

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

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Building Bright Future’s Role in Vermont’s Early Childhood System

Building Bright Futures (BBF) is Vermont’s early childhood public-private partnership charged under Title 33, Chapter 46 and the federal Head Start Act to serve as Vermont’s Early Childhood State Advisory Council, the mechanism used to advise the Governor and legislature on the status of children in the prenatal period through age eight and their families. State statute charges BBF with maintaining and monitoring the vision and strategic plan for Vermont’s Early Childhood System. The Building Bright Futures State Advisory Council (SAC) does not directly support or oppose any specific proposal or bill. Instead, our role is to convene and elevate the voices of families and early childhood stakeholders; monitor the system by identifying and providing high-quality up-to-date data to inform policy and decision-making.

EARLY CHILDHOOD EDUCATION DATA SNAPSHOT

Enrollment, licensed and desired capacity, outcome data

Document/Link	Source	Description
Enrollment Dashboard	Vermont Agency of Education	Includes preschool enrollment data from school years 2004 to 2023
UPK Enrollment	Vermont’s Early Childhood Resource, Data, and Policy Center in partnership with the Vermont Agency of Education	Number of children enrolled in UPK over time

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Licensed Capacity for UPK	<p>Vermont’s Early Childhood Resource, Data, and Policy Center in partnership with the Vermont Agency of Education AOE and Child Development Division</p>	<p>Licensed capacity of Universal Prekindergarten Education programs by program type</p>
Desired Capacity for UPK	<p>Vermont’s Early Childhood Resource, Data, and Policy Center in partnership with the Vermont Agency of Education AOE and Child Development Division</p>	<p>Desired capacity of Universal Prekindergarten Education programs by program type</p>
Children without Access to Care	<p>Vermont’s Early Childhood Resource, Data, and Policy Center in partnership with Let’s Grow Kids</p>	<p>Includes desired capacity for preschoolers (3 and 4 year olds) and the number of children likely to need care. *Universal Prekindergarten Education capacity is not separated from preschool aged capacity</p>
Ready for Kindergarten! Survey	<p>Vermont’s Early Childhood Resource, Data, and Policy Center in partnership with the Vermont Agency of Education</p>	<p>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</p>
Vermont Early Childhood Data Portal	<p>Vermont’s Early Childhood Resource, Data, and Policy Center</p>	<p>Snapshot of over 60 indicators related to the early childhood system</p>

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UPK PUBLICATIONS, REPORTS, & RELATED TESTIMONY

Vermont’s Act 166 of 2014 offers Universal Prekindergarten Education (UPK) to all 3- and 4-year-olds, and to 5-year-olds not enrolled in Kindergarten, for up to 10 hours a week of publicly-funded Universal Prekindergarten Education (UPK) for 35 weeks of the academic year. Vermont’s mixed-delivery system means that these hours can be used in school-based programs or in prequalified prekindergarten center-based child care and family child care programs.

Vermont Publications

Publication/Testimony Name & Description	Date	Author
PEIC materials		Vermont Agency of Education
Vermont Early Childhood Grand Rounds - The State of Preschool: Situating Vermont within the national context	July, 2024	Vermont’s Early Childhood Data and Policy Center and the National Institute for Early Education Research (NIEER)
Memo submitted to the Senate Committee on Education Potential UPK Study Questions for Consideration Stakeholder comments on S. 56 collected by Building Bright Futures as of Feb. 14, 2023 <i>(Previously submitted to the Senate Committee on Health and Welfare)</i>	March 2023	Building Bright Futures, Vermont’s Early Childhood Data and Policy Center
Vermont Early Care and Education Financing Study (RAND Report) <i>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</i>	January 2023	RAND Corporation

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<p><u>The Vermont Child Care and Early Childhood Education Systems Analysis Final Report</u> <i>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.</i></p>	<p>July 2022</p>	<p>Foresight Law + Policy and Watershed Advisors</p>
<p><u>A Researcher-Practitioner Partnership: Vermont’s Universal Prekindergarten System</u> <i>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.</i></p>	<p>Sept. 2021</p>	<p>Project Evident</p>
<p><u>Testimony to the Task Force on the Implementation of the Pupil Weighting Factors Report</u> <u>(Pupil Weighting Factors Report)</u> <i>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).</i></p>	<p>Aug. 2021</p>	<p>Building Bright Futures</p>
<p><u>Characteristics of Approved Universal Prekindergarten Programs in Vermont in 2018/19</u> <i>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.</i></p>	<p>Jan. 2021</p>	<p>Education Development Center</p>
<p><u>BBF’s Universal Prekindergarten (UPK) Webinar</u> <i>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.</i></p>	<p>Feb 2020</p>	<p>Building Bright Futures</p>

