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Attachments: EDU-SBE_Retreat_Powerpoint - Act 166 and Other PreK Initiatives_06_20_16.pdf; EDU-SBE_Retreat_Preliminary Data Analysis of Act 166 Year 2015-16_06_20_16.pdf

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Board of Education Retreat

Act 166 and Other Pre-K Initiatives

June 20, 2016



Act 166 – Universal PK

State Board Role

- Policy deliberation and guidance
- Develop and maintain rules to support implementation of state statute

Board Interest

- Equity
- Sustainability



Progression of PreK

1987	Act 68	<i>Voluntary</i> PreK and <i>required</i> school systems provide Essential Early Education (EEE)
1997	Act 60	PreK Students funded on a prorated basis
2006	Act 186	Created the PreK Study Commission-report led to Act 62
2007	Act 62	<i>Voluntary</i> PreK and <i>required</i> EEE affirmed, DCF and AOE collaborate in supporting Act
2010	Act 159	Allows for Struggling Schools to fully count PreK students for enrollment as an improvement strategy
2014	Act 166	<i>Mandatory</i> Universal PreK through Parent Choice



The Purpose of Act 166

To provide young children in Vermont with opportunities to reach their full growth and developmental potential through voluntary universal access to high quality prekindergarten education.



Act 166 Basics

- Beginning in Fall 2016, all School Districts are mandated to *offer* prekindergarten options–
 - Enrollment and participation is a family choice.
 - Publicly-funded prekindergarten services can be in schools and prequalified community-based programs (homes and centers).
 - The state tuition rate paid on behalf of children attending prekindergarten in private community-based programs is \$3092.
 - Prekindergarten is defined as 10 hours per week, 35 weeks per year ("school year").
 - Children must be at least 3 years old by the date established by the school for Kindergarten entry.



Data and Panel Input

- Introductions
- Structure of Panel Discussion
 - Quick Review of a Data Point
 - Panel Member's views on how this data point is experienced at the local level



How has PreK enrollment changed?

Finding: Enrollment in PreK has increased by 1,079 students.

Table 1: Enrollment in PreK from 2014-15 (no Act 166) to 2015-16 (Partial Implementation of Act 166 and Expansion Grant)

School Year	Enrollment
2014-2015	6,218
2015-2016	7,297
<i>Change</i>	<i>+1,079</i>

(students identified in the October census)



How has PreK enrollment changed in terms of poverty?

Finding: the distribution of students in terms of Free and Reduced Lunch Eligibility has not changed in the first year of Act 166 implementation

Table 2a: Enrollment in PreK and Free and Reduced Lunch Participation

School Year		PreK		K-3	
		Not Eligible FRL	FRL Eligible	Not Eligible FRL	FRL Eligible
2014-15	#	4,366	1,915	13,769	12,961
	%	70%	31%	52%	49%
2015-16	#	5,089	2,237	13,425	10,657
	%	70%	31%	56%	44%

(students identified in the October census)



How has PreK enrollment changed in terms of special education status?

Finding: the distribution of students in terms of eligibility for special education has not changed much in the first year of Act 166 implementation.

Table 2b: Enrollment in PreK and eligibility for special education					
School Year		PreK		K-3	
		No IEP	IEP	No IEP	IEP
2014-15	#	5,199	1,082	22,911	3,819
	%	83%	17%	86%	14%
2015-16	#	6,165	1,161	20,643	3,439
	%	84%	16%	86%	14%

(students identified in the October census)



How has PreK enrollment changed in terms of student race/ethnicity?

Finding: the distribution of students in terms of race/ethnicity has not changed much in the first year of Act 166 implementation.

Table 2c: Enrollment in PreK and Race/Ethnicity					
School Year		PreK		K-3	
		Caucasian	Non-Caucasian	Caucasian	Non-Caucasian
2014-15	#	5,756	525	24,218	252,112
	%	92%	8%	91%	9%
2015-16	#	6,767	559	21,869	2,213
	%	92%	8%	91%	9%

(students identified in the October census)



Where are students participating in PreK?

Finding: Students are enrolling in PreK in generally the same rates in which they enroll in grades K-3.

