

Report to the Vermont Legislature



Implementation of Prekindergarten Education in Accordance with Vermont's Act 62



January 2010



**Report to
The Vermont Legislature**

**One Time Report
Publicly Funded Prekindergarten Education**

**In Accordance with H. 534
Act 62. Sec.10 (2007)**

**Submitted to: Senate Education
House Education**

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This report on the implementation of prekindergarten education in accordance with Vermont's Act 62 of 2007 is respectfully submitted as per the provisions of the act.

The full impacts of Act 62 are still unfolding. Responses to the required elements of the report are not as complete due to the relatively short time between adoption of the Prekindergarten Rules (July 2008) and the due date of this report. Act 132, an amendment to Act 62, imposed delays in the implementation of the child progress reporting. Since programs are just beginning to collect these data, they will only be available in December 2010.

At the conclusion of this report, we present our joint recommendations for enhancing prekindergarten education, and we look forward to the opportunity to discuss these further.

We recognize that early learning experiences leave lasting impressions in terms of children's intellectual and social-emotional development, and that it is in our state's best interest to ensure that these first impressions are positive. Toward this end, we believe that Act 62 is working to improve the quality of these early experiences.

Sincerely,



Armando Vilaseca, Commissioner
Vermont Department of Education



Stephen R. Dale, Commissioner
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Executive Summary

Vermont schools have operated voluntary early education programs, primarily to at risk children, since the 1980s. Prior to the 2007 enactment of Act 62 which codified this long-standing practice, approximately 150 town school districts offered some form of publicly funded prekindergarten education.

The purpose of Act 62 is to ensure access to quality prekindergarten (pre-K) education programs, promote partnerships between school districts and qualified private programs, require community input prior to establishing or expanding programs, and offer children and their families greater access to early learning experiences.

Act 62 also required a written report from the Department of Education (DOE) and Department for Children and Families commissioners to the House and Senate Committees on Education in January 2010 that included information on:

- Enrollment and costs,
- How districts were managing the “cap” on enrollment,
- A description of programs’ ability to meet the quality standards, and
- Impacts on children’s development.

Act 132, a technical corrections bill passed in 2008, amended the implementation dates of some requirements. Because of this accommodation, this document cannot report on child outcomes because the annual child development assessments are only beginning to be used for children enrolled this school year.

The number of children enrolled in publically funded pre-K programs was increasing prior to Act 62 and continued after its enactment. However, there has not been an increase in the number of town school districts counting pre-K children in their school census used to calculate Average Daily Membership (ADM) since Act 62 took effect. While a few new school districts began counting pre-K children, a few stopped doing so, citing budget constraints. Nevertheless, the number of children enrolled in pre-K programs has increased.

Prekindergarten education looks differently across Vermont. There exist various types of programs using different curricula and different philosophical approaches. In some cases, there are partnerships with Head Start programs in which a school-funded Essential Early Education (EEE) teacher and a Head Start-funded teacher work side by side. In others, children attend a home-based family child care program or a center-based child care program. And in other cases, children attend a prekindergarten program in the elementary school that is operated by the school district. Despite the different “looks” of prekindergarten education, all qualified programs must meet basically the same program and staff qualifications, and ensure that their programs align with Vermont’s Early Learning Standards (VELS). Act 62 allows for continuing this local determination of which model(s) work best for local children and families, and providers.

Partnerships are a key product of Act 62’s intent. Of the 53 supervisory unions offering pre-K education, more than half (33) contract with private providers, and 22 collaborate with Head Start. The vast majority of these partnerships existed before Act 62. Thirty of the districts that partner with private providers also offer a school-operated program. Of the total of 80 partners collaborating with school districts, 84 percent are center-based child care centers or preschools;

16 percent are home-based family providers. All pre-K programs, regardless of type of program, must meet the same program quality standards.

There is a great deal of variation in the terms of school-provider, and school-Head Start agreements and contracts. School districts negotiate contracts with their partners based on available resources. Most negotiate a per-child amount as compensation; however, the range of per-child payments providers receive for providing pre-K is enormous. Some school districts that provide the required licensed early childhood teacher also pay a per-child amount, others pay a lump sum, and some do not provide monetary compensation.

Act 62 requires all programs to gather information on children's developmental progress using one of two approved assessment tools; the Creative Curriculum Developmental Continuum (CCDC) or the Work Sampling System (WSS). Since Act 132 delayed the requirement for reporting on children's progress by a year, pre-K programs are just now in their first year of collecting data. A report on these data will not be available until the fall.

It is clear that Education Fund expenditures supporting publicly funded prekindergarten education have risen over the past few years. The magnitude of that increase is difficult to specify since reporting requirements have changed during that period. It is certain that a number of other funding sources contribute to the overall costs of providing a quality pre-K program, including federal Head Start funds, Child Care Financial Assistance, the Early Education Initiative (EEI), and private and foundation funds.

The limit or "cap" on enrollment does not appear to be a significant limitation at this time. Available data indicate that the vast majority of school districts (191) counting Pre-K children did not exceed their "cap."

Recommendations from the Commissioners include:

- "Stay the course" on implementation.
- Use adjustments in rules and regulations to address any early concerns.
- Allow school districts, community partners, agencies more time to become established, report accurate data and fully assess how well the intent of Act 62 as enacted and amended has been met.
- Gather information from families about their experiences with publicly funded pre-K programs.
- DCF and DOE should continue to collaboratively administer publicly funded Pre-K implementation, committing lead staff from both departments to guide and support emerging programs and partnerships.
- Continue the Pre-K ADM caps until there is more evidence that the caps are adversely affecting children, families, providers and town school districts.
- Strengthen the requirement for a Community Needs Assessment required in Act 62 when school districts seek to establish or expand publicly funded prekindergarten education. We suggest amending the prekindergarten rules to meet this objective.

- Provide the Legislature with a report of the effects of publicly funded prekindergarten education on children's developmental progress in January 2011.
- Continue to explore how different funding streams can be utilized more effectively to support Pre-K partnerships and services. Provide the Legislature with an update on the cost of prekindergarten education to the Education Fund, Pre-K enrollments and funding in January 2011.
- Provide the Legislature with an update on the cost of prekindergarten education to the Education Fund, and Pre-K enrollments in January 2011.
- Establish a strong public-private partnership to provide targeted technical assistance to districts and community partners working on implementation in communities.

