

PEIC Straw Poll Results, 11.1.24

Summary

Responses

- 17/18 committee members

Expanding Access

- Most (12) responded that the report should recommend that 3yos keep the 10-hour prek benefit. The remaining (5) were undecided and suggested discussing the topic further.
- Responses were split on whether it's feasible for all school districts to implement full school day, full school year access for 4yos by the deadline. (No = 8; Yes = 6; Unsure/Undecided = 3.)
- If the report offers alternatives to full implementation, the majority of respondents recommend extending the deadline (14), providing incremental additional financial support to districts that offer more than 350 hours (11), and allowing school districts to choose if they will expand beyond 350 hours (10).

Benchmarks

- Most (12) responded that the report should recommend NIEER's benchmark for lead teacher (at least Bachelors). No/Undecided responses (5) cited concerns about negative impact on workforce capacity.
- Responses were split on the report recommending NIEER's benchmark for assistant teachers among Undecided (8), Yes (6), and No (3). Undecided all stated that teacher credential is priority over assistant teacher.
- Almost all (15) responded that the report should recommend NIEER's benchmark for PD (all teachers get 15 hours annual in-service training + coaching/similar support) and 2 were undecided.

System Oversight & Coordination

- Mixed responses on system oversight. Just over half (9) recommend enhancing collaboration & coordination + reducing redundancies across AOE & CDD. All others received 6 or fewer votes.
- Mixed responses on role of regional prek coordinators. Around half of respondents recommended identifying strategies to promote utilization of the role (9), clarifying requirements (8). A group (5) wrote in the suggestion of deciding at the local level.

Financing

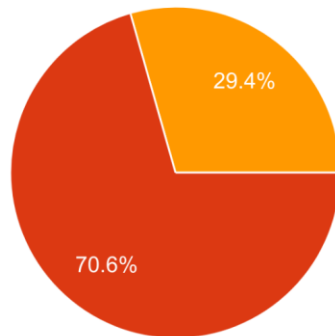
- Majority (17) agreed that we should recommend increasing the ADM to at least 1.0. 1 was undecided.
- Most (10) recommend updating the funding formula. The group of Nos (4) recommended including funding in future of education conversations. 3 unsure/undecided.

Quick Analysis of Individual Questions:

Expanding Access

Should the report recommend transitioning 3-year-olds out of the 10-hour prekindergarten benefit into child care and early education?

17 responses



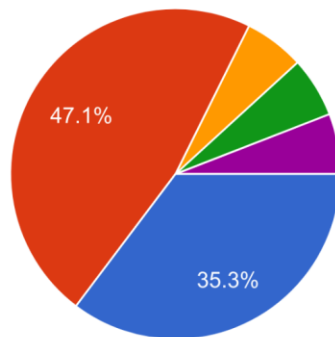
- Yes. The report should recommend that 3-year-olds transition out of the 10-hour prekindergarten benefit into child care and early education.
- No. Instead, the report should recommend that 3-year-olds keep 10-hour prekindergarten benefit.
- Undecided

Why did you choose that response?

- **No** (12): Existing system works, developmental benefits, early detection, research-based outcomes, stakeholders want this, importance of & impact on mixed-delivery, inclusive classrooms, financial need
- **Undecided** (5): Question is nuanced and requires additional discussion

Do you believe that it's feasible for all school districts implement full school day, full school year access for all 4-year-olds (by directly offering and/or through contracts) by July 1, 2026?

17 responses



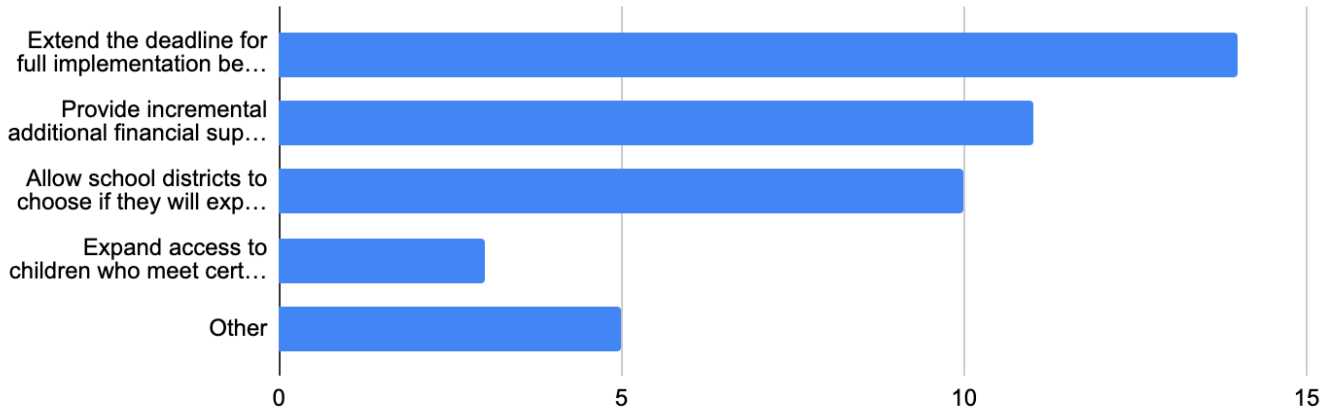
- Yes
- No
- Undecided
- unsure
- I don't understand why or how if they aren't even doing full day full time for Kindergarten! Otherwise yes they should, to both 4&5s!