Table 3: Enrollment in PreK by Supervisory Union/Districts Region in 2015-16										
Grade Level	Champlain Valley		Northeast		Southeast		Southwest		Winooski Valley	
	#	%	#	%	#	%	#	%	#	%
PreK	3,194	44%	827	11%	1,065	15%	945	13%	1,295	18%
K-3	9,703	40%	2,742	11%	3,585	15%	3,490	14%	4,562	19%

(students identified in the October census)



Is Governance Structure (SD/SU) related to PreK enrollments?

Finding: Data is suggestive that Supervisory Districts were more likely to take advantage of early adoption than Supervisory Unions.

Table 4: Enrollment in PreK Early Adoption of Act 166 by Governance Structure (SU/SD)

Act 166 Status:		Supervisory District	Supervisory Union	Total
Total	#	1,905	5,421	7,326
	%	26%	74%	100%
Early Adopter	#	1,153	1,778	2,931
	%	39%	61%	
Not an Early Adopter	#	752	3,643	4,395
	%	17%	83%	



Did Early Adoption enrollment in preK differ by region?

Finding: In 2015-16, Early Adoption preK enrollment through Act 166 is skewed towards Champlain Valley Supervisory Unions/Districts.

**Table 3: Enrollment in PreK Early Adoption of Act 166
by Supervisory Union/District Region**

Act 166 Status:		Champlain Valley	Northeast	Southeast	Southwest	Winooski Valley	Total
Total	#	3,194	827	1,065	945	1,295	7,326
	%	44%	11%	15%	13%	18%	100%
Early Adopter	#	1,771	276	407	296	181	2,931
	%	60%	9%	14%	10%	6%	100%
Not Early Adopter	#	1,423	551	658	649	1,114	4,395
	%	32%	13%	15%	15%	25%	100%

(students identified in the October census)



Act 166 SY15/16 Early Implementation



What are the pre-qualified programs?

Finding: The majority of programs are 4 and 5 Star Programs.

Table 4: Program Quality for Pre-Qualified Programs for Act 166

	Quality Level		
	NAEYC Accredited or 5 Stars	4 Stars	3 Stars/ App.plan
%	54%	36%	10%
Public Provider	81	47	12
Private Provider	105	76	21

(students identified in the October census)



Framing the Conversation

- Looking forward, what questions should we explore with respect to Act 166, in order to monitor and secure the goal of equity of access to high quality PK for all Vermont children?
- What questions does the Board have?



Preliminary Data Analysis Act 166 Year 2015-16

Definitions:

1. **Act 166:** Current legislation which provides 10 hours of high quality PreK to every 3-5 year old student in Vermont.
2. **Expansion Grant:** a federal grant which provides full school day PreK for students who meet the poverty definition.

Data Source: October 2015 Census; this data is submitted by Supervisory Unions to establish the number of students who enroll in school (at all grade levels) including demographic characteristics which drive resources through Vermont's equalized student funding formula.

Limits:

1. The October Census does not show where students participate in PreK.
2. Students may enroll or leave the school system after the October Census. This is particularly true for PreK which has a more fluid enrollment pattern than the start of the school year.

Question: How has PreK enrollment (students identified by Supervisory Unions/Districts in the October census) changed?

Finding: Enrollment in PreK has increased by 1,079 students.

Table 1: Enrollment in PreK from 2014-15 (no Act 166) to 2015-16 (Partial Implementation of Act 166 and Expansion Grant)	
School Year	Enrollment
2014-2015	6,218
2015-2016	7,297
Change	+1,079

Question: How has PreK enrollment (students identified by Supervisory Unions/Districts in the October census) changed in terms of student demographics?

Findings:

Poverty: While enrollment has increased by 1,079 students, the distribution of students in terms of Free and Reduced Lunch Eligibility has not changed in the first year of Act 166 implementation. It is interesting to note in both 2014-15 and 2015-16, enrollment of students who qualify for FRL is not in proportion to those students who are eligible for FRL in grades K-3¹.

¹ In future analysis we will also be looking at whether or not the expansion grant has impacted enrollment patterns for students.

Special Education Status: While enrollment has increased by 1,079 students, the distribution of students in terms of eligibility for special education has not changed much from year to year and is relatively similar to the participation rates for grades K-3.

