social isolation. EEI grant proposals must be from partnerships of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI financial support has remained relatively constant. EEI is not the state's designed pre-K program; however, because EEI funds can be used to provide preschool education services to 3- and 4-year-olds, it is included as a program in this report.

Vermont established its designated preschool program in 2003. It allows school districts to subsidize prekindergarten education by including 3- to 5-year-olds in their school census. Initially called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program underwent significant changes in 2007, with the passage of Vermont Prekindergarten Education-Act 62. Before 2007 local education agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services. Under Act 62, pre-K programs are supported through the state's Education Fund in the same way K-12 education is funded. Child enrollment is voluntary, and districts are not required to provide the program, though roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide it through an arrangement of school-based programs and partnerships with private family-based or center-based providers, private preschools, and/or with Head Start programs. "Publicly funded prekindergarten education" is defined in Act 62 as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may contract with other preschool providers, including Head Start agencies and family child care homes for service provision, and private child care to provide pre-K. The state originally limited the number of pre-K children a district could count in its school census, but limitations were lifted in all towns effective in the 2011-2012 school year.

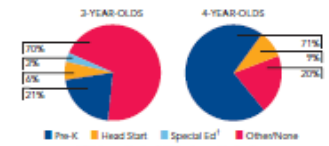
Since the 2008-2009 school year, Act 62 programs operating in nonpublic locations require one teacher per center to have a ECE or ECSE educator license, rather than requiring one such teacher in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license, in both the public and private settings. Act 62 requires all pre-K programs, including those operated by public schools, to attain at least 4 out of 5 stars in Vermont's Step Ahead Recognition System (STARS), Vermont's quality rating system, or to hold NAEYC accreditation. Both EEI and Act 62 use Teaching Strategies GOLD to track child outcomes.

The first two pages of Vermont's profile explain the state's overall commitment and contribution to preschool education with enrollment and state spending data for both initiatives. The next two pages offer precise details about each of Vermont's preschool initiatives, with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

STATE OVERVIEW

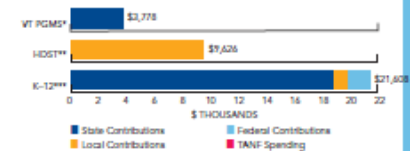
Total state program enrollment	5,948
Total state spending	\$22,449,844
State spending per child enrolled	\$3,778
All reported spending per child enrolled*	\$3,778

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in the figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. One year's spend here unintentionally included funds for Early Head Start.

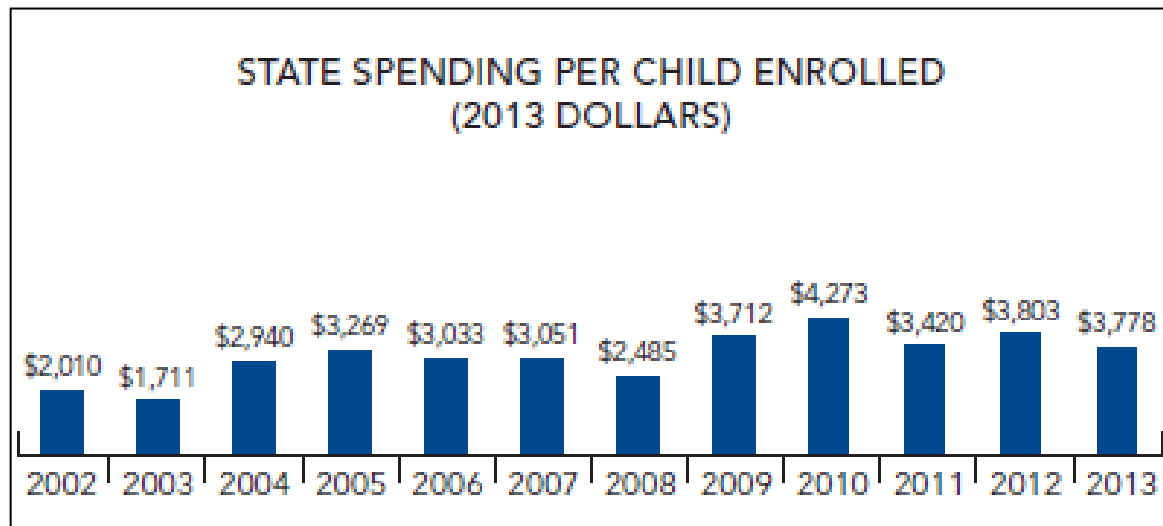
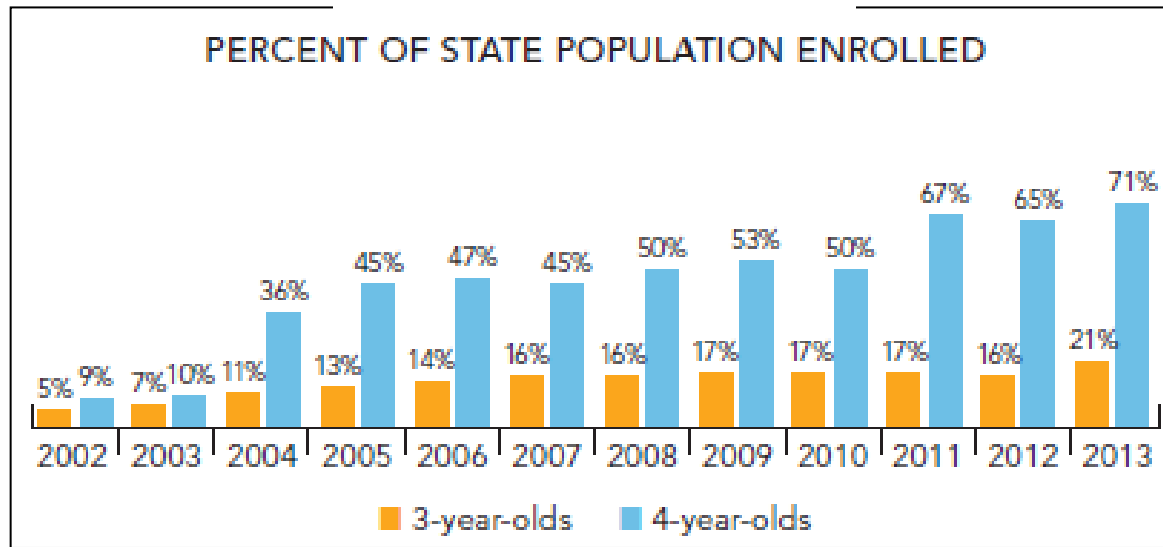
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27



