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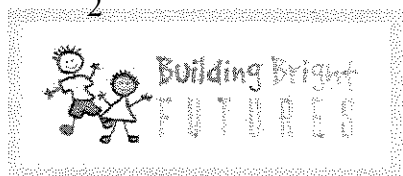
Addison Building Bright Futures

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

We are pleased to write a letter of support for Vermont's application for Preschool Development Grants –
Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

The Addison Building Bright Futures Early Childhood Council is comprised of professionals serving all arenas of
the early childhood population, encompassing the needs of the whole child, as they progress through the early
childhood years. The role of the Addison Building Bright Futures council is to strengthen connections between
education, human services and health services to ensure that every child has access to high quality services.

Beginning in July 2015, all three and four year olds in Vermont will have access to ten hours of high quality
learning opportunities through Universal PreK. Building Bright Futures operates under the Vermont Early
Childhood Framework Action Plan and Goals, which highlights that "All children and families have access to high-
quality opportunities that meet their needs." In keeping with Vermont's statistics, 70% of Addison county families
with children aged six or below, have all parents in the home working, a clear indicator that the needs of families
will not be met with only ten hours of programming per week. Addison county is fortunate to have multiple high-
quality preschool programs, with over 60% of licensed programs having a quality rating of 4 or 5 stars, most of
which do offer more than ten hours per week of programming, incurring a burdensome tuition cost to families. In
2008, only 31% of children within Addison county were ready for Kindergarten, according to the Kindergarten
Readiness Survey, indicating that exposure to more than ten hours of high quality programming that includes an
approved curriculum aligning with the Common Core, is needed.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development
of young children and a record of accomplishment in providing high quality early learning programs, and other
programs and services, for children from birth to age 5. Fortunately, the Race-To-The Top Early Learning
Challenge (RTT-ELC) grant has allowed for Building Bright Futures to act locally as the system of collaboration,
convening, and communication to further improve the quality and access to high quality early learning and
development programs.

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on
its existing record of success. The application proposes to expand new slots for four-year-olds at or below 200%
FPL, and to improve existing slots by expanding them from part-time to full-time. Approximately 33% of six year
olds are living at or below 200% poverty rate in Addison County.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for
four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements

Addison Building Bright Futures includes these towns: Addison, Bridport, Bristol, Buel's Gore, Cornwall, Ferrisburgh, Goshen,
Granville, Hancock, Leicester, Lincoln, Middlebury, Monkton, New Haven, Orwell, Panton, Ripton, Salisbury, Shoreham, Starksboro,
Vergennes, Waltham, Weybridge and Whiting

that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

Funding through the PDG-Expansion grant would allow existing high quality programs to continue to thrive and expand and current or new programs to grow to meet high quality standards, ensuring that Addison county has ample slots to meet the needs of all children and families. Prevention and intervention in regard to Kindergarten readiness would be addressed, resulting in keeping our children ready to succeed in school and beyond.
The families of Addison county would greatly benefit from the affordability and access this expansion grant would provide.

For all of these reasons, we strongly urge you to fund this application.

Sincerely,

Dana Anderson, Addison Building Bright Futures Coordinator
Addison Building Bright Futures Council Steering Committee
danderson@buildingbrightfutures.org
(802) 349-5173
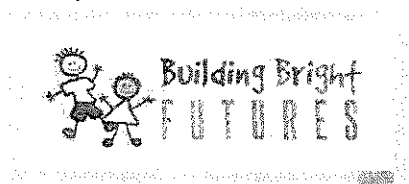
Bennington Building Bright Futures

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

Bennington Building Bright Futures Council is pleased to write a letter in support of the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. Our local council is made up of representatives of the area supervisory unions including the Southwest Vermont Supervisory Union, the Bennington Rutland Supervisory Union, Bennington County Head Start and early childhood programs and supports. It is clear that we need to work together to develop and maintain the supports our children and families especially those who fall below 200 % of poverty.

As a Council, we are part of the local infrastructure that supports Vermont's strong commitment to the early learning and development of young children, particularly children with children with high needs. Bennington County has the over 60 % of its children under the age of 6 living below 200% of poverty. Currently we are linking with our school partners to be able to ease the transition of children into the public school setting while providing quality early childhood experiences for children and their families. We are always looking for innovative ways to enhance our knowledge through targeted and on-going professional development to ensure that our children enter school ready to learn.

As described in the Memorandum of Understanding (MOU) between Vermont and the local supervisory unions and Head Start, this grant application will enable these programs to deliver high-quality preschool services to additional eligible children in our high need communities. As well as to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. It will allow Bennington County to continue to strive in its delivery of high quality early childhood experiences for our children especially our children below 200% of poverty.
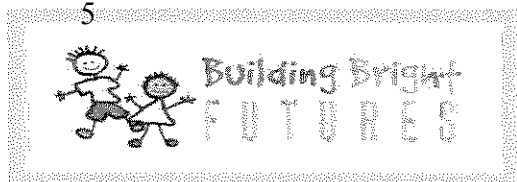
Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 447-2887.

Sincerely

Robin Stromgren
Building Bright Futures Coordinator

Caledonia and Southern Essex Building Bright Futures
P.O. Box 27, West Glover, VT 05875
www.buildingbrighfutures.org

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Caledonia Southern Essex Building Bright Futures (BBF) Regional Council, we
are pleased to write a letter of support for the State of Vermont's application for Initial Funding under
the Preschool Development Grants – Expansion Grants opportunity, FY 2014,CFA 84.419B.

The Building Bright Futures Council of Caledonia/ Southern Essex seeks to assure that children birth to
age eight are healthy and successful by improving the quality, affordability and accessibility of early
childhood services in the areas of early care, health and education. We have a full-time BBF Regional
Coordinator who acts as staff to the council to carry out the work of the regional and state councils. We
use a strategic plan to guide our work of which was drafted by identifying the concerns and needs of
children and families living in our region. Some of these issues include: children not being ready for
kindergarten, elevated parental substance abuse; high rate of substantiated abuse and neglect for children
under the age of six and high-levels of poverty.