Why did you choose that response?

- **No** (8): Insufficient infrastructure and funding, lack of qualified workforce, issues w/ transportation, time of uncertainty, lack of understanding of readiness for developmental & partnership needs, lack of data
- **Yes** (6): SDs should decide & manage oversight, align with school construction task force & state aid for construction, partnerships w/ private providers
- **Unsure/Undecided** (3): Budget constraints and financial unknowns

If the report recommends alternatives to full implementation by July 1 2026, which of the following should be included? Check all that apply.

17 responses



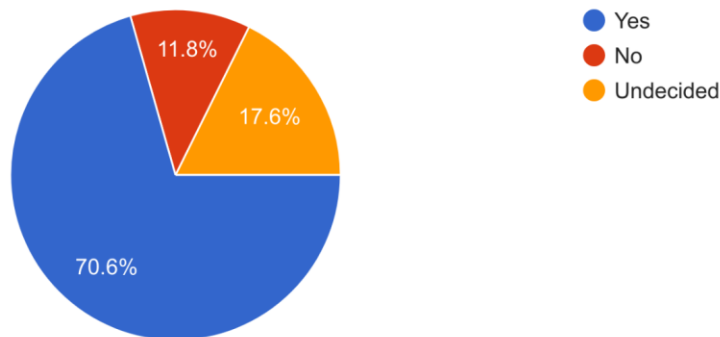
Other recommendations for alternatives to full implementation:

- Add new deadlines if implementation is extended (5)

Benchmarks for High Quality Prek

To meet NIEER's benchmarks, all lead prek teachers must have at least a bachelor's degree. Should the report recommend that Vermont set this bench...s in public school and community-based settings?

17 responses

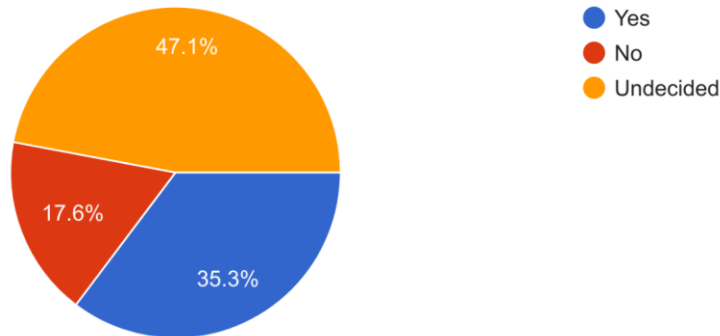


What additional recommendations would be necessary to support a successful transition to all prek teachers having a bachelor's degree?

- **Yes** (12): Realistic timeline based on research, pathways for existing staff/programs, robust supports (affordable, accessible, accelerated), BA accompanied by specialized knowledge in ECE, support & alternative routes to AOE licensure, inclusive of FCCH, waivers & provisional licenses, increase in compensation, AOE oversight, Joint agency oversight
- **No** (3): Concerns about negative impacts to current capacity
- **Undecided/Unknown** (2): Concerns about negative impacts to current capacity, more analysis needed

To meet NIEER's benchmarks, assistant prek teachers must hold a CDA or have equivalent preparation based on coursework. Should the report...et this benchmark for all assistant prek teachers?

17 responses

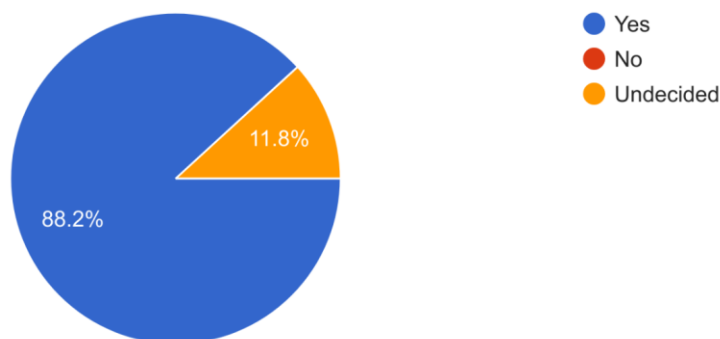


What additional recommendations would be necessary to support a successful transition to all assistant prek teachers holding a CDA or equivalent?