Vermont

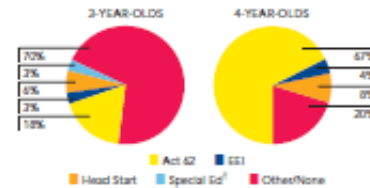


VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	5,535
School districts that offer state program	88% (communities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,144
Federally funded Head Start enrollment, ages 3 and 4	916
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



¹ This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Limited ECE or ECSE endorsement ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

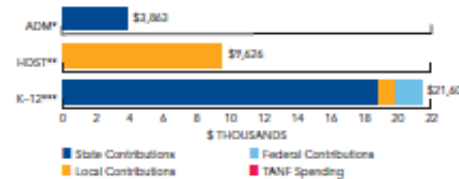
Total state pre-K spending	\$21,379,945
Local match required?	No
State spending per child enrolled	\$3,863
All reported spending per child enrolled ³	\$3,863

¹ Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

² Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past year's figure had unintentionally included funds for Early Head Start.

³ K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '10-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 2 hours/day 4-10 hours/week, 3-4 days/week for at least 26 weeks per year.

² Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Nonpublic centers are only required to have one licensed teacher per family, rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care post-secondary certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of licensed teachers possess a BA and an certified.

³ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 20-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider teachers work for.

⁴ Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.



Vermont

Items are not included in state-mandated pre-K or mixed class.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic) ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4



The Data Goldmine: Appendix A

Access

- Availability of program
- Program enrollment including ELL and special education
- Program settings

Operating Schedule

Age Eligibility

- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements

Income Requirement

Other Eligibility Requirements

- Risk factors for eligibility
- Reassessment of eligibility

Program Standards

- Class sizes
- Staff-child ratios
- Meal requirements
- Screening and referral services
- Supports for English Language Learners
- Comprehensive services

Early Learning Standards

Personnel

- Teacher degree requirements and specialization
- Teacher education levels
- Teacher in-service requirements
- Assistant teacher degree requirements and specialization

Resources

- Fiscal year 2012 spending (state, federal and local amounts)
- Agencies eligible to receive funding directly and indirectly
- Required local match