The four outcomes identified in our regional plan are:
Percentage of women smoking during pregnancy
Percentage of children ready for school in all five domains of the kindergarten questionnaire
Percent of regulated early childhood programs that are nationally accredited or have 4/5 STARS
Rate of substantiated victims of child abuse and neglect (<6 years)
Building Bright Futures' mission is to create a unified, sustainable system of early care, health and
education for all young children and their families by promoting access, quality and affordability. This

will be done in part with the development of our Regional Action Plans and their alignment with the VT Early Childhood Action Plan and the BBF State Action Plan.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishments in providing high quality early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Funding through this PDG-Expansion application would support Vermont to advance its existing initiatives, and progresses currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

We believe the Vermont's PDG-Expansion application has critical elements that build on Vermont's existing strengths by expanding access to PreK for four-year-olds in low-income circumstances. It proposes several infrastructural and administrative improvements that will contribute to enhancements in quality PreK programs for the target population. The successful funding of this application is essential to improving access and quality PreK programs in Vermont to serve our four-year-old children. For all these reasons, our council strongly supports this grant application and urges you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 673-6478.
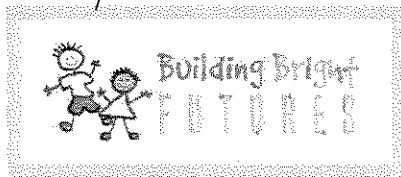
Sincerely,

Dawn M Powers
Regional Coordinator
Building Bright Futures
Caledonia and Southern Essex Counties
Email: dpowers@buildingbrightfutures.org

Central Vermont Building Bright Futures

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

We are pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B.

Central Vermont Building Bright Futures council is one of twelve regional councils in the state of Vermont. Our council is facilitated by a coordinator who serves in a dual role: linking families to direct services including home visits, resource information, and area supports; and providing coordination and leadership for the regional council. Our council is composed of local parents, early childhood providers, nurses, staff from the Vermont Department of Health, and other early childhood professionals and interested community members.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high quality early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

For all of these reasons, we strongly urge you to fund this application.

Sincerely,

Becky Raymond, Regional Coordinator
On behalf of the Central Vermont Building Bright Futures council

Central Vermont Building Bright Futures includes these towns: Barre City, Barre Town, Berlin, Braintree, Brookfield, Cabot, Calais, Duxbury, East Montpelier, Fayston, Marshfield, Middlesex, Montpelier, Moretown, Northfield, Orange, Plainfield, Roxbury, Waitsfield, Warren, Washington, Waterbury, Williamstown and Worcester

Chittenden Building Bright Futures

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Chittenden Building Bright Futures Steering Committee, we are pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B.

Building Bright Future's purpose is to create a unifying a system of quality supports for young children and their families that is reliable, accessible, and affordable while integrating health, early care and education. On the regional level, Chittenden Building Bright Futures convenes stakeholders from public and private schools, family support agencies, health and mental health providers, advocates, political representatives, and philanthropists to address these priorities.

Chittenden Building Bright Futures has helped foster very positive relationships between local public schools and early childhood programs so that both can work together to implement successful PreK partnerships. However, current funding covers only 10 hours of care in a qualified program. Additional funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

During the past year, Chittenden Building Bright Futures has reviewed and revised its strategic plan. A priority result is "Children are ready for and succeed in school," supported by the strategy of increasing availability of early education programs with quality recognition. The successful funding of this application would advance that strategy by improving both access and quality early education for four-year-old children. This aligns well the third goal of Vermont's Early Childhood Action Plan, "All families have access to high-quality opportunities that meet their needs."

Funding for expanded PreK services will allow more children the opportunity to participate in qualify preschool programing while families build relationships with their local school district before their child enters kindergarten. Expanded access to PreK programing offers families with concerns about their child's development the opportunity to connect with critical special education, mental health, and nutrition supports available in partner programs.

For all of these reasons, we strongly support Vermont's application.

Sincerely,

Chittenden Building Bright Futures

Chittenden Building Bright Futures includes these towns: Bolton, Burlington, Charlotte, Colchester, Essex, Essex Junction, Hinesburg, Huntington, Jericho, Milton, Richmond, Shelburne, South Burlington, St. George, Underhill, Westford, Williston and Winooski
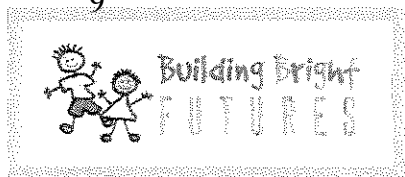
Franklin Grand Isle Building Bright Futures

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

The Franklin-Grand Isle Building Bright Futures PTA (501c3) is pleased to support the Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

We are a volunteer organization that represents early care, health, education, and community members and has been in existence since March 1992. We are part of a state-wide network that is committed to high quality early education which has been shown to produce large gains for children in academic learning and socialization. Many studies show educational benefits of quality early education for children at third grade and beyond. And, the evidence indicates that more intensive, higher quality early education has larger lasting benefits and provides the most help for those at highest risk.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high quality early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time. We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.
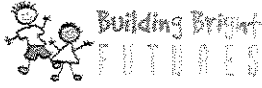
	Franklin Grand Isle Building Bright Futures

The Preschool Development Grants – Expansion Grants Application provides an opportunity for our families and children to receive the support they need in their community. The plan outlined in this application allows us to strength our systems that interact with and influence each other to either decrease or increase risk factors or protective factors that affect a range of health, education, and social outcomes.

Our Council and community are committed to the continued development in the service of our children and look forward to a positive response. Thank you for your consideration.

For all of these reasons, we strongly urge you to fund this application.