Race/Ethnicity: While enrollment has increased by 1,079 students, the distribution of students in terms of Caucasian/Not Caucasian has not changed much from year to year and is relatively similar to the participation rates for grades K-3.

Table 2: Enrollment in PreK and Free and Reduced Lunch Participation from 2014-15 (no Act 166) to 2015-16 (Partial Implementation of Act 166 and Expansion Grant)					
School Year		PreK		K-3	
		Not Eligible FRL	FRL Eligible	Not Eligible FRL	FRL Eligible
2014-15	#	4,366	1,915	13,769	12,961
	%	70%	31%	52%	49%
2015-16	#	5,089	2,237	13,425	10,657
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2014-15	#	5,199	1,082	22,911	3,819
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		Caucasian	Non-Caucasian	Caucasian	Non-Caucasian
2014-15	#	5,756	525	24,218	2,512
	%	92%	8%	91%	9%
2015-16	#	6,767	559	21,869	2,213
	%	92%	8%	91%	9%

Question: Where are students participating in PreK?

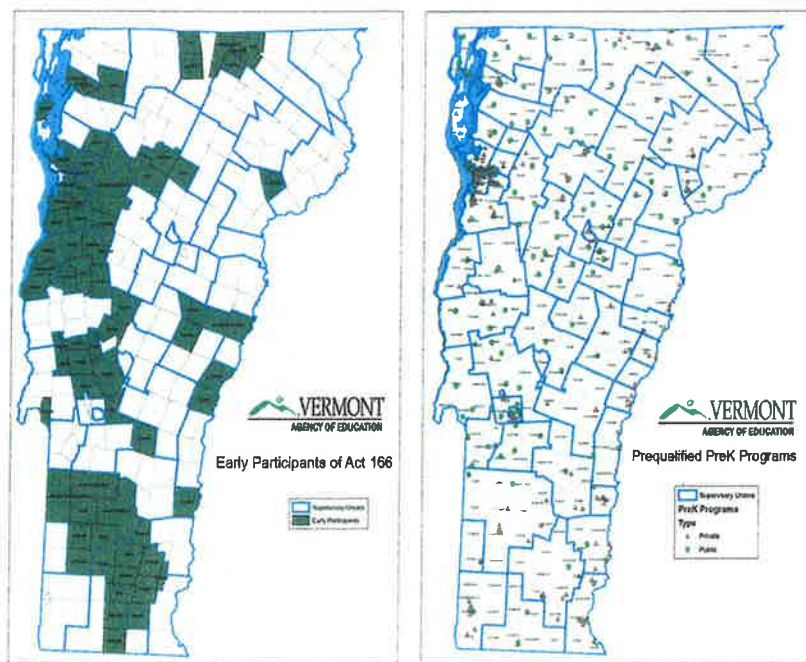
Finding: Students are enrolling in PreK in generally the same rates which they enroll in grades K-3. For example, the Northeast region comprises 11% of all PreK students and 11% of all K-3 students for Vermont. The one notable exception to this is Champlain Valley which currently enrolls 44% of all PreK students while the K-3 students are 40% of state enrollment.

Table 3: Enrollment in PreK by Region in 2015-16										
Level	Supervisory Union/Districts Regions ¹									
	Champlain Valley		Northeast		Southeast		Southwest		Winooski Valley	
	#	%	#	%	#	%	#	%	#	%
PreK	3,194	44%	827	11%	1,065	15%	945	13%	1,295	18%
K-3	9,703	40%	2,742	11%	3,585	15%	3,490	14%	4,562	19%

Question: Did enrollment in PreK differ by region and whether or not there were Early Adopters of Act 166?

Finding: Students enrolled in PreK in Champlain Valley are more likely to be in Early Adopters of Act 166 programs than programs that waited (60% compared to 32%). Students enrolled in PreK in the Northeast, Southeast and Southwest region are just as likely to be enrolled in Early adoption Programs as not. Students enrolled in PreK programs in Winooski Valley are more likely to be in programs that waited than were early adopters (25% compared to 6%). In 2015-16, the benefit of PreK 7326 enrollment through Act 166 is skewed towards Champlain Valley Supervisory Unions/Districts.