Report to the Vermont Legislature: Implementation of Prekindergarten Education - Act 62

PART I – Act 62 and Related Policies

Early Policies Supporting Prekindergarten Education

Prior to the enactment of Act 62 in 2007 which established publicly funded prekindergarten education for children ages 3 to 5, the Legislature had passed various laws that supported early education. In Act 68 of 1987, it authorized school districts to provide early education on a voluntary basis, and established a grant program to support early education programs run by school districts, public agencies, or privately run businesses. Act 68 also mandated that starting in 1991, all children ages 3 through 5 with disabilities were entitled to receive Essential Early Education (EEE) services. Concomitantly, the State Board of Education adopted rules enabling school districts to include young children receiving early education in the weighted pupil count under the foundation formula, the school funding method at that time. The public funding provided opportunities for districts to establish inclusive classes for young children receiving EEE services, and for districts to develop collaborative programs with Head Start and private providers. When Act 60 became law in 1997, it continued the policy of allowing school districts to include prekindergarten children in the school census and “average daily membership” on a prorated basis. By 2006, children from approximately 150 towns had access to some form of publicly funded prekindergarten education.

Prekindergarten Education Study Committee and H.534

In 2006 the General Assembly created the Prekindergarten Education Study Committee in Act 186. The committee was charged to gather information regarding the current implementation of prekindergarten education throughout the state, research the impact of early education and recommend whether prekindergarten education should be publicly funded and if so, how. This bipartisan committee was chaired by Rep. Kilmartin and included representatives from both chambers. The committee met six times during the summer and fall of 2006. Members heard hours of public testimony, reviewed the research literature as well as survey data and case studies of prekindergarten programs in Vermont, and held a public hearing on Vermont Interactive Television.

The committee’s findings and recommendations were summarized in the committee’s February 2007 report entitled, *Early Childhood Nurture and Development in Enriched Education Settings*. The committee concluded that public funding should continue to support prekindergarten education, and that the preferred delivery model for prekindergarten education is one in which schools partner with qualified private providers. Most of the committee’s recommendations were included in H.534, a bill on prekindergarten education, which passed both chambers of the legislature and was signed into law by Governor Douglas in June 2007. H.534 became Act 62.

Act 62, A Law Related to Prekindergarten Education

Act 62 codified what had been a long-standing practice some school districts used of including 3- and 4-year-olds in their average daily membership (ADM) in order to provide publicly funded prekindergarten education. However, its provisions sought to ensure that *quality* prekindergarten education was implemented in a more consistent and equitable manner across the state. It

authorized the commissioner of the Department of Education (DOE) and the commissioner of the Department for Children and Families (DCF) to jointly implement Act 62.

The key provisions of Act 62 are:

- (1) a reaffirmation that prekindergarten education remains *voluntary*. School districts are *not required* to provide prekindergarten education, and children are *not required* to attend.
- (2) the establishment of a cap for the number of children a school district can count (section 6),
- (3) the promotion of partnerships between school districts and qualified private programs (section 1),
- (4) the requirement of a community discussion and needs assessment prior to a district establishing prekindergarten education or expanding current prekindergarten programs (section 3),
- (5) flexibility for families to request enrolling their children in qualified prekindergarten programs inside and outside of the school district in which they live (section 3), and
- (6) the requirement that the commissioner of Education and the commissioner for Children and Families jointly develop rules to govern prekindergarten education.

Act 62 also stipulated that the commissioners submit a written report to the House and Senate Committees on Education in January 2010. The information required included: (1) enrollments and costs of prekindergarten education, (2) breakdown of which methods school districts were using to adhere to the limitations on enrollment (i.e., the cap), (3) description of prekindergarten programs' ability to meet the quality standards pertaining to program quality and educator licensure, and (4) impacts of prekindergarten education on children's development. Additionally, it requested the commissioners to recommend any changes to the cap and provide an analysis of the effect of prekindergarten education on the child care subsidy program.

Prekindergarten Rules

During the summer and fall of 2007, the commissioners of DOE and DCF and their staff worked together to develop rules to regulate the implementation of prekindergarten education in Vermont. The development of these rules began with a meeting of representatives from both agencies and a large group of stakeholders in the fall of 2007. These stakeholders represented child care centers, school districts and supervisory unions, advocates and state associations. This group was instrumental in providing input throughout the writing of the prekindergarten rules.

A draft of the prekindergarten rules was presented to the State Board of Education in November of 2007 and the Interagency Committee for Administrative Rules the following month. The public was invited to comment on the draft rules from January 21 through February 29, 2008. The final version of the rules was adopted by the State Board of Education on May 20, 2008. The Legislative Committee on Administrative Rules (LCAR) approved the rules in June of 2008. The prekindergarten education rules went into effect on July 1, 2008, as required by Act 62.

Act 132, An Amendment to Act 62

In the spring of 2008, the Legislature passed H.884, a technical corrections bill that amended Act 62 in the area of program quality standards, the effective dates of some requirements, and the

options districts have for determining their cap. H.884 is now known as Act 132. These changes are as follows:

▪ ***Program Quality Standards***

Act 62 requires prekindergarten programs to demonstrate that they meet quality standards either by being accredited by the National Association for the Education of Young Children (NAEYC), or by having at least 3 STARS in Vermont's Step Ahead Recognition System (STARS). This requirement was to take effect on July 1, 2008. Act 132 gave school districts and private early care and education providers which offered prekindergarten education on or prior to October 1, 2008, a "presumptive 3 STARS" rating until July 1, 2009. In essence, it gave established programs an additional year to complete the STARS application process and meet the required standard, or to obtain NAEYC accreditation.

In addition, DCF and DOE were charged with jointly developing regulations for STARS. The STARS rules were developed and adopted during this past fall. They went into effect on January 4, 2010.

▪ ***Effective Dates***

Act 132 delayed by one year the effective dates of two provisions in Act 62: (1) the requirement for annual child development assessments to measure progress, and (2) the terms of contract payments. These two provisions came into effect on July 1, 2009. All other Act 62 provisions came into effect on July 1, 2008 as originally stipulated. As a consequence of Act 132, child progress information will not be available in this report since programs only began implementing child development assessments this fall.

▪ ***Options for Limits on Prekindergarten ADM (Cap)***

Although there are no limits on the number of children a school district may enroll in a Pre-K program, Act 62 places limits on the number of prekindergarten children a district may report in its annual school census and include in its ADM. Act 62 provided several options districts could choose from as their caps; Act 132 clarified some of these options. The resulting options which are currently in effect are as follows:

1. ten children;
2. one plus the average annual increase or decrease in the district's first-grade ADM as counted over the last five years times the most recent first-grade ADM;
3. the total number of children who are enrolled in prekindergarten and who are eligible to enter kindergarten in the following academic year;
4. one-fifth of the total number of children in grades one-five who were included in last year's ADM; or
5. the highest number of prekindergarten children a school district counted in 2004-2005, 2005-2006, or in 2006-2007.

It should be noted that children receiving EEE services are *in addition to* the number of children allowed in the district's prekindergarten ADM cap. The cap only pertains to children who are 3 to 5 years of age and who are *not* receiving special education services.

Technical Assistance Provided to the Public on Act 62

There has been and continues to be a need for providing clear information to the various constituencies affected by Act 62: families with young children, school district representatives,

private early childhood care and education providers, Head Start directors, school board members and the general public. To fully understand Vermont's approach to providing prekindergarten education, it is necessary to understand Act 62, Act 132, the prekindergarten rules, and Acts 60 and 68 that guide the state's system of education spending and taxation.