Sincerely,

Maria Dolores "Loli" Berard
Franklin Grand Isle Building Bright Futures Regional Coordinator

Jessica Barnes, FGI BBF Board Member, Agency:Franklin County Early Childhood Program
Jeff Benay, FGI BBF Board Member, Agency: Franklin Northwest Supervisory Union
Destiny Cadieux, FGI BBF Board Member, Agency: Vermont Department of Health
Danielle Lindley, FGI BBF Board Member, Agency: Northwestern Counseling & Support Services
Heather Simkins, FGI BBF Board Member, Agency: Vermont Department of Health
Michelle Spence, FGI BBF Board Member, Agency: Franklin County Early Childhood Program
Judy Ashley, FGI BBF Board Member, Agency: Vermont Department of Health
Emily Brower, FGI BBF Board Member, Agency: YMCA
Rhonda Desrochers, FGI BBF Board Member, Agency: Franklin County Home Health Agency
Betsy Fournier, FGI BBF Board Member, Agency: Franklin County Caring Communities
Laurie Hayford-Saborowski, FGI BBF Board Member, Agency: Northwestern Counseling & Support Services
Bonnie Massey-Preston, FGI BBF Board Member, Agency: Head Start
Heather Niquette, FGI BBF Board Member, Agency: Grand Isle Supervisory Union
Julie Regimbal, FGI BBF Board Member, Agency: Franklin Central Supervisory Union
Judy Rogers, FGI BBF Board Member: Parent and Retired Teacher
Michelle Trayah, FGI BBF Board Member, Agency: Northwestern Counseling & Support Services
Paula Tremblay, FGI BBF Board Member: Volunteer and Retired Nurse
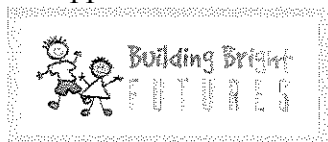
Lamiolle Valley Building Bright Futures

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

I write to ask you to support Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

We find ourselves on the cusp of a significant culture change around early education in Vermont. Key infrastructure for publicly funded pre kindergarten for three four and five year olds is being constructed today for an exciting roll out next school year for universally available pre kindergarten for all three four and five year olds in Vermont. Yet work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

As a volunteer Council made up of parents, child care providers, and others involved in early childhood issues in our rural catchment area, the Lamoille Valley Building Bright Futures Regional Council is eager to begin look ahead to expand quality free pre K from ten hours a week next year, to full time. The complexities of transportation across long distances and switching providers - or depending on friend and family care is extraordinarily difficult for the 73 percent of children in our region all of whose parents are working away from the home.

With an innovative and open School Boards and Administrations, our school districts are ready to take on this important task, and continue to be a model for other regions and States.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

We feel that this Expansion Grant will make a significant lasting impact in our systems of care for young children in the Lamoille Valley.

We ask that you to fund this application.

Sincerely,

Steve Ames and the Council
Regional Coordinator
Representing the Lamoille Regional Council
Building Bright Futures

Northern Windsor and Orange

Building Bright Futures

318 Vt. Route 110
Tunbridge, VT 05077
(802) 763-0777
sbuxton@buildingbrightfutures.org

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

October 8, 2014

Dear Secretaries Duncan and Burwell,

On behalf of the Northern Windsor and Orange Building Bright Futures Council, I am pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

Our regional Building Bright Futures Council works to coordinate and provide comprehensive services to young children and families in our area. Our region is more rural than most other areas of the state and does not enjoy a long history of community-supported early education programs. With the passing of Act 166, Vermont's Universal Prekindergarten Law, partnerships to create and expand programs have reached extraordinary levels. Collaboration between public and private partners is successfully resulting in new programs to spaces to provide young children with high-quality early education.

Funding through this PDG-Expansion application would help us expand access to high quality programs for the children who need it most in our area. The application proposes to expand new slots for four-year-olds at or below 200% FPL and to improve existing slots by expanding them from part-time to full-time. Our high levels of poverty and rural geography often means that many children can't access prekindergarten programs because of scheduling and transportation barriers. Expanding programs into more remote areas and lengthening the program times will ensure that children aren't denied access to high quality early learning because of their zip code or economic status.

Northern Windsor and Orange Building Bright Futures includes these towns: Barnard, Bethel, Bradford, Chelsea, Corinth, Fairlee, Hartford, Hartland, Norwich, Pomfret, Randolph, Rochester, Royalton, Sharon, Stockbridge, Strafford, Thetford, Tunbridge, Vershire, West Fairlee and Woodstock

Northern Windsor and Orange

Building Bright Futures

318 Vt. Route 110
Tunbridge, VT 05077
(802) 763-0777
sbuxton@buildingbrightfutures.org

Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income households, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in prekindergarten programs for children in our area. Funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children – especially in the Northern Windsor and Orange Region.

For all of these reasons, I strongly urge you to fund this application.

Sincerely,

Sarah Buxton

Sarah Buxton
Regional Coordinator
Northern Windsor and Orange Building Bright Futures Council

Northern Windsor and Orange Building Bright Futures includes these towns: Barnard, Bethel, Bradford, Chelsea, Corinth, Fairlee, Hartford, Hartland, Norwich, Pomfret, Randolph, Rochester, Royalton, Sharon, Stockbridge, Strafford, Thetford, Tunbridge, Vershire, West Fairlee and Woodstock

Orleans and Northern Essex
Building Bright Futures

October 6th, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
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Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

We are pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

Building Bright Futures (BBF) serves a dual role as both the Vermont Early Childhood Advisory Council and a 501 (c) 3 statewide network, aligning local solutions of 12 regional Councils with policy at the state level in order to make improvements in access, quality, and affordability of early care, health, and education for families and young children prenatal to 8 years-old. We at Building Bright Futures along with our community partners strongly believe that we all have a shared responsibility to provide a good start for all our children and we all reap the benefits when we get it right early in a child's life. Access to health care, support from family and community, and high-quality learning opportunities help ensure that children have the strong foundation that will help them succeed in school and beyond.