- **Undecided** (8): Lead teacher credential is priority over assistant teacher (6), understand/recognize impact of workforce crisis (2)
- **Yes** (6): Support, time, resources, transition planning, pay parity, free, accelerated programs, credit for experience & prior training
- **No** (3): Concerns about negative impacts to current capacity; CDA is insufficient & should align w/ ECE as a Recognized Profession

To meet NIEER's benchmarks, lead and assistant teachers in every prek classroom must have at least 15 hours of annual in-service training, as we...benchmark for prek staff professional development?

17 responses



What additional recommendations would be necessary to support a successful transition to all prek teachers meeting these PD requirements?

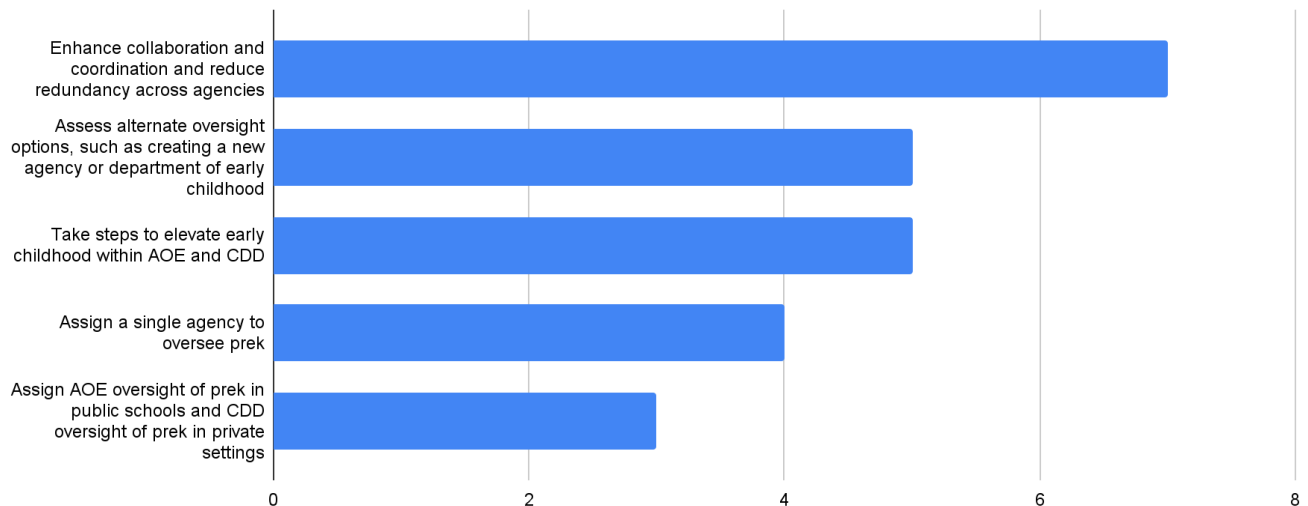
- **Yes** (15): Define/prioritize what qualifies as coaching/mentoring, define what qualifies for 15 hours, already a CDD requirement & state investment, make PD free/accessible to all, link BFIS & AOE PD systems

- **Undecided (2):** 15 annually might not be best PD benchmark, need to define coaching & significant additional resources dedicated to this coaching built into both ADM and “tuition” for partners

System Oversight & Coordination

What recommendations should the report make to improve oversight of the prek system? Check all that apply.