This situation was further complicated because several towns had been providing prekindergarten education prior to Act 62 and had practices in place which conflicted with Act 62. While most people want to comply with Act 62, changing practices that are no longer allowed (e.g., private providers using district's payments without any restrictions rather than applying the funds to families' tuition payments, school districts arbitrarily taking a 30 percent cut for administrative costs from payments to private providers) has been challenging for many.

Staff from the DOE and DCF have sought to provide the technical assistance needed through various venues. After enactment of Act 62 and during the prekindergarten rulemaking process, Fact Sheets written for the three main audiences (i.e., families, private early care and education providers, and school districts) were disseminated. The *Guide to Implementing Prekindergarten Education in Accordance with Act 62* was published in February 2009 (an earlier, less complete version was published in June 2008). Staff have made numerous presentations to various audiences in order to clarify issues and answer questions. These groups include the Building Bright Futures (BBF) regional directors and councils, Head Start directors, special education directors, EEE and Early Education Initiative (EEI) coordinators, child care associations members, school administrators and school board members. Staff also respond individually to queries from providers, school personnel and families through email, face-to-face meetings and telephone.

The DOE funded training-of-trainers sessions on the required prekindergarten assessment tools, Creative Curriculum Developmental Continuum (CCDC) and the Work Sampling System (WSS). DOE staff conducted numerous CCDC and WSS trainings around the state during 2009 in order to ensure teachers in all types of programs had the knowledge and skills to use the assessment tool they choose accurately.

The capacity at the DOE and DCF for providing technical assistance, especially to act proactively and provide adequate oversight, was decreased with the elimination of an early education staff position at the DOE and turnover at DCF. Enlisting the support of advocates, BBF directors, and/or school personnel to assist in providing technical assistance is one strategy; however, it would be important to ensure that information is accurate and consistent; otherwise their assistance could confound rather than elucidate.

PART II – A Snapshot of Prekindergarten Education in Vermont

Participation in Publicly Funded Prekindergarten Education

- *Pre-K & EEE Enrollment 2003-2010*

The number of children participating in publicly funded prekindergarten education has increased 50.44 percent during the past seven years (2003-2010). While enrollment in EEE also increased during this time period, the EEE increase was about half of the increase in prekindergarten enrollment (i.e., 25.50 percent). Table 1 details the enrollment numbers for both pre-K and EEE. These numbers come from the annual October school census reports;¹ they are a “head count” and do not provide information on the length of the pre-K program.

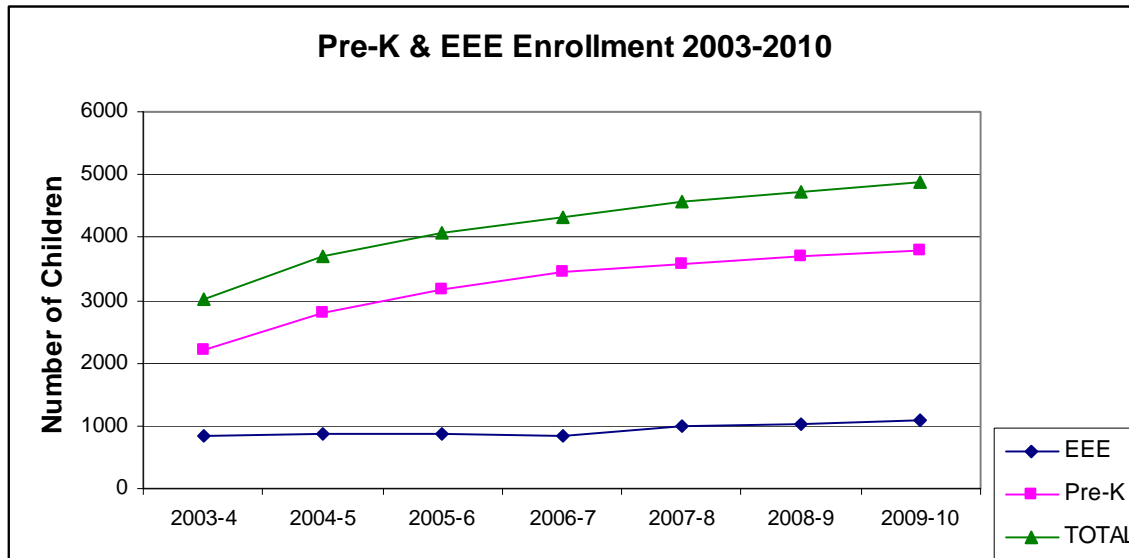
Table 1. Pre-K and EEE Enrollment 2003-2010

Year	Prekindergarten		EEE		Total	
	Number	% increase from pervious year	Number	% increase from pervious year	Number	% increase from pervious year
2003-4	2,198		829		3,027	
2004-5	2,812	21.83	886	6.43	3,698	18.14
2005-6	3,178	11.52	881	-0.57	4,059	8.89
2006-7	3,465	8.28	845	-4.26	4,310	5.82
2007-8	3,560	2.67	996	15.16	4,556	5.40
2008-9	3,690	3.52	1041	4.32	4,731	3.70
2009-10	3,789	2.61	1089	4.41	4,878	3.01
2003-10	50.44% increase		25.50% increase		44.97% increase	

Figure 1 on the following page illustrates the growth in enrollment over the past seven years. Surprisingly, the largest increase in pre-K enrollment in any single year (i.e., 621 children, an increase of nearly 22 percent) occurred from 2003-4 to 2004-5, well before Act 62 came into effect in July 2007. Since then, the increase in prekindergarten enrollment has been modest; there was a 2.7 percent increase in 2007-2008, 3.5 percent in 2008-2009, and 2.6 percent in 2009-2010. These data suggest that the enactment of Act 62 has not significantly promoted the growth of prekindergarten education, nor has Act 62 inhibited growth.

¹ It should be noted that the school census are self-reported data; as with all such data, it is reasonable to assume that there is a margin of error. As discussed in Part III of this report, a review of the ADM reports show that a few school districts have reported their school census erroneously.

Figure 1. Prekindergarten and EEE Enrollments 2003-2010



▪ ***Access to Prekindergarten Education: Towns’ Participation***

Act 62 unequivocally asserted that prekindergarten education is *voluntary*; towns decide whether to offer prekindergarten education and families decide whether or not to have their children participate. These two parts of the issue – availability of publicly funded prekindergarten and children’s enrollment – need to be considered. As discussed above, the enrollment numbers for prekindergarten education indicate that more families are choosing to have their children participate, whether in a private child care or preschool program, in a school-operated program, or in a Head Start/School collaborative program. The calculations of ADM for FY08 through FY10 confirm this increase.