The Northeast Kingdom (NEK) of Vermont is known for its rural breath-taking scenery, and its friendly diverse population. Unfortunately, the NEK is also known for high poverty rate, opiate addiction and a high percentage of children being deemed not ready for school. According to the Vermont Agency of Education 2013-2014 report on Kindergarten Readiness for the North Country Supervisory Union, which is the largest in the Orleans & Northern Essex regions, the district scored below State average in all five domains. The five domains are; Social-Emotional Development, Approaches to Learning, Communication, Cognitive Development and Wellness.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high quality early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Yet, as mentioned above, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

The children of the Northeast Kingdom need and deserve high quality early education, and they also need safe, stimulating, and predictable environments, which they would have by accessing full day programs. The NEK is also very rural, and therefore transportation is a huge issue. Parents often choose to send their children to a full-day childcare setting instead of a high-quality PreK program because they are working and cannot leave their job to bring their children back and forth to childcare, or they cannot afford the gas to go back and forth from programs. When children are given quality early experiences, they have better relationships with their classmates and friends, and develop better language, math, and social skills. The children of the NEK deserve that opportunity.

For all of these reasons, we strongly urge you to fund this application.

Sincerely,

Sylvie Corriveau, M.S.
Regional Coordinator

Linda Michniewicz, Steering Committee Chair
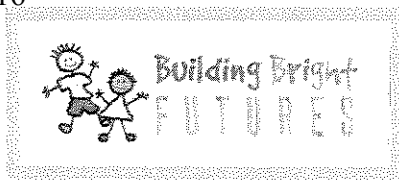
Dawn Powers, Steering Committee member

Karen Hack, Steering Committee member

Diane Nichols-Fleming, Steering Committee member

Jennifer Johansson, Steering Committee member

Lisa Daigle-Farney, Steering Committee member

Rutland Building Bright Futures

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell:

It is our pleasure to write a letter of support for Vermont's application for Preschool Development Grants-Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

Building Bright Futures (BBF) of Rutland, Vermont knows and research supports the positive effect and meaningful impact that early education programs have on the future success of the children that attend them. Vermont has established itself as one of the trailblazers in the world of early childhood education by being one of only nine states with universal publicly funded PreK, and one of only four states providing universal PreK to all three and four year old children. **BBF Rutland** also recognizes that the work must continue and this PDG-Expansion application will enable our partners in the Rutland Region to build on the successful initiatives already being accomplished through the Strengthening Families and Race to the Top-Early Learning Challenge (RTT-ELC) grants thus helping us to close the gaps in the Early Education System. Through BBF's diverse network of home and center based providers, businesses, local supervisory unions, and healthcare agencies, we are able to disseminate critical information and raise awareness as to how this grant will have a direct and positive effect on the neediest and most at risk children of Rutland County.

Our region is among the hardest hit with unemployment, and has a high percentage (over 50%) of children who are eligible for free and reduced lunch. Pre-Schools are among the places where children can have access to positive role models, good nutrition, and educational opportunities. Vermont's PDG Expansion Grant would not only expand access for our four year olds in extreme poverty situations, but it would also build quality into the early education programs themselves and provide more targeted professional development opportunities within the areas of math and literacy.

Rutland Building Bright Futures includes these towns: Benson, Brandon, Castleton, Chittenden, Clarendon, Danby, Fair Haven, Hubbardton, Ira, Killington, Mendon, Middletown Springs, Mount Holly, Mount Tabor, Pawlet, Pittsfield, Pittsford, Poultney, Proctor, Rutland, Rutland Town, Shrewsbury, Sudbury, Tinmouth, Wallingford, Wells, West Haven and West Rutland

BBF Rutland looks at this PDG Expansion grant as a proactive approach to giving equal access for all of Vermont's four year olds to become lifelong learners and have brighter futures. It can be the gateway to building more vibrant and cohesive communities.

We hope that given these reasons you will give this PDG Expansion application every consideration.

Sincerely,

Peg Bolgioni, Regional Coordinator, Building Bright Futures of Rutland County Vermont (BBF-Rutland) on behalf of the following members of the BBF-Rutland Steering Committee
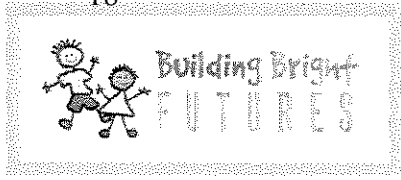
Mitch Golub, President/CEO, Vermont Achievement Center
Kelley Todriff, Family & Mental Health Services Manager, Rutland County Head Start
Margaret Dulli, Public Health Nurse, Vermont Department of Health
Kathy Allen, Co-Leader/Provider, Rutland County Childcare Network
Liz King, Co-Leader/Provider, Rutland County Childcare Network

Springfield Area Building Bright Futures

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

The Springfield Area Building Bright Futures Regional Council is pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B.

Covering 17 towns that span Windsor and Windham counties, the Springfield Area Building Bright Futures Regional Council is comprised of public/private partners from a diverse cross-section of the region. The Council's mission is to improve quality and efficiency of and accessibility to early health, care, and education services throughout the area to help ensure that all Vermont's children will be healthy and successful.

Our region is poised to help support the expansion of PreK. Data from last year's Kindergarten Readiness Survey (KRS) show that nearly 16% of kindergarteners in the Springfield School District did not attend any early childhood program compared to the state average of 11%. Research consistently shows that high quality early learning experiences lay the foundation for success in life. The Springfield Area Building Bright Futures Regional Council wants to ensure that every young child in our region has access to these life-changing opportunities.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high quality

Springfield Area Building Bright Futures includes these towns: Andover, Baltimore, Bridgewater, Cavendish, Chester, Grafton, Londonderry, Ludlow, Plymouth, Reading, Rockingham, Springfield, Weathersfield, West Windsor, Weston, Windham and Windsor

early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

As the local convening body for early childhood allies and supporters in the region, funding of this application will allow us to deepen our work to engage parents around the importance of high quality early childhood experiences, strengthen our relationships with local providers and schools, and promote the importance of increasing quality and access.