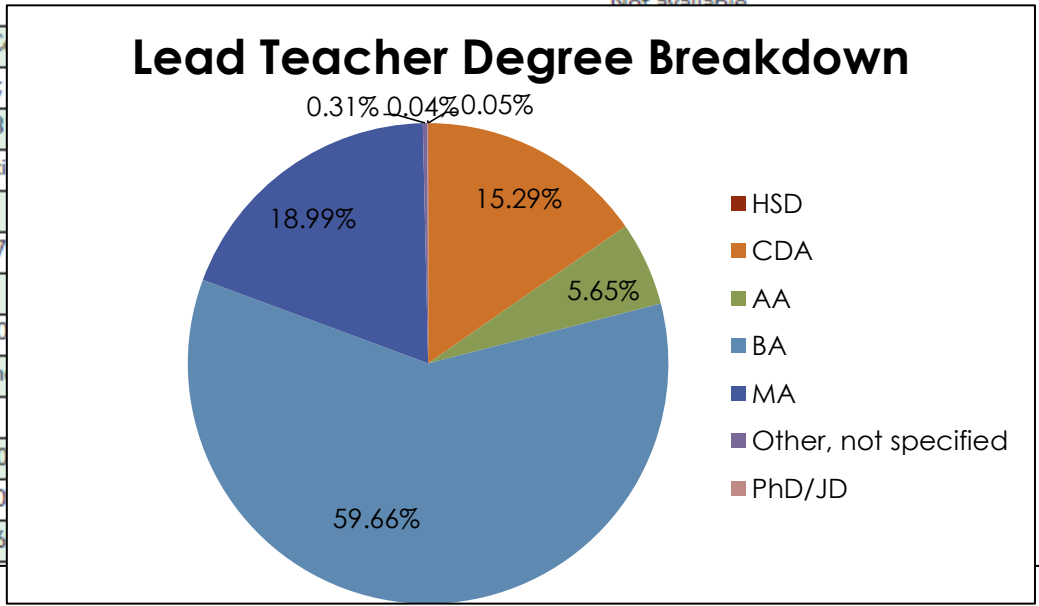
Monitoring

- Information collected for monitoring purposes
- How monitoring is collected and used by the state
- Formal evaluations of the prekindergarten program
- Assessments used in pre-K and Kindergarten



Transforming Data into Actionable Information

STATE	PERSONNEL	
	Education level of teachers during 2011-2012, percent	Education level of teachers during 2011-2012, number
Alabama	BA, 77%; MA, 23%	BA, 167; MA, 50
Alaska	BA, 100%	BA, 14
Arizona	Not available	Not available
Arkansas	CDA, 2%; AA, 10%; BA, 71%; MA, 16%; Doctorate, 1%	CDA, 13; AA, 73; BA, 511; MA, 117; Doctorate 47
California	Not available	Not available
Colorado	Not available	Not available
Connecticut	CDA, 14%; AA, 23%; BA, 38%; MA, 16%; EC C	
Delaware	CDA, 13%; AA, 26%; BA, 46%;	
Florida	CDA, 52%; AA, 12%; BA, 3	
Georgia	AA, 6%; BA, 16%; BA with Certificati	
Illinois	Not available	
Iowa Shared Visions	CDA, 5%; AA, 7.5%; BA, 71.7	
Iowa SVPP	BA, 100%	
Kansas At-Risk	BA or higher, 100	
Kansas Pre-K	BA required, breakdown n	
Kentucky	Not available	
Louisiana 8(g)	BA or higher, 100	
Louisiana LA 4	BA, 60%; MA, 40	
Louisiana NSECD	BA, 74%; MA, 26	



Vermont Kindergarten Readiness Survey Results

(percent “ready”)

	2008-09	2009-10	2010-11	2011-12	2012-13
Social-Emotional	66.9	77.4	76.0	79.4	73
App. to Learning	66.2	79.3	78.6	78.7	69
Communication	81.3	84.2	83.3	85.7	83
Cognitive	61.2	72.9	74.6	73.9	63
Wellness	NA	79.1	79.0	83.3	83
All Domains	52	51	NA	56	49



Considerations and Limitations

- States are limited in their data capacity; do not collect all data (e.g., funding from all sources).
- Data may not accurately portray the current situation.
- Data are missing from states without pre-K and territories.
- There is much we want and need to know.

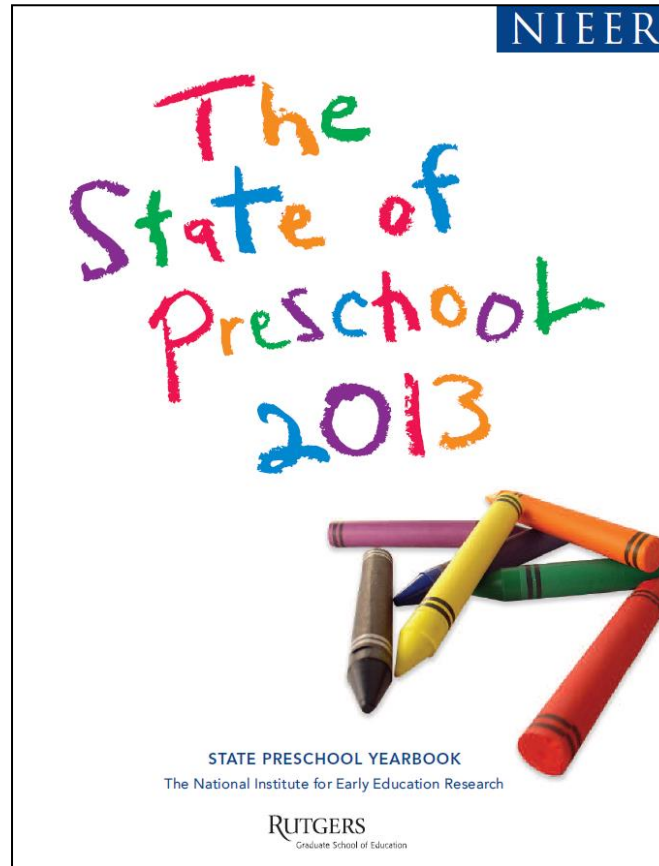
“Not everything that counts can be counted;
not everything that can be counted counts.”

Albert Einstein (unverified)



Further Reading

- 2003-2013 Yearbook Data on www.nieer.org



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