Based on data collected in the 2008 – 2010 annual school census reports and which were used to calculate ADM, the enactment of Act 62 does not appear to have significantly affected the total number of towns that have opted to count prekindergarten children in their school census. ADM data are reported by “town school district”² and “city school district”. In Vermont, there are a total of 260 town and city school districts. Table 2 on the following page summarizes what these data indicate.

The picture these data present belies the transitions made during FY08 and FY10. Most of the 204 school districts that counted pre-K children in FY10 have consistently done so throughout this time period; these include the cities and towns of Burlington, South Burlington, Brattleboro, St. Johnsbury, Waterbury and Winooski.

² T. 16 §11. (10) “School district” means town school districts, union school districts, interstate school districts, city school districts, unified union districts, and incorporated school districts.

In T.16§ 421. Town School Districts

(a) A town shall constitute a school district, except that when a town contains an incorporated school district, the town school district shall consist of that part of the town not embraced within the incorporated school district.

Table 2. Number of Town School Districts Reporting Pre-K Enrollments FY08-FY10

	FY08		FY09		FY10	
	Number	%	Number	%	Number	%
<i>Reported Pre-K</i>	202	77.69	207	79.62	204	78.46
<i>Did not report Pre-K</i>	58	22.31	53	20.38	56	21.54
<i>Total</i>	260	100	260	100	260	100

Eight school districts started counting pre-K children in 2008-2009; Essex Town was the largest of these. In 2009-2010, an additional five towns began counting pre-K in their school census; Springfield was the largest of these school districts. While 13 new school districts began including pre-K children in their census in FY08 through FY10, 11 school districts that previously counted pre-K children decided to stop doing so. Of these school districts, the largest is Colchester. Although an early supporter of publicly funded prekindergarten education, the Colchester school board decided to no longer provide publicly funded prekindergarten education primarily because of budget constraints.

The ADM data for FY08-FY10 indicate that 34 school districts did not count pre-K children in any of these fiscal years. While many of these town school districts have very small populations (e.g., Maidenstone, Buel's Gore), larger communities such as Milton, Randolph and Rutland City are in this group as well. (Note: There is probably some measure of error in school census reports since these rely on accurate and complete reporting at the local level.)

The Face of Prekindergarten Education in Vermont

Prekindergarten education in Vermont looks differently across the state. In contrast to some states that establish a uniform delivery model and/or standard curriculum for prekindergarten, in Vermont there exist various types of programs using different curriculum models and different philosophical approaches. In some cases, there are partnerships with Head Start programs in which a school-funded EEE teacher and a Head Start-funded teacher work side by side. In others, children attend a home-based family child care program or a center-based child care program. And in other cases, children attend a prekindergarten program in the elementary school that is operated by the school district. Despite the different “looks” of Pre-K education, all qualified programs must meet basically the same program and staff qualifications, and ensure that their programs align with Vermont’s Early Learning Standards (VELS). Act 62 allows for continuing this local determination of which model(s) work best for local children and families, and providers. The following provides a brief description of the current status of prekindergarten education in Vermont.

▪ *Overview of Partnerships and Collaborations*

Act 62 promotes the strategy of school districts establishing partnerships with existing and qualified early care and education programs in order to provide prekindergarten education. There have been some new partnerships since the enactment of Act 62 (e.g., Springfield School District, Rutland Central Supervisory Union) and new partners have been added to existing collaborations (e.g., Heartworks now partners with Burlington School District); however, many school district or supervisory union partnerships with Head Start, center-based childcare centers and preschools, and home-based family child care programs, existed prior to 2007 (e.g.,

Burlington School District, Franklin Central Supervisory Union, Washington West Supervisory Union).

According to a survey recently conducted by the DOE, a total of 53 (or 88 percent) of all supervisory unions (SU) and city school districts³ (SD) offer publicly funded Pre-K education. Of these, 33 (62.4 percent) SUs and districts contract with private providers and/or Head Start to offer Pre-K education. Thirty of these SUs and school districts also operate their own school-based programs (n = 30 or 90%). Three school districts (i.e., Montpelier, South Burlington SD, and Springfield SD) only offer pre-K education through contracts with partners; they do not operate any of their own pre-K programs. Fewer than half (20 or 37.7 percent) of the 53 SUs and school districts that offer pre-K do not have any partnerships; they only offer pre-K through school-based or school-operated programs. Table 3 presents these data.

Table 3 Number of SUs & SDs Offering PreK through Partnerships

	N	%
Have partnerships & offer own pre-K program	30	56.6
Have partnerships & do not operate own pre-K program	3	5.7
Only offer own pre-K program; do not have partnerships	20	37.7
TOTAL number of SUs or SDs offering preK	53	

In many cases, SUs and school districts have multiple partnerships, and several private programs partnered with more than one district. The SUs or SDs that had the highest number of partnerships are clustered in the Chittenden area where the populations of children and private providers are large. Burlington SD had partnerships with 20 different programs, Chittenden South SU partnered with 16 private programs, and South Burlington SD partnered with 13 programs. Table 4 below presents the number and percentage of private early care and education providers that partner with one or more SU or SD.

Partnerships and collaborations between school districts or supervisory unions and existing community early care and education programs for providing publicly funded prekindergarten education can be grouped into two major categories: (1) contracts with private early care and education providers, and (2) collaborations with Head Start. Each of these is discussed below.

Table 4 Number & Percentage of Private Providers by Number of SU or SD Partnerships

<i>SD/SU Partners</i>	<i>Number</i>	<i>%</i>	<i>Examples</i>
1 only	45	56.25	Saxton's River Montessori, Winooski Family Center
2	20	25.00	Stepping Stones, Ellen's Sunshine Home, Y's Time
3	11	13.75	Burlington Children's Space, Heartworks
4	4	5.00	Trinity Children's Center, YMCA in Burlington
Total	80	100	

³ In this instance, "school district" is used to refer to the city school districts that have a superintendent and are not part of a supervisory union, such as Burlington SD, South Burlington SD, Milton SD.

Partners: Private Early Care and Education Providers

Supervisory unions and school districts contracted with a total of 80 private early care and education programs during the 2009-2010 academic year. Of these 80 partners, 67 (83.75 percent) were center-based programs and 13 (16.25 percent) were home-based family providers. Partners included both non-profit and for-profit organizations, although most of the center-based programs were non-profit. In terms of schedules, 56 (83.58 percent) of the center-based programs operate full-day, full-year programs while the remaining 11 (16.42 percent) are part-day programs that only operate during the academic year. In the case of home-based family child care programs, 9 (69.23 percent) operate on a full-time basis, and 4 (30.77 percent) only operate on a part-time basis.

Act 62 stipulates that all prekindergarten education programs must meet program quality standards. The standards are: (1) accreditation from the National Association for the Education of Young Children (NAEYC), or (2) four or more STARS with two points in each arena in Vermont's Step Ahead Recognition System. Programs that have at least three STARS may submit a three-year plan for meeting the standard to the DOE and DCF commissioners; if approved, they can continue to offer prekindergarten education during that three-year period. Table 5 details how these 80 partner programs have met this standard.