17 responses

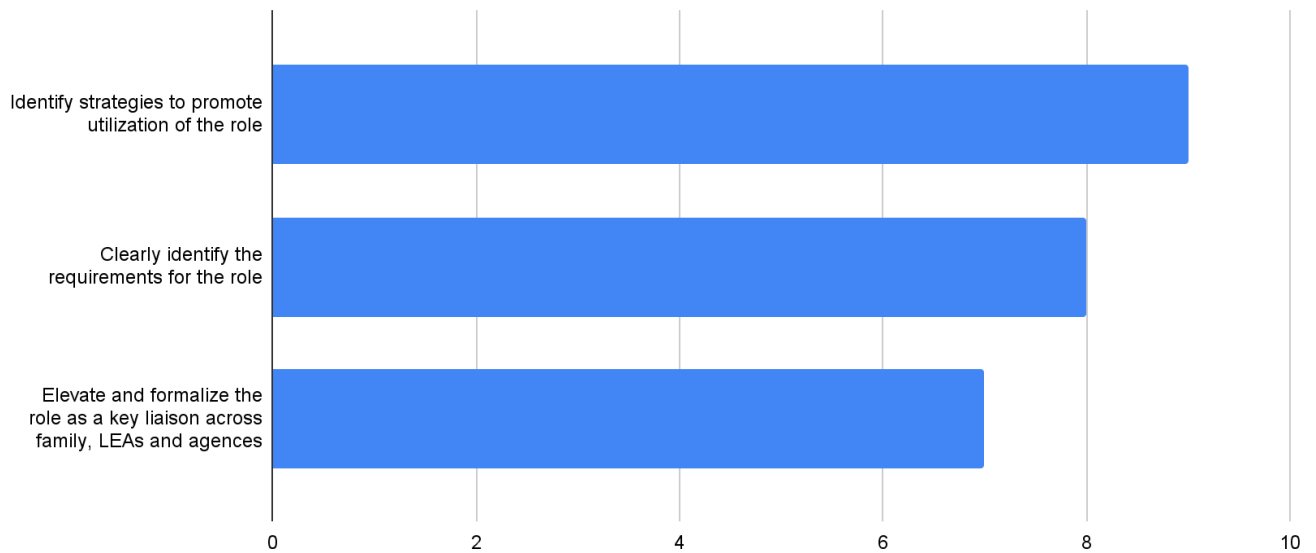


What other recommendations related to prek oversight should the report include?

- AOE should have oversight of prek/public education funding (3)
- Separate EC entity, following guidance of 2022 Vermont Child Care and Early Education Systems Analysis (2)
- AOE & CDD need incentives to be accountable to shared goals, collaboration & standards for developmentally-appropriate practice (2)

What recommendations should the report make related to the role of regional prekindergarten coordinators?

17 responses



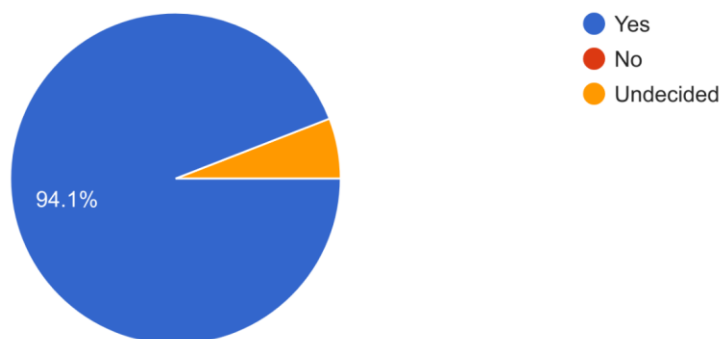
Other recommendations related to the role of regional prek coordinators:

- Decide at the local level (5)
- Prek coords should be responsible for creating and monitoring a CQI plan for their districts' implementation (1)

Financing

Should the report recommend increasing the prekindergarten pupil weight to at least 1.0 ADM if providing full school day, full school year prek?

17 responses



Why did you choose that response?

- **Yes (15):** Youngest students are the costliest to educate (9), Should be aligned with K-1 (3), Some districts already fund this locally (2)
- **Undecided:** Need to understand impact on school financing picture overall (1)

Why did you choose that response?

- **Yes** (10): Formula has not kept up with rising costs, cost drivers have changed; below market rate, unsustainable for private & public providers; current methods haven't been reviewed in 10 years
- **No** (4): This should be included in/respond to conversations re: future of education funding
- **Unsure/Undecided** (3): Don't understand question/current formula

What other recommendations related to financing should the report include?

- Consider economies of scale (existing school facilities & workforce) (2)
- Need more info/better understanding of funding streams (2)
- Supporting data capacity at AOE, AHS, and BBF (1)

Additional Considerations

What recommendations related to additional recommendations should the report include (12 respondents)?

- Minimum hours
 - Full time prek hours/practices should align w/ kindergarten (5)
 - Allow variation by district (1)
- Adjacent State Prek
 - Create UPK partnerships/contracts to serve children across state lines, just like schools
- I think we need to be really careful about the statement it's only small # of students because they're all important, but maybe writing this as equal opportunities for all VTs students? I see the possibilities that this could be a point where coaching, directed funding, and business incentives could bring preschools to the VT side (and maybe increase Inf/Tod spaces too)
- Funding
 - Education funds should stay in Vermont, unless there is a specific contract or interstate district that has been created (3)

- Any new public school construction aid program should include bonuses for prek classrooms (1)
 - Better facilities to accommodate PreK (1)
- Special Education Services
 - Highlight & fund pilot programs that deliver special education services regionally (beyond district borders)
 - Update special education rules to support Part C transition challenges
 - Clarify that all 3-5 yos w/ special needs must be accommodated by the system
 - LEAs continue to work to support 3yo who need special education services (2)
 - Reflect concerns about serving more students due to expanded access
- Work closely with the Commission of Future of Education (3)