For all of these reasons, we strongly urge you to fund this application.

Sincerely,
Springfield Area Regional Council Members
Gladys Collins, Springfield School District
Kim Kiniry, Springfield Area Parent Child Center
Lori Miele, Two Rivers Supervisory Union
Sherry Hatt, Springfield Area Parent Child Center
Jane Comstock, Vermont Health Access

Southeast Vermont
Building Bright Futures

Chad Simmons, Regional Coordinator
802.451.8627 | csimmons@buildingbrightfutures.org

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

The Southeast Vermont Building Bright Futures (SeVT BBF) Regional Council enthusiastically supports Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B.

The SeVT BBF Regional Council is one of 12 BBF regional councils from across the state dedicated to improving the quality of life for all young children 0 to 8 and their families. SeVT BBF serves most of Windham County and our mission is four-fold: 1) To develop collaborative strategies for solving the challenges facing young children and their families; 2) To encourage public/private partnerships that maximize the use of limited resources; 3) To assist early childhood professionals and their allies; and 4) To provide a voice and a forum for early childhood professionals and their allies. As the lead champion for Vermont's Early Childhood Framework and Action Plan in Southeast Vermont, SeVT BBF is ideally positioned to support and collaborate with the state and subgrantees in order to insure successful implementation of the PDG-Expansion grant. Furthermore, the grant can increase regional capacity to achieve the outcomes of the Race to the Top-Early Learning Challenge (RTT-ELC) grant.

The state of Vermont continues to demonstrate a strong and enduring commitment to the early learning and development of young children. It is one of only nine states with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality. In Windham County, we have a dynamic early childhood network that continues to be effective in delivering high-quality, early learning opportunities to our children.

Yet, work remains to be done at both the state and Windham County levels. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its RTT-ELC grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-

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Southeast Vermont Building Bright Futures includes these towns: Athens, Brattleboro, Brookline, Dover, Dummerston, Guilford, Halifax, Jamaica, Marlboro, Newfane, Putney, Somerset, Stratton, Townshend, Vernon, Wardsboro, Westminster, Whitingham and Wilmington
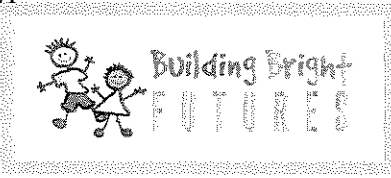
Southeast Vermont
Building Bright Futures
Chad Simmons, Regional Coordinator
802.451.8627 | csimmons@buildingbrightfutures.org

time to full-time. This will provide children with high-quality learning opportunities and ease the burden on working Vermont families.

Specifically, SeVT BBF can contribute the following in support of the State and its subgrantees:

- Communication, especially to families, about increased availability of PreK slots
- Share why it is important for four-year-olds to participate in high-quality, PreK programming
- Provide a forum for Early Educators to share opportunities and challenges
- Promote Early Educator professional development opportunities
- Connect community and support services with Pre-K programs and Early Educators
- Promote the whole family, addressing both parent/caregiver needs as well as the needs of the child

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

Funding through the PDG-Expansion grant will allow for increased capacity and improved quality of our existing PreK programs in Windham County. SeVT BBF sees this as a timely opportunity to combine resources and collaborative efforts in order to improve the early learning experiences of our children. The outcomes laid out as a part of the application align with our council's vision and mission and will have a lasting impact on the development of our children at this crucial stage in their lives.

It is for all of these reasons, the SeVT BBF Regional Council strongly urges you to fund this application. Thank you for your consideration.

Sincerely,

Chad Simmons, Regional Council Coordinator, on behalf of the Southeast Vermont Building Bright Futures Regional Council

Building Bright Futures

600 Blair Park, Suite 306, Williston, VT 05495

802-876-5010 | *buildingbrightfutures.org*

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

We are pleased to write a letter of support for Vermont's application for Preschool Development Grants –
Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

Building Bright Futures (BBF) serves a dual role as both the Vermont Early Childhood Advisory Council
and 501 (c) 3 statewide network, aligning local solutions of 12 regional Councils with policy at the state
level in order to make improvements in access, quality, and affordability of early care, health, and
education for pregnant women, young families and their children from zero through age eight.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and
development of young children and a record of accomplishment in providing high quality early learning
programs, and other programs and services, for children from birth to age 5. It is one of only nine states
with universal publicly funded PreK and one of only four providing universal PreK to all three- and four-
year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-
olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked
fourth overall in PreK quality.

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont
to build on its existing record of success, and improvements currently being implemented through its
Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand
access to high quality early learning and development programs. The application proposes to expand
new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from
part-time to full-time.

Building Bright Futures statewide network:

Addison Building Bright Futures, **Bennington** Building Bright Futures, **Caledonia and Southern Essex** Building Bright Futures,
Central Vermont Building Bright Futures, **Chittenden** Building Bright Futures, **Franklin Grand Isle** Building Bright Futures,
Lamoille Valley Building Bright Futures, **Northern Windsor and Orange** Building Bright Futures, **Orleans and Northern Essex**
Building Bright Futures, **Rutland** Building Bright Futures, **Southeast Vermont** Building Bright Futures and **Springfield Area**
Building Bright Futures

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

In supporting Vermont's PDG-Expansion application, Building Bright Futures is committed to development of 12 comprehensive community action plans per regional council promoting high quality, accessible services and the promotion of wellbeing for pregnant women, young families and their children from zero through age eight.

