

Update on Report Feedback & Process

PEIC COMMITTEE MEETING

October 8, 2024 9:30-11:00 am

MODEL CONTRACT FOR PREK PARTNERSHIPS

Act 76: "On or before December 1, 2024, the Agency of Education, in consultation with the members of the Prekindergarten Education Implementation Committee and other relevant stakeholders, shall develop a model contract for school districts to use for contracting with private providers for prekindergarten education services. The model contract shall include: (1) an antidiscrimination provision that requires compliance with the Vermont Public Accommodations Act, 9 V.S.A. chapter 139, and the Vermont Fair Employment Practices Act, 21 V.S.A. chapter 5, subchapter 6; and (2) requirements for the provision of special education services."

MODEL CONTRACT FOR PREK PARTNERSHIPS

To Move Forward:

- Build on [Universal Prekindergarten Partnership Agreement Recommendations](#) (issued by AOE in May, 2024)
- Refer to sample contracts: [WVSA Publicly Funded Prekindergarten Master Agreement 24-25](#)
- Must get legal feedback
- Subcommittee will meet to make recommendations to Committee

REPORT FEEDBACK

Addressing our charge for change vs. retaining the current system

- Opportunity to leverage public schools to create efficiency & effectiveness
- Opportunity to enhance a system that is already working well
- Requests to clarify what VT does well and where the gaps are

“The Committee shall examine and make recommendations on the changes necessary to provide prekindergarten education to all [4-year-old] children by or through the public school system on or before July 1, 2026, including transitioning children who are three years of age from the 10-hour prekindergarten benefit to child care and early education”

REPORT FEEDBACK

Integrating data, research & experience

- Limited stakeholder feedback
 - ◆ Conducted by system-level workgroup (see next slide) & existing BBF process
- Inconsistent data/analysis to understand current state
 - ◆ Program Quality: [Program Quality Matrix](#)
 - ◆ System Oversight: [UPK Oversight Matrix](#)
 - ◆ Capacity & Demand: [Survey to superintendents](#)
 - ◆ Challenge to access & analyze across prek data sets
- National research on best practices that yield better outcomes
 - ◆ Access & time in prek
 - ◆ Greater teacher preparation & training
 - ◆ Comprehensive ELDS & curriculum supports
 - ◆ Class size & ratios

REPORT FEEDBACK

Stakeholder engagement conducted by system-level workgroup

Stakeholder Type	Stakeholder Group	Lead	Interview Format	# Interviewed
Public School-Based Stakeholders 62 stakeholders interviewed	Public school prek teachers	Colin Robinson	Online questionnaire	25
	UPK Coordinators	Becca Webb	Facilitated conversation	28
	Principals	-		0
	Superintents	Jeff Francis	Facilitated conversation	9
	School board	-		0
State Agency Stakeholders 9 stakeholders interviewed	Governor's Office	Janet McLaughlin	Facilitated conversation	2
	CDD/AHS Leadership	Janet McLaughlin	Facilitated conversation	3
	AOE Leadership	Janet McLaughlin	Facilitated conversation	4
Community Partner Stakeholders 12 stakeholders interviewed	Head Start	Renee Kelly	Facilitated conversation	8
	Community prek teachers	Becca Webb	Facilitated conversation	4

REPORT FEEDBACK

Insufficient time to explore recommendations

- Challenges with our process
- Changing context & intersecting systems

FURTHER EXPLORATION

- Define coaching
- Affordability
- Legislative language for the report
- Pilot programs