Table 4: Enrollment in PreK by Supervisory Union/District Region and Early Adoption of Act 166							
Act 166 Status		Region					
		Champlain Valley	Northeast	Southeast	Southwest	Winooski Valley	Total
Total	#	3,194	827	1,065	945	1,295	7,326
	%	44%	11%	15%	13%	18%	100%
Early Adopter	#	1,771	276	407	296	181	2,931
	%	60%	9%	14%	10%	6%	100%
Not an Early Adopter	#	1,423	551	658	649	1,114	4,395
	%	32%	13%	15%	15%	25%	100%



Question: Did enrollment in PreK differ by the structure of Supervisory Structure (District or Unions) and whether or not there were Early Adopters of Act 166?

Finding: Supervisory Districts account for 26% of all PreK enrollments, however they account for 39% of enrollments are early adoption. This suggests that Supervisory Districts enrolled a greater percentage of students in early adoption than expected. In contrast, Supervisory Unions account for 74% of all PreK enrollments, but only 61% of enrollments are in early adopter locations. This suggests that Supervisory Unions were less likely to increase enrollments through early adoption.

Table 5: Enrollment in PreK by Supervisory Union/District Supervisory Structure and Early Adoption of Act 166				
Act 166 Status		Supervisory Structure		Total
		Supervisory District	Supervisory Union	
Total	#	1,905	5,421	7,326
	%	26%	74%	
Early Adopter	#	1,153	1,778	2,931
	%	39%	61%	
Not an Early Adopter	#	752	3,643	4,395
	%	17%	83%	

Question: What is the quality of prequalified programs for Act 166?

Finding: The vast majority of programs are identified through the Stars Review Program conducted by our partners at Department for Children and Families- 78% meet quality standards of 4 and 5 Stars.

Table 6: Program Quality for Pre-Qualified Programs for Act 166				
	Quality Levels			
	NAEYC Accreditation	Not-Accredited		
		5 Stars	4 Stars	3 Stars/ approved plan
#	81	144	123	33
%	12%	42%	36%	10%
Public Provider	1	80	47	12
Private Provider	41	64	76	21

Table 7: Supervisory Union Regions				
Champlain Valley	Northeast	Southeast	Southwest	Winooski Valley
ADDISON CENTRAL SU	BLUE MOUNTAIN SD	DRESDEN SD*	ADDISON RUTLAND SU	BARRE SU
ADDISON NORTHEAST SU	CALEDONIA CENTRAL SU	HARTFORD SD	BATTENKILL VALLEY SU	LAMOILLE NORTH SU
ADDISON NORTHWEST SU	CALEDONIA NORTH SU	RIVENDELL INTERSTATE SD	BENNINGTON RUTLAND SU	LAMOILLE SOUTH SU
BURLINGTON SD	ESSEX CALEDONIA SU	SPRINGFIELD SD	RUTLAND CENTRAL SU	MONTPELIER SD
CHITTENDEN CENTRAL SU	ESSEX NORTH SU	TWO RIVERS SU	RUTLAND CITY SD	ORANGE NORTH SU
CHITTENDEN EAST SU	NORTH COUNTRY SU	WINDHAM CENTRAL SU	RUTLAND NORTHEAST SU	ORANGE SOUTHWEST SU
CHITTENDEN SOUTH SU	ORANGE EAST SU	WINDHAM NORTHEAST SU	RUTLAND SOUTH SU	ORANGE WINDSOR SU
COLCHESTER SD	ORLEANS CENTRAL SU	WINDHAM SOUTHEAST SU	RUTLAND SOUTHWEST SU	ORLEANS SOUTHWEST SU
ESSEX TOWN SD	ST JOHNSBURY SD	WINDHAM SOUTHWEST SU	SOUTHWEST VERMONT SU	WASHINGTON CENTRAL SU
FRANKLIN CENTRAL SU		WINDSOR CENTRAL SU		WASHINGTON NORTHEAST SU
FRANKLIN NORTHEAST SU		WINDSOR SOUTHEAST SU		WASHINGTON SOUTH SU
FRANKLIN NORTHWEST SU				WASHINGTON WEST SU
FRANKLIN WEST SU				WINDSOR NORTHWEST SU
GRAND ISLE SU				
MILTON SD				
SOUTH BURLINGTON SD				
WINOOSKI SD				