At a minimum, the plan shall do all of the following:
(1) Describe community and regional area needs for pregnant women, young families, and their children from zero through age eight as identified through ongoing assessments.
(2) Describe the current and desired levels of community and regional area coordination of services for pregnant women, young families, and their children from zero through age eight, including the involvement and specific responsibilities of all related organizations and entities.
(3) Identify all federal, state, local, and private funding sources including funding estimates available in the field of early childhood in the regional area that will be used to provide services to pregnant women, young families and their children from zero through age eight.
(4) Describe how funding sources will be used collaboratively and the degree to which the sources can be combined to provide necessary services to young children and their families.
(5) Identify the desired results and the community-wide indicators the regional council expects to address through implementation of the comprehensive community action plan. The plan shall identify community-specific, quantifiable performance measures to be reported in the regional council's annual report and integration with the VT Early Childhood Action Plan adopted by Governor Shumlin and his administration.
(6) Describe the current status of support services, especially during transition times prior to entry into the K-12 system, prevent the spread of infectious diseases, prevent child injuries, promote improved understanding child development stages, develop health emergency protocols, help with medication, and care for children with special health needs, etc... that are being provided to all child care facilities registered or licensed under within the regional area.

BBF will also submit an annual report on the effectiveness of the community plan in addressing school readiness and children's health and safety needs to the regional supervisory unions, school boards, state board of education, and to the local government bodies in the area. The annual report shall indicate the effectiveness of the regional council in addressing state and locally determined goals.

Regional Councils will cooperate with the state board, department of education, and school districts and other local education agencies in securing unique student identifiers, in compliance with all applicable federal and state confidentiality provisions.

Regional Councils will understand how community children are faring, regional councils will use data from state and federal sources to assess child-well being. This 'dashboard' will identify in which regional areas children are doing well and in which areas attention is needed. Regional Councils will then use this information to bring together families, teachers, doctors, dentists, libraries, schools, and many others to better meet children's needs.

For all of these reasons and ways Building Bright Futures is committed to supporting High Quality Public Pre-Kindergarten, we strongly urge you to fund this application.

Sincerely,

Julie Coffey, M.S.
Executive Director, Building Bright Futures

VERMONT

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

I am pleased to write a letter of support on behalf of the Vermont State Board of Education for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

The Vermont State Board of Education has long supported strong early learning opportunities in the State and sees this grant as an opportunity to accelerate Vermont's efforts for high-quality, accessible PreKindergarten. The State Board sets annual priorities and its first priority is to address the achievement gap to reduce the persistent disparity of outcomes between groups of students within Vermont. The key strategies under this priority are directly in line with the goals of the PDG-Expansion opportunity, and include:

• The Board will work with legislators and other organizations to provide access to universal early education by 2016.
• The Board will develop policy to support full service/community schools and services in schools, concentrating first in the locations with the highest need by removing policy barriers for creating full service community schools.
• The Board will support policy initiatives that enable the provision of services and resources to children and that are adequate and sufficient to meet their needs, so as to enable them to achieve state standards regardless of their circumstances

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high quality early learning programs, and other programs and services, for children from birth to age 5. It is one of only nine states with universal, publicly funded PreK and one of only four providing universal PreK to all three- and four-year-old children. Vermont is one of only four states that serve more than 70% of the state's four-year-olds with PreK programs. It ranks fourth in the nation in PreK access for four-year-olds, and is ranked fourth overall in PreK quality.

Secretaries Duncan and Burwell
October 3, 2014
Page 2

Yet, work remains to be done. Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target population. The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children.

For all of these reasons, the State Board of Education strongly urges you to fund this application.

Sincerely,

Stephan Morse, Chair
Vermont State Board of Education

The A.D. Henderson Foundation, Inc.

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

2629 Upper French Hill Road
Johnson, VT 05656
802-888-1188
egale@hendersonfdn.org

Dear Secretaries Duncan and Burwell,

We are pleased to write a letter of support for Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

The **A. D. Henderson Foundation, the Permanent Fund for the Wellbeing of Vermont's Children, the Vermont Children's Trust Fund, the Turrell Fund,** and several other philanthropic sources have been diligent in expanding opportunities for Preschool in Vermont. Since 2005, these foundations have supported the Vermont Community Preschool Collaborative (VCPC) to provide start-up funding and technical assistance for public/private preschool partnerships. After two years of philanthropic support, the preschool start-ups were then permanently funded by the Vermont Education Fund. Over VCPC's 9 year history, Vermont's preschool enrollment increased from 4,000 to 6,000 students. Most of this increase was from VCPC projects supporting private childcare programs that met working families' need for full day childcare and high quality preschool. We believe the success of VCPC was instrumental in Vermont passing Act 166, our new universal access to preschool law.

Funding through this PDG-Expansion application would enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and development programs. The application proposes to expand new slots for four-year-olds at or below 200% FPL, and to improve existing slots by expanding them from part-time to full-time.

The successful funding of this application is critical to improving access and quality in Vermont in the service of its four-year-old children. The Foundations involved in VCPC will continue to make sure we have enough qualified programs and licensed teachers so all Vermont children have access to the highest quality preschool possible. The Preschool Development Grant will allow us to demonstrate the value of extending exposure to high quality programs, leading to greater public investment in early childhood.

On behalf of the Permanent Fund, Vermont Children's Trust Fund, Turrell Fund and others.

Eddie Gale
Program Director
A.D. Henderson Foundation

SUBGRANTEE LETTERS OF SUPPORT & MEMORANDUMS OF UNDERSTANDING

Addison Central Supervisory Union
Addison Northeast Supervisory Union
Addison Northwest Supervisory Union
Bennington County Head Start
Bennington-Rutland Supervisory Union
Burlington School District
Capstone Head Start
Champlain Valley Head Start
Chittenden East Supervisory Union
Early Education Services
Essex North Supervisory Union
Franklin Central Supervisory Union
Franklin Northwest Supervisory Union
Lamoille South Supervisory Union
Milton Town School District
NEKCA Head Start
Orange North Supervisory Union
Orange Southwest Supervisory Union
Orange Windsor Supervisory Union
Rivendell School District
Rutland Central Supervisory Union
Rutland County Head Start
Rutland Northeast Supervisory Union
SEVCA/Windsor County Head Start
Southwest Vermont Supervisory Union
Springfield School District
St. Johnsbury School District
Two Rivers Supervisory Union
Windham Central Supervisory Union
Windham Southeast Supervisory Union
Windsor Northwest Supervisory Union
Windsor Southeast Supervisory Union
Winooski School District