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<p>Enrollment rates of children in universal prekindergarten programs in Vermont in 2016/17 <i>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</i></p>	Jan 2020	National Center for Education Evaluation and Regional Assistance at IES, supported by the Education Development Center
<p>Testimony on the findings of Building Bright Futures' information gathering effort on Universal Prekindergarten (UPK) <i>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.</i></p>	Jan 2020	Building Bright Futures
<p>Pupil Weighting Factors Report: Report to the House and Senate Committees on Education, the House Committee on Ways and Means, and the Senate Committee on Finance</p>	Dec 2019	Vermont Agency of Education
<p>Prekindergarten Education Study: Final Report <i>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.</i></p>	July 2019	Vermont Agency of Education

National Publications

Publication Name	Date	Author
<p>The State of Preschool Yearbooks (2002-2023)</p>		National Institute for Early Education Research (NIEER)
<p>Including Family Child Care in State and City-funded Pre-K Systems: Opportunities and Challenges</p>	Aug 2021	National Institute for Early Education Research (NIEER)

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Universal Pre-K: 5 FAQs	July 2021	National Institute for Early Education Research (NIEER)
Guide to Support Pre-K Expansion: Ensuring Adequate Resources for Expanding High Quality Pre-K	Feb 2020	National Institute for Early Education Research (NIEER)

EARLY CHILDHOOD SYSTEM OVERVIEWS & NEEDS ASSESSMENTS

Publication Name	Date	Author
Data Brief Special Accommodation Grants: Increasing Equitable Access to High-Quality Child Care for Children with Specialized Needs <i>This report outlines the findings from the Special Accommodation Grants during State Fiscal Year 2022 to better understand the program, make the data publicly accessible, and support continuous quality improvement. The report also explores the challenges that keep child care providers from being able to use the SAG program to its fullest potential and outlines the significance of the findings related to future policymaking and decision-making.</i>	August 2024	Building Bright Futures, Vermont Early Childhood Data and Policy Center, in partnership with the Child Development Division
2022 Vermont Early Childhood Family Needs Assessment <i>This report provides an in-depth analysis of how well these services are working for families, the challenges they face, and what Vermont is doing well for young families. The Early Childhood Family Needs Assessment was led by the Families and Communities Committee and supported by the Building Bright Futures State Advisory Council Network and the Vermont Integration Prenatal to 3 (VIP-3) grant.</i>	April 2023	VECAP Families and Communities Committee, Building Bright Futures, Vermont Early Childhood Data and Policy Center
Data Brief: Exclusionary Discipline in Vermont: Early Childhood <i>The 2021 passage of Act 35, which prohibits exclusionary discipline (broadly defined as suspension and expulsion) for</i>	April 2022	Building Bright Futures, Vermont Early Childhood Data and

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<p><i>children under age 8, has led to an increase in the attention to the use of exclusionary discipline as well as prevention and mitigation strategies in early childhood settings. Building Bright Futures has produced this exclusionary discipline brief in light of Act 35, in recognition of the importance of high-quality early childhood education settings for children’s social emotional development and readiness for learning, and given the increases in acuity and frequency of mental, emotional, and behavioral health related incidents. This brief outlines (1) the existing data for children under age 9, (2) limitations and challenges, and (3) policy considerations for Vermont’s Early Childhood System.</i></p>		<p>Policy Center, in partnership with the Vermont Agency of Education</p>
<p><u>The State of Vermont’s Children: 2015 - 2023 Years in Review</u> <i>The State of Vermont’s Children: Year in Review provides an objective, data-driven assessment of the state of young child and family well-being in Vermont, as well as progress on selected indicators and outcomes for the early care, health, and education systems, and recommendations on how best to improve child and family well-being.</i></p>	<p>January 2015-2023</p>	<p>Building Bright Futures, Vermont Early Childhood Data and Policy Center</p>
<p><u>Vermont's 2020 Early Childhood Needs Assessment</u> <i>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.</i></p>	<p>June 2020</p>	<p>Building Bright Futures, Vermont Early Childhood Data and Policy Center</p>