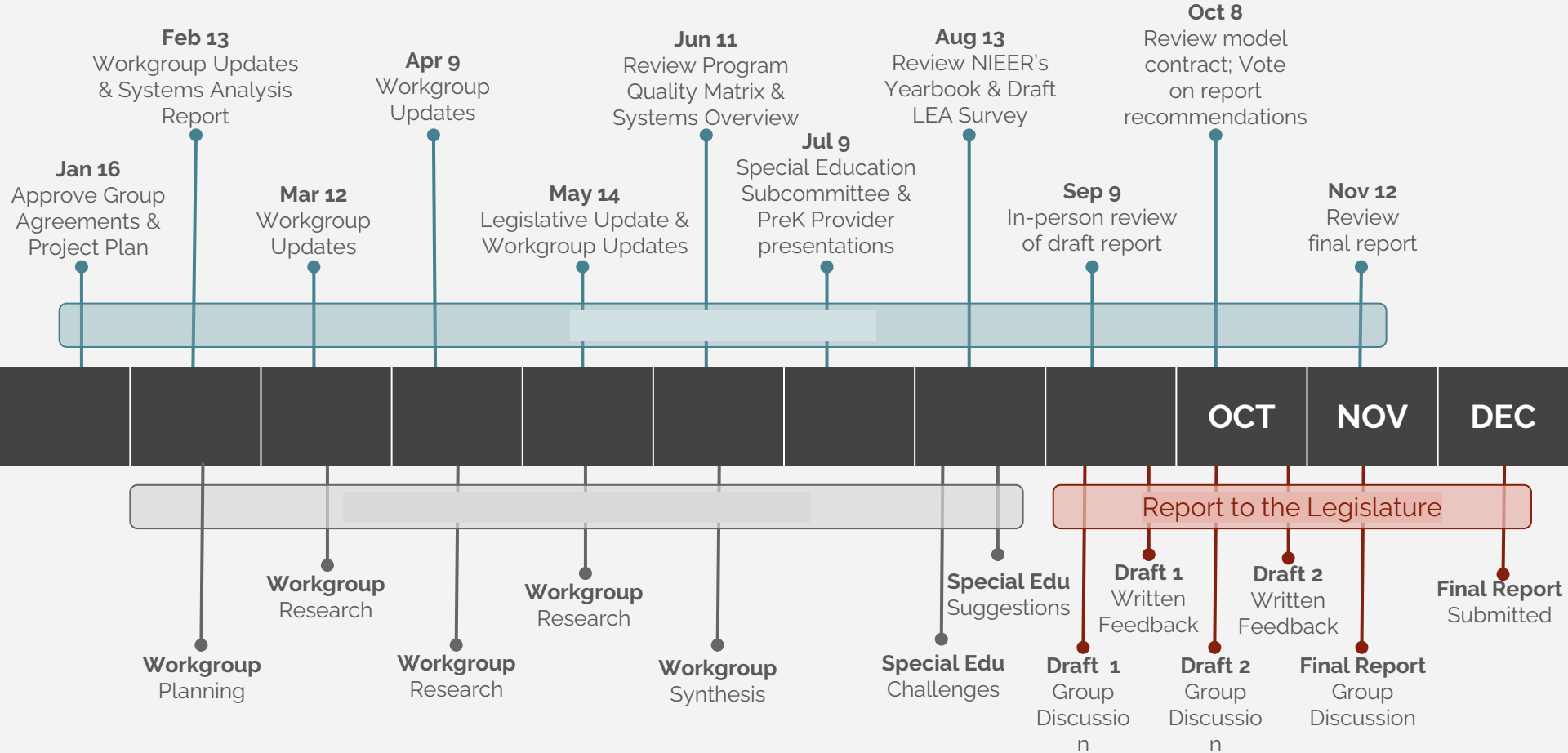
RECOMMENDATIONS FOR DISCUSSION

- Retain the 10-hour prekindergarten benefit for three-year-olds
- Develop a plan to meet all 10 of NIEER's quality benchmarks across prekindergarten settings (see next slide)
- Amend the prekindergarten pupil weight to at least 1.0FTE (same as kindergarten), while examining if 1.0FTE is sufficient for a prekindergarten student
- Retain joint agency oversight (AOE & CDD), while developing a plan to strengthen systems-level monitoring and enhance coordination across AOE, CDD & school districts
- Formalize the role of regional prekindergarten coordinators, including defining the expertise and time commitment required to benefit families, districts and the prekindergarten system

Vermont's Quality Standard Checklist ([NIEER](#), 2023)

Policy	Requirement	Benchmark	Meets Benchmark?
Early Learning & Development Standards Benchmark	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum Supports Benchmark	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher Degree Benchmark	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	BA	<input type="checkbox"/>
Teacher Specialized Training Benchmark	ECE, CD, Elem. Ed. with ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant Teacher Degree Benchmark	HSD	CDA or equivalent	<input type="checkbox"/>
Staff Professional Development Benchmark	6 credit hours/5 years (teachers); 15 hours/year (assistants); PD plans; Coaching (public and some nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum Class Size Benchmark	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff to Child Ratio Benchmark	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & Referral Benchmark	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous Quality Improvement System Benchmark	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

TIMELINE OF PEIC ACTIVITIES 2024



WORKGROUP MEETING ACTIVITIES

CAPACITY & FUNDING WORKGROUP

Feb 20

- Define what's best for children
- Identify components of capacity
- Brainstorm survey ideas

March 19

- Review data on capacity & demand (CDD UPK program data, AOE TSG data, BBF's inventory of data)

April 16

- Discuss possibilities to calculate capacity & demand
- Review of info on length of day pk-2

May 21

- Discuss costs associated w/ prek & review available info
- Discuss length of day recommendations

June 18

- Introduce CDD cost of care analysis
- Draft survey questions

PROGRAM QUALITY WORKGROUP

Feb 23

- Define what's best for children
- Discuss benchmarks for quality

March 18

- NIEER on national benchmarks
- AOE on quality monitoring
- CDD on quality monitoring

April 15

- Discuss prek special education
- Review Program Quality Matrix

May 20

- Refine Program Quality Matrix
- Discuss prelim recommendations

June 17

- Teacher preparation experts

SYSTEM-LEVEL WORKGROUP

Feb 9

- Define what's best for children
- Identify stakeholder groups & questions

March 8

- Draft interview protocol
- Collect feedback from stakeholders

April 12

- Review stakeholder feedback

May 10

- Review stakeholder feedback
- Review system-level roles & responsibilities

June 14

- Review themes across stakeholder feedback
- Discuss prek in border regions