Subgrantee's Letterhead Goes Here

acsu

ADDISON CENTRAL SUPERVISORY UNION

49 Charles Avenue
Middlebury
Vermont 05753
802-382-1274
Fax 388-0024

Business Office
802-382-1273

Student Services
802-382-1287

Peter L. Burrows, D. Ed.
Superintendent

Carol M. Fenimore, Ed.D
Assistant Superintendent
of Curriculum and
Professional Development

Vicki A. Wells, Ed.D
Director of Student Services

Susan H. English
Associate Director of Student
Services

Jason LaMora
Director of Technology
Services

David Boucher
Business Manager

Bridport
Cornwall
Middlebury I.D. #4
Ripton
Salisbury
Shoreham
Union District #3
Weybridge

Equal
Opportunity
Employer

October 8, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Addison Central Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Addison Central Supervisory Union currently serves twenty five 4-year-olds at or below 200% of federal poverty level in the towns/counties of Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham and Weybridge.

As described in the attached Memorandum of Understanding (MOU) between the state of Vermont and Addison Central Supervisory Union this grant application will enable the our Supervisory Union/Supervisory District and ACSU partner programs (Mary Johnson Children's Center, Otter Creek Child Care, East Middlebury Cooperative and Quarry Hill) to deliver of high-quality preschool services to XX additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 382-1286.

Sincerely,

Vicki A. Wells, Director of Student Services

ANESU

Addison Northeast Supervisory Union
72 Munsill Avenue, Building 6, Suite 601
Bristol, VT 05443
Phone: (802) 453-3657 ~ www.anesu.org ~ Fax: (802) 453-2029

MT. ABRAHAM UNION MIDDLE/HIGH SCHOOL ~ BRISTOL ~ LINCOLN ~ MONKTON ~ NEW HAVEN ~ STARKSBORO

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Addison Northeast Supervisory Union (ANESU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. ANESU currently serves thirty 4-year-olds at or below 200% of federal poverty level in the towns Bristol, Lincoln, Monkton, New Haven, and Starksboro.

As described in the attached Memorandum of Understanding (MOU) between Vermont and ANESU, this grant application will enable the our Supervisory Union and our partner preschool programs (Otter Creek Childcare, Mary Johnston Children's Center, Quarry Hill, Bristol Preschool, Bristol Family Center, Discovery Hills Childcare, Lincoln Cooperative Preschool, Starksboro Cooperative Preschool, Hinesburg Nursery School, Annette's Preschool, and Heartworks) to deliver of high-quality preschool services to approximately 8 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

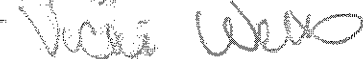Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 453-3657 ext 22.

Sincerely,

Susan D. Bruhl, Ph.D.
Special Education Director

Addison Northwest Supervisory Union

Addison   Ferrisburgh   Panton   Vergennes   Waltham
48 Green Street   Vergennes, Vermont 05491   802 877 3332

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Addison Northwest Supervisory Union (ANWSU), I
strongly support the State of Vermont's application for Initial
Funding under the Preschool Development Grants – Expansion
Grants opportunity. ANWSU currently serves x

4 year-olds at or below 200% of federal poverty level in the towns of
Addison, Ferrisburgh, Panton, Vergennes and Waltham.

As described in the attached Memorandum of Understanding (MOU)
between the State of Vermont and Addison Northwest Supervisory
Union, this grant application will enable ANWSU and some of its 8
collaborative pre-school partners to deliver of high-quality preschool
services to XX additional eligible children in our high need
community and to enhance our preschool program
infrastructure and capacity to deliver our high-quality preschool
programs. Our MOU with the State contains the required standard
set of terms and conditions, scope of work, and authorized
signatures.

Again, I strongly urge you to fund this application. If I can be of
further assistance, please do not hesitate to call me at (802) 877-
3332.

Sincerely,

JoAn Canning
Superintendent of Schools
Addison Northwest Supervisory Union
(JCanning@anwsu.org)

UCS

100 Ledge Hill Drive, P.O. Box 588
Bennington, Vermont 05201-0588
802.442.5491   802.442.3363 Fax

Ralph J. Provenza
Executive Director

October 3, 2014

US Department of Education
Application of Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Bennington County Head Start, I and my Head Start Program's Parent Policy
Council strongly support the State of Vermont's application for Initial Funding under the
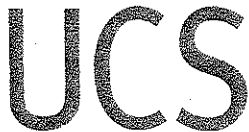Preschool Development Grants – Expansion Grants opportunity. Bennington County Head Start
currently serves 72 4-year-olds at or below 200% of federal poverty level in the towns/counties
of Bennington, North Pownal, Pownal, Shaftsbury, and Manchester. My Head Start program
actively engages parents and families using the Head Start Parent, Family, and Community
Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to
Age 8.

As described in the attached Memorandum of Understanding (MOU) between Vermont Agency
of Education and Bennington County Head Start, this grant application will enable the my Head
Start program and Bennington Rutland Supervisory Union Southwestern Vermont Supervisory
Union to deliver of high-quality preschool services to 20 additional eligible children in our high
need community and to enhance our preschool program infrastructure and capacity to deliver
our high-quality preschool programs by expanding to full day for 62 children. Our staff will
actively engage the parents and families of the additional children served by this funding
opportunity. Our MOU with the State contains the required standard set of terms and
conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not
hesitate to call me at (802) 442-5491.