**VERMONT’S EARLY CHILDHOOD STATE ADVISORY COUNCIL
RECOMMENDATIONS RELATED TO UNIVERSAL PREKINDERGARTEN
EDUCATION**

Year	Policy Recommendation
2024	Monitor to Ensure Equitable Access for All 3- and 4-Year-Olds in Vermont’s Universal Pre-K Program



Updated 11/6/24



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	<ul style="list-style-type: none"> ● Ensure Vermont’s Universal Prekindergarten Education (UPK) program continues to lead the country by maintaining universal access for 3- and 4-year-olds in a mixed-delivery system (school-based, center-based, and home-based programs) and centering the developmental needs of young children and their families. Renewed Policy Recommendation (2022, 2023) ● Task the Agency of Education, Child Development Division, and Building Bright Futures to create, implement, and update as necessary a monitoring and accountability protocol to better monitor Vermont's Universal Prekindergarten Education (UPK), including robust data collection and analysis. The development of the process should include feedback from impacted communities and individuals (families, educators, Act 166 Coordinators, the Prekindergarten Education Implementation Committee, preK–12 administrators, etc.), and should be mindful of the additional capacity and skills reporting this data requires from programs. Collected data should include financial information, enrollment by student characteristics, staffing, and student outcomes. ● Secure sustained funding for personnel across all three entities to ensure high-quality data through the following activities: data management and reporting activities, training and TA to support quality collection and reporting, engagement in data integration meetings and visioning, data analysis, and making data publicly available.
<p>2023</p>	<p>RECOMMENDATION: HIGH-QUALITY AND INCLUSIVE EARLY CARE/EDUCATION/AFTERSCHOOL PROGRAMS (VECAP GOAL 3)</p> <p>Renewed Policy Recommendation (2022): Universal Pre-K Access and Equity</p> <ul style="list-style-type: none"> ● Within the Universal Pre-K Implementation Committee mandated under Act 76, center the work on equity of access by examining and making recommendations on how best to implement a full school-day, school-year prekindergarten Education program and ensuring that the vision of universal, high-quality, equitable, mixed-delivery, inclusive education for all 3-, 4-, and 5-year-olds not yet enrolled in kindergarten is maintained. The committee should specifically address the following related to equity in access: <ul style="list-style-type: none"> ○ Determining how best to implement expanded prekindergarten access while ensuring sufficient access to year-round services for children 0-8, including early childhood education, afterschool, and summer care. ○ Determining appropriate weighting for students.

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	<ul style="list-style-type: none"> ○ Examining parity between the quality, workforce qualifications, and compensation available in school-based and private program-based pre-K programs ○ Ensuring that 3-year-olds are able to access Early Childhood Special Education services. Ensuring that funds for ECSE follow the child, even outside of their home district, to improve access and reduce barriers/burdens on families. ○ Examining how best to provide a continuity of pre-K and related services for children in rural regions and border regions, many of whom go on to attend Kindergarten in bordering states.
<p>2021</p>	<p>RECOMMENDATION 2 (Levels 3-4) SEIZE THE DAY ON UPK. EXPAND ACCESS TO UPK TOWARD A VISION OF UNIVERSAL, HIGH-QUALITY, EQUITABLE, MIXED-DELIVERY, FREE, AND INCLUSIVE, EDUCATION FOR ALL THREE AND FOUR-YEAR-OLDS:</p> <ul style="list-style-type: none"> ● Revise the regulatory framework for quality and equity, including agency roles and ability to provide leadership, support and oversight; defining and monitoring quality standards for governance, facilities, licensing, and regulations; and revising the strategic plan with a shared vision toward integration with the larger early childhood system. ● Seek resolution in the appropriate number of hours and weeks per year for UPK education and appropriate weighting of students ● Expand Act 35 (An act relating to the Task Force on Equitable and Inclusive School Environments) to cover private UPK programs. <p>RECOMMENDATION 3 (Level 4) Monitor progress and results of the Vermont Child Care and Early Childhood Education Systems Analysis (ECSA) and leverage Federal investment to develop a well-resourced early childhood system:</p> <ul style="list-style-type: none"> ● Monitor federal investment in child care and PreKindergarten education and engage in National conversations to inform the development and implementation of the American Families Plan. ● Utilize the Vermont Early Childhood Action Plan (VECAP) and other strategic plans to inform funding allocation. Environments) to cover private UPK programs.