Table 5 Partner Pre-K Programs Meeting Program Quality Requirements

	N	%	NOTES
NAEYC	31	38.75	All but 3 of these accredited programs also hold 4 or 5 STARS
5 STARS	29	36.25	Some of these programs also have NAEYC accreditation
4 STARS	29	36.25	Some of these programs also have NAEYC accreditation
3 STARS	15	18.75	11 of these have an approved plan for obtaining standard in 3 years
Pending	1	1.25	1 program has submitted an application for STARS and it's pending
0 STARS	3	3.75	2 programs don't have NAEYC or STARS; 1 has Waldorf accreditation

Act 62 also requires that all programs providing publicly funded Pre-K education must meet specific staff qualifications. In the case of non-school operated early care and education programs, the requirements are: (1) center-based programs must have at least one licensed early childhood educator (ECE) or early childhood special educator (ECSE) on the premises during the 6-10 hours of the week that are considered the prekindergarten program, and (2) home-based family providers must either hold an ECE or ECSE license, or receive a minimum of three hours of supervision from a mentor licensed in ECE or ECSE.

A recent DOE survey found that 59 partners or 73.75 percent of all private early care and education partners employ at least one educator endorsed in ECE or ECSE. The remaining 21 partners meet this requirement in one of the following ways: (1) co-teaching with a licensed ECE or ECSE funded by the SU or SD, (2) having at least one teacher working under a provisional ECE or ECSE license, or (3) receiving three or more hours of mentoring from a licensed ECE or ECSE that is provided by the school district or by some other entity (e.g., Child Care Resource in Williston), or is arranged by the provider.

▪ ***Private Early Care & Education Partnership Contracts and Compensation***

The vast majority of partnership contracts signed by a SU or SD and an early care and education program define compensation as a per-child amount for every child included in the school census. Of the 80 partner programs, 68 (85 percent) receive a per-child amount as compensation; however, there continues to exist great variation in this per-child rate across the state. Although most of the per-child rates school districts pay to private providers fall between \$2,000 and \$3,000 per child annually, the range of payments is from \$939 to \$5,132 for the same 10 hours of prekindergarten education.

Eleven or 13.75 percent of partnership contracts stipulate that the SU or SD will provide the partner program with a teacher licensed in ECE or ECSE for 10 hours per week in order for the program to meet the staff qualifications standard. One SD and one SU provide the partner with a licensed teacher and also pay a per-child rate of \$700 or \$2,000, respectively on an annual basis. In one instance, a partner program receives a licensed teacher for 10 hours per week plus a lump payment of \$2,000. Four of these 11 contracts just provide the ECE or ECSE licensed teacher, and three contracts include professional development as well as the teacher's time. One contract with a home-based family provider stipulates that the district will provide an ECE mentor, but no financial compensation.

One contract between an SU and a private program provides a lump sum of \$8,000 and professional development for the program's staff. Ten children from that program were included in the school census. Since the amount allotted for professional development was not available, it is not possible to determine an accurate per-child rate of compensation to this particular program.

Partners: Head Start Programs

Head Start is a federally funded program designed to support the development and well-being of children living in poverty. Head Start has been providing comprehensive early education and related services (e.g., nutrition, health, dental health, family support) to young children and their families for more than 40 years. Head Start began as a part-time preschool program to serve 4-year-olds and help bolster their health and social competence. Now, all Head Start programs serve 3- and 4-year-olds, most offer a full-time, year-round program, and four serve infants, toddlers and their families through Early Head Start.

Vermont has seven regional Head Start programs across the state. Three Head Start programs cover several counties; for example Champlain Valley Head Start (CVOEO) is responsible for Franklin, Grand Isle, Chittenden and Addison counties. All of Vermont's seven Head Start programs have partnerships with at least one school district for the purpose of providing prekindergarten education. Twenty-two different supervisory unions or school districts partner with Head Start to offer 35 collaborative programs across the state.

These Head Start/school collaborative programs uniformly demonstrate a high level of program quality. Many of these 35 programs hold NAEYC accreditation and/or 4 or 5 STARS; no collaborative program has fewer than 4 STARS.

There is less consistency across the state's Head Start/school collaborative programs in terms of the ECE- or ECSE-licensed teacher requirement. Based on a recent survey DOE conducted with Head Start staff and school district staff, roughly half of the collaborative programs have an

ECE- or ECSE-licensed Head Start teacher. When this is not the case, the school district provides the licensed teacher and Head Start may provide an assistant teacher, an Early Childhood Advocate, and/or a Family Services Worker.

▪ ***Head Start Partnership Contracts and Compensation***

Whereas private early care and education programs rely on parent tuition fees, Head Start programs are federally funded. Head Start services are provided free of charge to eligible families⁴; in some cases, part-time programs may charge families for optional extended hours. Hence, the funding that Head Start partners receive is not used to offset tuition fees; rather, it is most often used to expand services from part- to full-day, enhance staff salaries, support professional development, and/or enhance program delivery.

The agreements between Head Start programs and school districts vary greatly across the state and even within the same Head Start region. A few agreements stipulate a per-child rate the school district pays for each Head Start child it counts (i.e., Burlington SD, and Windham Northwest SU); the rates range from \$2,600 to \$3,120. A few more districts agree to provide a lump sum of \$4,000 to \$10,000 rather than per-child payments, and also provide the classroom space or possibly pay for an assistant. In these cases, the licensed teacher is employed by Head Start.

Most contracts involve services rather than financial compensation. For example, the school district may provide the licensed teacher and possibly the classroom space and/or an assistant teacher, while Head Start provides a family services worker who will work with all of the children, including non-Head Start children. In one contract, the children attending Head Start go to the elementary school for art and gym classes the school district provides free of charge.

School-Operated Prekindergarten Programs

Historically, many supervisory unions and school districts began offering prekindergarten education in order to create an inclusive classroom for children from the ages of 3 to 5 with disabilities. This was a part-time classroom with low enrollment and staffed with an early childhood special educator, para-educators, and perhaps a speech and language pathologist (SLP), and/or visiting occupational or physical therapists. In order to have “typically developing peers” in these Essential Early Education (EEE) classrooms, children without disabilities from the surrounding community were invited to join the class. In these early EEE classrooms, there were often more children with disabilities than there were typically developing peers. In recent years, in order to meet the goal of ensuring children with disabilities are in truly inclusive settings, the number of typically developing children in EEE classrooms was increased, and these classrooms evolved to become pre-K programs. Although this description of the origins of school-operated prekindergarten as evolving from EEE classes does apply to all school-operated prekindergarten programs, it does apply to many school-operated programs.

