

Matrix of Stakeholder Groups & Interview Questions

Commented [1]: Updated based on our 3/9 meeting conversation to include additional prompts and Considerations

Stakeholders	School System-based Stakeholders	State Agencies	Other Partners	Families
Group Info:	School-based prek teachers (Colin) Superintendents, School Boards, Principals (Jeff) UPK Coordinators (Becca) Community-based programs (?)	AOE, CDD (Janet)	Head Start Directors (Renee) Regional Head Start Office (Renee)	PEIC family members Head Start families (Renee)
Value Needs	<i>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?</i>	<i>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?</i>	<i>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?</i>	(Share overview of what may change and what may stay the same as we evolve into a prek4 system.) <i>What should we think about as we plan for this moving forward? What will be important for you to know and understand?</i>
Practical Needs	<i>What will this look like practically? What information, resources and support will we need? What tools already exist?</i>	<i>What will this look like practically? What information, resources and support will we need? What tools already exist?</i>	<i>What will this look like practically? What information, resources and support will we need? What tools already exist?</i>	<i>How will this impact your experience day-to-day? What support could help you navigate it?</i>
Legal Needs	<i>What legal implications must be considered?</i>	<i>What legal implications must be considered?</i>	<i>What legal implications must be considered?</i>	
System Oversight	<i>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?</i>	<i>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?</i>	<i>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?</i>	<i>What should we consider as we think about system oversight? How might families experience this? What might change and what might stay the same?</i>
Transitioning 3-year-olds	<i>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?</i>	<i>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</i>	<i>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</i>	<i>How might this impact family experiences and choices? What should we be thinking about to support families?</i>

	<i>What changes will be necessary? What will stay the same? What impacts can we imagine?</i>	<i>changes will be necessary? What will stay the same? What impacts can we imagine?</i>	<i>changes will be necessary? What will stay the same? What impacts can we imagine?</i>	
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State Agency Stakeholder Feedback

Group: Interviewer: Date:	CDD & AOE Leaders Janet
Value Needs	<p>“Mixed Delivery” system</p> <ul style="list-style-type: none"> ● Recognized as national best practice to maximize Access for families and maximize funding streams (recent joint letter from federal HHS and ED) ● Supports variety of family needs – some need full-day, full-year programs; some want part-day programs; multiple children; availability/access in rural areas ● Limiting income-drive stratification of program options <p>Developmentally-Appropriate Practice – national best practice for teaching aligned with developmental needs of young children</p> <ul style="list-style-type: none"> ● not “pushing down” academics inappropriately ● allowing for 3s and 4s to be together when possible ● recognizes that some 4s need naps ● recognizes wide-range of development for children in this age group ● recognized strength of diversity in classrooms (children from all different backgrounds) <p>Other PreK specific best practices (NIERR as key source):</p> <ul style="list-style-type: none"> ● Two years of PreK before K is better than one ● Dosage - 10 hours/week to full-school-day <ul style="list-style-type: none"> ○ Is there middle option? ○ Options for choices by districts, programs, families? ● Program Quality Standards <ul style="list-style-type: none"> ○ Current system set to prioritize “universal access”, while building towards those quality standards.

	<ul style="list-style-type: none"> ○ How to strengthen pipeline of qualified educators, how to establish PD/coaching systems <p>Financially responsible funding plan</p> <ul style="list-style-type: none"> ● Need to consider one-time costs for facilities/transition support as well as ongoing costs of PreK4 ● Need to consider in context of Education Fund pressures and conversations related to potential Educational delivery and financing reform ● How to align practice with K-12 and also understand/assess costs? <p>Health/strength of early childhood education and afterschool programs overall</p> <ul style="list-style-type: none"> ● UPK has supported both quality and capacity of community-based ECE programs ● How to support those ECE programs through transitions (esp in more 4yos served directly by schools, or school more selective of their partners) and not negatively impact program quality and financial stability (and thus children served by those programs)
Practical Needs	<p>Consistent and coherent financial model</p> <ul style="list-style-type: none"> ● Appropriate ADM for PreK students in full-day programs ● Appropriate PreK tuition from LEAs to PreK partner programs <p>Consistency for UPK Partner Programs</p> <ul style="list-style-type: none"> ● Often work with multiple SUs/SDs ● Different applications, contracts, attendance, training, invoicing needs can be tricky for partner programs <p>Clearly defined roles for LEAs</p> <ul style="list-style-type: none"> ● Administration, oversight, support for partners and families, transition to K, special education ● UPK Coordinator Role (often on Regional basis) appears to be very valuable <p>Clearly defined roles for State staff – both AOE and CDD teams</p> <ul style="list-style-type: none"> ● Prequalification? ● Monitoring? ● TA/Support to SU/SDs? ● TA/Support to specific Programs? <p>Background checks</p> <ul style="list-style-type: none"> ● Would these changes impact this in PreK settings?
Legal Needs	<p>IDEA Part B – Early Childhood Special Education transitions to LEA responsibility at a child’s third birthday</p> <ul style="list-style-type: none"> ● Need to still be able to offer ECSE to 3yos in Least Restrictive Environment (best case is usually “regular” classroom in program they regularly attend) ● Need to do Child Find to identify 3yos at risk

