



Select Vermont Universal Prekindergarten Education (UPK) Data, Publications, Reports, and Resources

Early Childhood Education Data

[Enrollment Dashboard](#) from the Vermont Agency of Education.

Includes preschool enrollment data from school years 2004 to 2022

[The number of children enrolled in Universal Prekindergarten Education](#) from Vermont's Early Childhood Resource, Data, and Policy Center (vermontkidsdata.org)

[Licensed and desired capacity of Universal Prekindergarten Education programs by program type](#) (school-based, private program) from Vermont's Early Childhood Resource, Data, and Policy Center (vermontkidsdata.org)

[Stalled at the Start Report: February 2022](#) and [2020](#)

Includes desired capacity for preschoolers (3 and 4 year olds) and the number of children likely to need care 72.8%

[Ready for Kindergarten! Survey: R4K!S Data](#) from the Vermont Agency of Education (School Years 2016-2022)

Ready for Kindergarten! Survey (R4K!S) is a readiness assessment of children entering kindergarten and includes disaggregation by attendance in a UPK program

[Vermont Early Childhood Action Plan Data Dashboard](#) from Vermont's Early Childhood Resource, Data, and Policy Center (vermontkidsdata.org)

Publications and Reports

[Vermont Early Care and Education Financing Study \(RAND Report\)](#), January 2023

This report, required by Act 45 of 2021, includes financial estimates on the cost of restructuring the state's Child Care Financial Assistance Program and funding options to support an increased state investment in early childhood education

[The Vermont Child Care and Early Childhood Education Systems Analysis Final Report](#) - Foresight Law + Policy and Watershed Advisors, July 2022

This report, required by Act 45 of 2021, includes a set of recommendations for how the state might improve its early childhood governance, with specific steps state policymakers should consider taking.



[A Researcher-Practitioner Partnership: Vermont's Universal Prekindergarten System](#). Actionable Evidence Initiative Case Study, September 2021

This case study highlights a researcher-practitioner partnership aimed at informing state policy decisions through actionable research evidence based on a collaborative research process. The primary goal of the partnership is to inform Vermont policymakers as they deliberate on Act 166, the state's universal prekindergarten (preK) legislation.

Building Bright Futures [Testimony to the Task Force on the Implementation of the Pupil Weighting Factors Report](#) August 2021 ([Pupil Weighting Factors Report](#))

Testimony with regard to BBF's role in supporting the success of children, families and the early childhood service system including a brief overview of BBF's role and infrastructure, and an outline of BBF's role in providing evidence and data to inform policy specifically around Universal Prekindergarten Education (UPK).

[Characteristics of Approved Universal Prekindergarten Programs in Vermont in 2018/19](#) - Education Development Center, January 2021

This study examined the characteristics of approved preK programs overall, public school and private programs separately, and programs in local education agencies with different population sizes and poverty levels.

[Enrollment rates of children in universal prekindergarten programs in Vermont in 2016/17](#) - Education Development Center, January 2020

This study describes the characteristics of children enrolled in universal preK programs in 2016/17, which was the first year of full implementation of universal preK in Vermont

Building Bright Futures' Information Gathering Effort on Universal Prekindergarten Education [Testimony on the findings of Building Bright Futures' information gathering effort on Universal Prekindergarten \(UPK\)](#) January 2020 | [BBF's Universal Prekindergarten \(UPK\) Webinar](#) February 2020

The purpose of this information gathering effort was to utilize BBF's statewide and regional networks to ask those directly impacted by Act 166 to identify perceptions of success, where and why it's been successful and to share best practices, also outline persistent barriers to successful UPK administration and implementation.

[Prekindergarten Education Study: Final Report](#) - Vermont Agency of Education, July 2019

The purpose of the PreK study, as dictated by Act 11, section E.500.7, is to provide Vermont with information regarding how to more effectively and efficiently provide PreK education.



Early Childhood System Overviews

[The State of Vermont's Children: 2022 Year in Review](#) | [2021 Year in Review](#) Building Bright Futures, January 2023

The State of Vermont's Children provides Vermont's policy makers, educators, caregivers, health practitioners, business leaders, and community members with an objective, data-driven assessment of the well-being of young children and families in Vermont and highlights the annual recommendations from Vermont's Early Childhood State Advisory Council Network.

[Vermont's 2020 Early Childhood Needs Assessment](#) Building Bright Futures, 2020

Vermont's early childhood stakeholders partnered to design the 2020 Needs Assessment, collect data, and thoughtfully analyze the ways in which Vermont's early childhood programs, professionals, and structures contribute to the Vermont Early Childhood Framework vision to realize the promise of every Vermont child, across all levels of the system.

Regulations and Guidance

[Act 166 of 2014](#)

[Universal Prekindergarten: Act 166 website](#) from the Vermont Agency of Education

Includes an overview of Act 166, a definition of UPK, reports, and recent guidance and news.

[Statewide Rate for Pre-K Tuition](#) and [Determination of the Statewide Rate for Pre-K Tuition](#)

[Vermont Early Learning Standards \(VELS\)](#)

The Vermont Early Learning Standards (VELS) help inform families about the development and capabilities of children from birth through grade 3 and guide educators in the development and selection of program-wide curriculum and educational strategies for children from birth through grade 3. These standards are central to the shared vision of what we want for young children in Vermont and highlight the importance of high quality early childhood experiences as the foundation for school success and lifelong learning. Plainly said, early experiences matter.