School-operated prekindergarten programs are sometimes coordinated and supervised at the SU level (e.g., North Country SU, Bennington-Rutland SU) and in other cases at the school building level (e.g., Cambridge Elementary School, Dover Elementary School). There are a total of 103 school-operated prekindergarten programs. The vast majority is housed in an elementary school; but a few are located in rented space or in a middle or high school building. As stated above,

⁴ Note: eligibility is defined as 100 percent or below federal poverty guidelines.

more than half of school districts or SUs that offer pre-K programs also contract with private early care and education programs; hence, families often have an option in which type of program to enroll their children.

With the exception of two classrooms that offer prekindergarten education from 8:00 a.m. – 3:00 p.m Monday-Friday, school-operated Pre-K programs offer only part-day classes two, three, four or five days per week. In a few small schools, prekindergarten children use the kindergarten classroom after the half-day kindergarten class has left. A handful of schools offer a multiage pre-K-K classroom in which 4-year-olds join the kindergartners for the morning part of the day.

School-operated prekindergarten programs must meet the same program quality standards specified for partner early care and education programs: NAEYC accreditation or 4 STARS with two points in each arena. Table 6 provides information on the status of school-operated programs relative to these program quality standards.

Table 6 School-Operated Pre-K Programs Meeting Program Quality Requirements

	N	%	NOTES
NAEYC	14	13.59	All but 6 of these accredited programs also hold 4 or 5 STARS
5 STARS	18	17.48	Some of these programs also have NAEYC accreditation
4 STARS	40	38.83	Some of these programs also have NAEYC accreditation
3 STARS	26	25.24	24 of these have an approved plan for obtaining standard in 3 years
2 STARS	1	0.97	Working on obtaining 3 STARS
0 STARS	3	2.91	3 programs don't have STARS or NAEYC
PENDING	1	0.97	1 program has submitted an application for STARS and it's pending

In addition to meeting program quality standards, school-operated pre-K programs must also ensure that each classroom is taught by a teacher with an ECE or ECSE license. This requirement is stipulated in Act 62 as well as by Vermont’s Educator Licensing Regulations to which all public schools must adhere.

Prekindergarten Assessments to Measure Child Progress

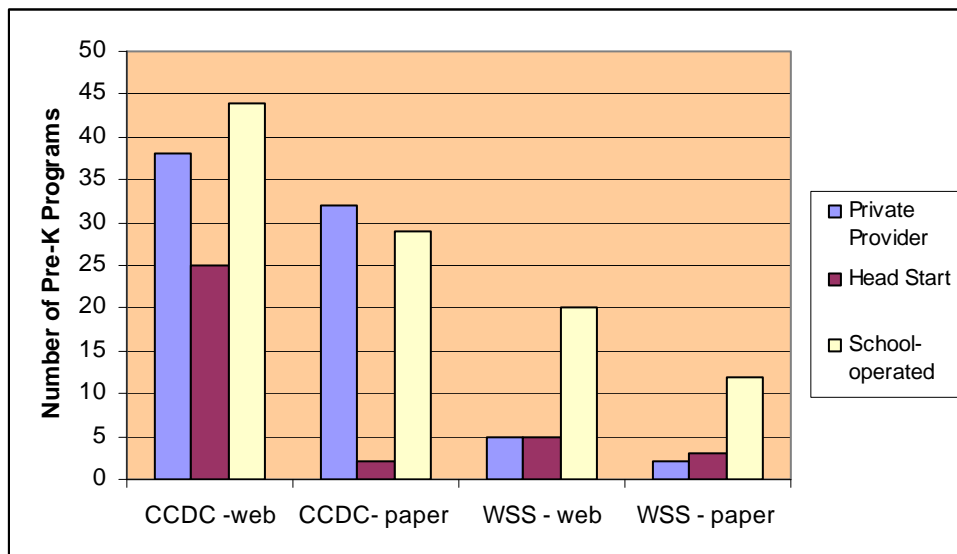
Act 62 requires all prekindergarten programs to gather information on the impacts they are having on children’s development. A committee comprising a cross-section of early childhood educators and administrators was convened in early spring of 2008 to discuss the best approach to measuring child progress. The DOE and DCF commissioners accepted the committee’s recommendation of allowing programs to choose either the Creative Curriculum Developmental Continuum (CCDC) or the Work Sampling System (WSS) for measuring child progress. Both tools are based on careful observations and documentation of young children rather than the inappropriate use of formal testing procedures. Furthermore, the results of these assessments inform planning and enable the educator to differentiate instruction.

As reported earlier, a training-of-trainers session for each assessment tool was offered in the summer of 2008. Onsite trainings on CCDC and WSS were provided during 2009 to early care and education providers, Head Start staff, Pre-K and EEE staff of school-operated programs, and any others who wished to join. Trainings were provided during weekdays, evenings and on

weekends in order to accommodate as many individuals' schedules as possible. Follow-up sessions on using the results to teach more effectively and intentionally are now being offered, as well as how to use the optional Web-based versions of CCDC or WSS.

Due to the one year delay imposed by Act 132 on measuring child progress, all pre-K programs are now in the midst of collecting their first year's data. Hence, data on prekindergarten education's impacts on children's development are not available in this report. The first set of results will be reported to the DOE on July 15, 2010. The information that is currently available is a breakdown of which prekindergarten assessment tool all pre-K programs are implementing; these data are presented in Figure 2.

Figure 2 Selection of Prekindergarten Assessments and Format by Program Type



PART III – Costs and Caps

Prekindergarten Funding Under Act 68

Pre-K funding is included in the general funding law also known as Act 68 (of 2005); Pre-K is not funded separately. Under Act 68 the portion of the school district budget (including that for Pre-K) known as education spending is paid from the state's Education Fund. Under this law the state no longer pays out block grants driven by a pupil count. Instead, it funds education spending which is that portion of the district expenditure budget that is not funded from another source. On average education spending is about 80 percent of a district's budget.

The Average Daily Membership (ADM) of a district is the main component used in the equalized pupil calculation for the district. The equalized pupil calculation is used to determine the district's homestead property tax rates (percentage of property value or percentage of household income). Once the district's education spending amount is known it is divided by the number of the district's equalized pupils to give a spending- per-pupil amount. A district's homestead tax rate will be the same percentage above the base tax rate as the district's per-pupil spending is above the base amount. The base rates and base spending amount are set each year by the Legislature.

Understanding education spending is important to the discussion of Pre-K costs because it explains some of the variation in funding for partnership agreements across districts. There is no established dollar amount attached to Pre-K children counted in a district's ADM. Each district assigns Pre-K expenditures as part of its annual budget and negotiates individual agreements and payments with community partners for the Pre-K services they deliver to district Pre-K pupils.

Education Fund Expenditures for Publicly Funded Prekindergarten Education

It is clear that expenditures supporting publicly funded prekindergarten education have risen over the past few years. The magnitude of that increase is difficult to specify since reporting requirements have changed during that period. Prior to Act 62, the distinctions between Essential Early Education (EEE) and prekindergarten spending were blurred. Table 7 details the combined expenditures and enrollments for EEE and Pre-K from 2003 - 2007.