	<p>Alignment with State Board of Education rules with a new “PreK 4” grade</p> <ul style="list-style-type: none"> ● Educational Quality Standards systems don’t include PreK right now ● School Accountability system doesn’t include PreK now ● Truancy – if an enrolled 4yo doesn’t attend, are they truant? ● Transportation – what is required both public and contracted settings? <p>Ability to ensure safety of young children</p> <ul style="list-style-type: none"> ● Right now, Child Care Licensing licenses public school PreK facilities as well as community-based programs (classrooms + playgrounds) ● Licensing also mandates group size/ratios <p>Ability to ensure PreK 4 meeting academic standards (built int State Rules)</p> <ul style="list-style-type: none"> ● UPK mandates use of VELs (aligns with Common Core) ● Twice-yearly individual student assessments through TS GOLD (right now districts have choices on what tools to use for assessments on other grades) <p>How to align Afterschool and Summer practices/policies/programs</p> <ul style="list-style-type: none"> ● Afterschool/Summer programs currently have different rules policies for 4yos than programs that serve school-agers (generally defined as having started kindergarten) <ul style="list-style-type: none"> ○ Ratios/group size ○ Exemption from child care licensing requirements <p>Partnership with the Head Start programs (which provide full-family, wrap-around services to some of highest-need Vermont families in addition to UPK now)</p> <ul style="list-style-type: none"> ● How to ensure those families still get HS-level of support
<p>System Oversight: <i>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?</i></p>	
<p>Transitioning 3-year-olds: <i>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?</i></p>	

School-system Based Stakeholder Feedback

<p>Group: Superintendents Interviewer: Jeff Date:</p>	
<p>Value Needs: <i>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?</i></p>	[Interview responses]
<p>Practical Needs: <i>What will this look like practically? What info, resources and support will we need? What tools already exist?</i></p>	
<p>Legal Needs: <i>What legal implications must be considered?</i></p>	
<p>System Oversight <i>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?</i></p>	
<p>Transitioning 3yos: <i>What should we consider as we think about transitioning 3yos out of the 10-hour prek benefit? What will this mean for us? What changes will be necessary?</i></p>	

What will stay the same? What impacts can we imagine?	
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School-system Based Stakeholder Feedback	
Group: Prek Teachers Interviewer: Colin Date::	
Value Needs: <i>What should we think about in order to evolve into a prek4 system?</i> <i>What will this mean for families?</i> <i>What might change and what might stay the same?</i>	[Interview responses]
Practical Needs: <i>What will this look like practically?</i> <i>What info, resources and support will we need?</i> <i>What tools already exist?</i>	
Legal Needs: <i>What legal implications must be considered?</i>	
System Oversight <i>What might a system change mean for families?</i> <i>How might they experience it?</i> <i>What support</i> <i>What might change and what will stay the same?</i>	
Transitioning 3yos:	

<p><i>What should we consider as we think about transitioning 3yos 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?</i></p>	
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<h2>School-system Based Stakeholder Feedback</h2>	
<p>Group: Interviewer: Date::</p>	<p>UPK Coordinators Becca 4/9/24 monthly meeting</p>
<p>Value Needs: <i>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?</i></p>	<p>[Interview responses]</p>
<p>Practical Needs: <i>What will this look like practically? What info, resources and support will we need? What tools already exist?</i></p>	
<p>Legal Needs: <i>What legal implications must be considered?</i></p>	
<p>System Oversight <i>What should we consider as we think about system oversight?</i></p>	

<p><i>What will this mean for us? What might change and what might stay the same?</i></p>	
<p>Transitioning 3yos: <i>What should we consider as we think about transitioning 3yos 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?</i></p>	

<h2 style="margin: 0;">Other Partner Stakeholder Feedback</h2>	
<p style="text-align: right;">Group: Interviewer: Date:</p>	<p>Head Start Directors/Regional Head Start Office Renee</p>
<p>Value Needs: <i>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?</i></p>	<p>[Interview responses]</p>
<p>Practical Needs: <i>What will this look like practically? What info, resources and support will we need? What tools already exist?</i></p>	
<p>Legal Needs:</p>	

<p><i>What legal implications must be considered?</i></p>	
<p>System Oversight <i>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?</i></p>	
<p>Transitioning 3yos: <i>What should we consider as we think about transitioning 3yos 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?</i></p>	

<h2 style="margin: 0;">Family Stakeholder Feedback</h2>	
<p style="text-align: right;">Group: Interviewer: Date:</p>	<p>Head Start Families Renee</p>
<p>Value Needs: (Share overview of what may change and what may stay the same as we evolve into a prek4 system.) <i>What should we think about as we plan for this moving forward? What will be important for you to know and understand?</i></p>	<p>[Interview responses]</p>

<p>Practical Needs: <i>How will this impact your experience day-to-day? What support could help you navigate it?</i></p>	
<p>Legal Needs: <i>N/A</i></p>	
<p>System Oversight <i>What should we consider as we think about system oversight? How might families experience this? What might change and what might stay the same?</i></p>	
<p>Transitioning 3yos: <i>How might this impact family experiences and choices? What should we be thinking about to support families?</i></p>	