Table 7 Combined EEE & PreK Expenditures & Enrollments

	Expenditures	Pre-K & EEE Enrollments
FY04	\$17,867,253	3,027
FY05	\$21,060,572	3,698
FY06	\$18,105,481	4,059
FY07	\$18,555,093	4,310

While the combined Pre-K and EEE expenditures increased at a steady pace throughout this period (with the notable exception of the jump in FY05), the increase in combined enrollment numbers rose at a sharper incline indicating that cost for each enrolled child actually decreased by about 27 percent over these four years.

▪ ***Prekindergarten Expenditures in FY08 and FY09***

The enactment of Act 62 required SD and SU business managers to separate EEE and Pre-K expenditures to provide more detailed reporting of Pre-K costs. The effect of the mandated changes to accounting procedures on Pre-K expenditure reports in these first two years cannot be overestimated. Some districts that did not report Pre-K expenditures in FY08 did so in FY09. Some of these districts only began to offer prekindergarten education in FY09, others may have inaccurately reported Pre-K expenditures at the elementary level in FY08. There were a number of districts that reported Pre-K expenditures in FY08 but not in FY09. The DOE will be following up with these districts as it verifies FY09 expenditures later this winter and spring. Given these inconsistencies school districts' pre-K expenditure reports are best viewed as a preliminary consideration of actual pre-K costs.

Table 8 details the combined expenditures and enrollments for EEE and Pre-K as reported by districts in 2008 and 2009.

Table 8. Pre-K Expenditures & Enrollments

	Expenditures	Pre-K Enrollments
FY08	\$8,458,454	3,560
FY09 ⁵	\$14,877,483	3,690

Taken at face value it would appear that pre-K spending and per-child costs increased dramatically over this period but given the caveats expressed above, this may not be a true picture. The increase for districts that reported pre-K expenditures for both FY08 and FY09 is 34 percent lower than the overall increase reflected for all reporting districts in Table 8. The following are some possible explanations as to the increase in expenditures:

1. A substantial, but unknown, portion of the 34 percent increase is an actual increase in pre-K spending.
2. As districts' business managers understand and become more accustomed to using the new pre-K and EEE accounting practices, they are including more expenditures in Pre-K that were not reported in Pre-K previously.
3. As pre-K spending receives more state attention, business managers spend more time identifying those costs and presumably find more.
4. The DOE special education audit team is making an effort to educate districts to include certain expenses in pre-K that were erroneously reported in special education.

The DOE is continuing to work with districts to interpret the inconsistencies in expenditure reports, detect irregularities in reporting practices, and provide clear guidance for on-going identification and reporting of Pre-K expenditures. As districts become more experienced in distinguishing and accurately reporting Pre-K expenditures, a clearer picture will emerge.

⁵ FY 09 expenditure reports are not yet final – these are in the process of being verified by the DOE
 Report to the Legislature on Prekindergarten Education
 January 31, 2010

EEE Expenditures in FY08 & FY09

Since Act 62 became effective in FY08, the EEE costs for children 3 to 5 years of age with disabilities were separated from the combined “early education” spending. Table 9 presents EEE expenditures for FY08 and FY09 by funding source. In contrast to Pre-K, EEE is funded by federal, state and local funds.

Table 9. EEE Expenditures by Funding Source

	State EEE Grant	Local Funds (Education Fund)	Federal IDEA	Miscellaneous federal, state & local*	TOTAL
FY08	\$5,124,779	\$7,917,598	\$3,539,956	\$520,271	\$17,102,604
FY09	\$5,381,635	\$9,531,794	\$3,460,741	\$410,200	\$18,784,370
Percent change	5.0%	20.4%	-2.2%	-21.2%	9.8%

*NOTE: Miscellaneous includes: federal Medicaid Reinvestment, Title I and II; and state Early Education Initiative monies.

Based on the expenditures reported to the DOE, the increase in the EEE expenditures between FY08 and FY09 is 9.8 percent. However, the distribution of that increase across funding sources is uneven. While there was a 5 percent increase in state EEE grant funds and a *decrease* of 2.2 percent in expenditures supported with federal IDEA funds, there was a 20.4 percent increase in the use of local funds for EEE. The decrease in “miscellaneous federal, state, and local funds” of 21.2 percent is notable.

Other Sources for Funding Prekindergarten Education

Prekindergarten education for 3- and 4-year-old children in Vermont is also supported by a number of interconnected funding streams including public funds from federal, state and local sources, private philanthropic dollars and parent tuition payments.

Many Vermont preschoolers participate in learning experiences that meet Act 62 standards for prekindergarten while attending federally funded Head Start programs or as part of high-quality child care experiences funded primarily by parent tuitions with some subsidies from the DCF CC Financial Assistance Program and private philanthropy.

The layered funds supporting complementary services for young children are difficult to separate and discreetly quantify. The expenditures reported by school districts under Act 62 may actually identify only part of the cost for 10 hours a week of prekindergarten services for the children counted in ADM who comprise about 27 percent of all 3- 4 year-old children in Vermont. Community providers often supplement funding from partnerships with other public and private resources. Local school systems and their community partners may also be using Title I funds, Early Education Initiative competitive grant funds or other resources to fund Pre-K services that are not part of Act 62 or EEE reporting.

Report on Act 62 ADM Caps or Limitations

Every fall, the DOE conducts a census of children enrolled in school. The school census lists enrolled children by town of residence and grade level, and, in the case of EEE and Pre-K, by the number of hours per week the child receives services if less than 10 hours. This information

provides the DOE with the enrollment numbers included in Part II of this report. In the current 2009-2010 school census, 3,789 children were reported as enrolled in pre-K and 1,089 reported as enrolled in EEE.

The results of the school census are converted to full-time equivalents and used to calculate a school district's Average Daily Membership (ADM). In the case of Pre-K and EEE, a full-time equivalent (FTE) is 10 hours; fewer hours are prorated. Act 62 stipulates that Pre-K must be at least six hours per week in order to be counted. Since EEE services are dependent upon a child's Individual Education Plan (IEP), there is no such minimum. (It should be noted that children receiving both EEE and Pre-K services are only included in the school census under "EEE" for the combined number of hours.)

The weighting of FTEs varies by grade level: Pre-K or EEE is 0.46 whereas K-Grade 6 is calculated with a weight of 1.0. A school district's ADM is based on the average of the previous two years. Hence, the effects of adding Pre-K children to the school census are not fully realized until the third year after the increased numbers. This aspect of ADM has created many misconceptions throughout the state. Specifically, there was a practice of school districts partnering with private providers or Head Start, including those children in their school census, but not compensating the provider at all in Year 1, only 50 percent in Year 2, and finally 100 percent in Year 3. This practice should not have been used since school districts may only count children to whom they provide and fund an educational program, either directly or through a contract with a partner.

In an effort to contain costs, Act 62 imposed limits or caps on how many 3-5-year-old Pre-K children a school district may include in its ADM. Initially, there were four options. Act 132 added one more option (see #4 below) and created an operational definition for the original "all 4-year-olds" option (see #3 below). The five options for setting limits currently available to school districts are:

1. ten children;
2. one plus the average annual increase or decrease in the district's first grade ADM as counted over the last five years times the most recent first grade ADM;
3. the total number of children who are enrolled in Pre-K and who are eligible to enter kindergarten in the following academic year;
4. one-fifth of the total number of children in grades 1-5 who were included in last year's ADM; or
5. the highest number of Pre-K children a school district counted in 2004-5, 2005-6, or in 2006-7.

Table 10 on the following page details the number and percentages of school districts that have chosen each option since Pre-K caps came into existence. It is important to note that only 207 of the 260 town school districts included in this table currently include prekindergarten children in their school census.

Table 10 ADM Cap Options School Districts Selected FY08-FY10

Options	FY08		FY09		FY10	
	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>
1	72	27.69	73	28.08	87	33.46
2	114	43.85	74	28.46	75	28.85
3	-	0.00	1	0.38	2	0.77
4*			78	30.00	70	26.92
5	74	28.46	34	13.08	26	10.00
Total	260		260		260	

NOTE: Option #4 in FY08 is the same as #5 in the FY09 and FY10 reporting.

There has been a steady decrease of districts opting for the highest number of children counted in the three years prior to the enactment of Act 62. Option #4, which was created in Act 132, appears to be popular. In 2009-2010, only two districts chose Option 3 which essentially allows including all children the year before they are eligible for kindergarten.

The Pre-K and EEE full-time equivalents over the three years since Act 62 became effective are presented in Table 11 along with the number of districts that exceeded caps and by how many FTEs. It should be noted that some districts failed to include all of the children they provided services to in their reports which effects the accuracy of this FTE data.

▪ *Effects of Cap on Pre-K ADM*

Act 62 established the Pre-K caps, but it also provided for a legislative review of the caps in January 2010. Since the effects of imposing a limit on the number of Pre-K children town school districts could count were unknown, the “let’s try it for three years and see” approach was taken.

Table 11. FY08 through FY10 ADM for Pre-K and EEE

	FY08 ADM	FY09 ADM	FY10 ADM
Pre-K Only	3,147.64	3,233.70	3,352.24
EEE	762.79	724.33	838.03
Total	3,910.43	3,958.03	4,190.27
<i># districts that exceeded cap</i>	20	14	16
<i>ADM losses due to cap</i>	74.38	58.95	45.12

As is evident in Table 11, in FY10 a total of 16 school districts exceeded their Pre-K cap, although the total number of FTEs lost because the cap was nominal when compared with the total number of pre-K FTEs (i.e., 1.4 percent). It is not yet clear how these 16 town school districts were impacted by providing services to more children than the cap allowed.

There is little evidence to support a perception that caps pose a barrier to children's access to prekindergarten education and impede the growth of local partnerships. The available data show that 191 town school districts that counted Pre-K children in FY10 did not exceed their cap. In fact, in many instances, Pre-K enrollment in these districts was well below caps. Based on anecdotal information received, the slow growth of prekindergarten education after the enactment of Act 62 can be attributed more to school districts' budget constraints in a difficult economic environment than to the Pre-K caps. General lack of funding limits town school districts' ability to increase their capacity to serve more children by any means (establishing or expanding partnerships and/or school operated programs).

- ***Nondiscriminatory Enrollment Practices***

Act 62 stipulated that every child residing in a town school district that has opted to offer publicly funded prekindergarten must have an equal opportunity to attend a program. If the number of applications for children seeking to enroll in publicly funded prekindergarten does not exceed the district's cap or capacity, then all of the children should be enrolled. However, when the demand for publicly funded Pre-K education exceeds a town school district's capacity - either due to its ADM cap, finances, lack of qualified private providers, limitations of space, etc. - a nondiscriminatory or "blind" method must be used to select children since all children must have an equal opportunity to be selected.

Several early education coordinators across the state have reported that their inability to prioritize which children can attend when there is limited capacity or ADM cap is the most challenging aspect of implementing Act 62. Managing the application and selection processes and informing families of whether or not their children have been selected are time consuming and not the best way to start a relationship with families. This selection process also impacts private providers since there is no assurance that all of the children from a particular school district attending a program will be eligible for publicly funded Pre-K even when a partnership exists. The time it takes to finalize which children are eligible impacts families' and private providers' ability to plan for a school year.

Part IV – Commissioners’ Recommendations

A relatively short period of time has elapsed since the enactment of Act 62. The implementation of Act 62 has had an even shorter history since the prekindergarten rules only became effective in July 2008. Some sections of these rules, such as reporting child progress, have only taken effect this current school year. Therefore, the overall recommendation of our departments is to “stay the course”, continue providing technical assistance, and gather accurate data before making any major changes to Vermont’s publicly funded Pre-K education.

We respectfully submit the following recommendations:

- Use adjustments in rules and regulations to address any early concerns.
- Allow school districts, community partners, agencies more time to become established, report accurate data and fully assess how well the intent of Act 62 as enacted and amended has been met.
- Gather information from families on their experiences with publicly funded pre-K programs.
- DCF and DOE should continue to collaboratively administer publicly funded Pre-K implementation, committing lead staff from both departments to guide and support emerging programs and partnerships.
- Continue the Pre-K ADM caps until there is more evidence that the caps are adversely affecting children, families, providers and town school districts.
- Strengthen the requirement for a community needs assessment required in Act 62 when school districts seek to establish or expand publicly funded prekindergarten education. We suggest amending the prekindergarten rules in the following ways:
 - (1) School districts would need to notify DOE and DCF before conducting a community needs assessment.
 - (2) All community needs assessments should follow a required template and process.
 - (3) The plan developed for the establishment or expansion of Pre-K should be submitted to the DOE and DCF, and posted for the public’s review for a specified period of time.
 - (4) Any objections to the proposed plan would need to be submitted to the school district, and the DCF and DOE commissioners.
 - (5) If DCF and DOE commissioners determine that a school district has not met the intent of Act 62 in establishing or expanding a Pre-K program, that district will not be allowed to count enrolled children in the ADM.
- Provide the Legislature with a report of the effects of publicly funded prekindergarten education on children’s developmental progress in January 2011.
- Continue to explore how different funding streams can be used more effectively to support Pre-K partnerships and services.
- Provide the Legislature with an update on the cost of prekindergarten education to the Education Fund, and Pre-K enrollments in January 2011.
- Establish a strong public-private partnership to provide targeted technical assistance to districts and community partners working on implementation in communities.