Sincerely,

Ralph J. Provenza
Executive Director

RJP/asf

DANBY	**BENNINGTON-RUTLAND SUPERVISORY UNION**	PAWLET
DORSET	6378 VT Route 7A	RUPERT
MANCHESTER	Sunderland, Vermont 05250-8427	SUNDERLAND
MOUNTAIN TOWNS RED	Phone: 802-362-2452, Fax: 802-362-2455	UNION DISTRICT #23
MT. TABOR		UNION DISTRICT #47
		WINHALL

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Bennington Rutland Supervisory Union (BRSU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The BRSU currently serves a total of 55 children who are age four, and are at or below 200% of federal poverty level in the towns of Danby, Dorset, Landgrove, Londonderry, Manchester, Mt. Tabor, Pawlet, Peru, Rupert, Sunderland, Weston and Winhall.

As described in the attached Memorandum of Understanding (MOU) between Vermont and the BRSU, this grant application will enable the BRSU to deliver of high-quality preschool services to 10 additional children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 362-2452.

Sincerely,

Daniel M. French, Ed.D.

Superintendent, Bennington Rutland Supervisory Union

EARLY EDUCATION SERVICES
Subgrantee's Letterhead Goes Here

A Vermont Parent-Child Center

*Located at the historic
Estey Complex*

130 Birge Street
Brattleboro
Vermont 05301
802.254.3742 voice
800.427.3730 (VT)
802.254.3750 fax

October 8, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
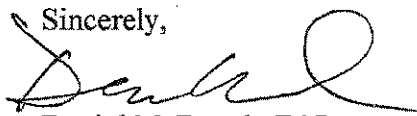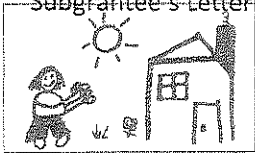Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

    Brattleboro Town School District's Early Education Services (EES) enthusiastically supports the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants Opportunity. Early Education Services currently serves fifty 4-year-olds at or below 200% of federal poverty level in Windham County, Vermont. As an arm of the local school-district, EES delivers Head Start and Early Head Start programming to over 200 Windham County families, in center and home-based full and half-day options. Our work is directed toward developing relationships and partnerships with parents in order to support their self-sufficiency and goals to prepare their children for school.

    As described in the attached Memorandum of Understanding (MOU) between Vermont and Early Education Services, this grant application will enable Brattleboro Town School District's Early Education Services to deliver high-quality preschool services to 13 additional eligible children in our high needs communities and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will work to actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

    I strongly encourage you to consider this application, with confidence that successful outcomes can be attained with a Vermont award.

    Sincerely,

Debra J. Gass

Debra J. Gass, Executive Director, Brattleboro Town School District's Early Education Services

BURLINGTON SCHOOL DISTRICT

Building a Learning Community

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Burlington School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The District currently serves about 80 4-year-olds at or below 200% of federal poverty level in the City of Burlington, VT.

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and the Burlington School District, this grant application will enable the our District, along with our private preschool partners, to deliver of high-quality preschool services to 15 additional eligible children in our high need community, while enhancing our preschool program infrastructure and our capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 865-5332.

Sincerely,

Stephanie Philips

Interim Superintendent

STEPHANIE PHILIPS ~ INTEREM SUPERINTENDENT
150 COLCHESTER AVE. ~ BURLINGTON VT 05401

CAPST☉NE
—COMMUNITY ACTION—

September 25, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street SW
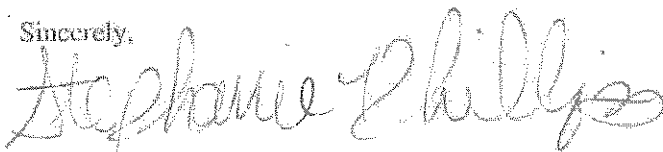Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of Capstone Community Action Head Start, I and my Head Start's Parent Policy Council strongly support the State of Vermont's application for initial funding under the Preschool Development Grants – Expansion Grants opportunity. Capstone Head Start currently serves 104 4-year-olds at or below 200% of federal poverty level in Orange, Washington, and Lamoille Counties, Capstone Head Start actively engages parents and families using the *Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to Age 8.*

As described in the attached Memorandum of Understanding (MOU) between Vermont and Capstone Community Action Head Start, this grant application will enable Capstone Head Start and our partnering school districts to deliver high-quality preschool services to an additional 137 eligible children in our high need communities and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 477- 5139.

Sincerely,

Marianne Miller, Director
Early Head Start and Head Start
Capstone Community Action

CHAMPLAIN VALLEY HEAD START

431 Pine St. Burlington, VT 05401
www.champlainvalleyheadstart.org

802-651-4180
800-854-9648
fax: 802-658-0983

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of CVOEO / Champlain Valley Head Start, I and my Head Start Program's Parent Policy Council strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. Champlain Valley Head Start currently serves 107 four-year-olds at or below 200% of federal poverty level throughout Franklin, Grand Isle, Chittenden and Addison Counties. Champlain Valley Head Start actively engages parents and families using the *Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to Age 8.*

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and Champlain Valley Head Start, this grant application will enable CVHS and its numerous school district partners and child care center partners to deliver high-quality preschool services to 147 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 651-4180.

Sincerely,

Paul Behrman, Director
Champlain Valley Head Start

Addison County Field Office	Chittenden County Field Office	Franklin / Grand Isle Field Office
10 Merchants Row, Suite 207	4 Kellogg Road	5 Lemnah Drive
Middlebury, VT 05753	Essex Junction, VT 05452	St. Albans, VT 05478
phone: 802-388-9881	phone: 802-872-2819	phone: 802-524-5876
fax: 802-388-1391	fax: 802-872-0792	fax: 802-524-8574

A PROGRAM OF THE CHAMPLAIN VALLEY OFFICE OF ECONOMIC OPPORTUNITY, INC.

Chittenden East

Vermont 05477
Supervisory Union

Chittenden East Supervisory Union # 12
Administrative Offices
PO Box 282, 211 Bridge Street
Richmond,

(802) 434 – 2128   (802) 434 – 2196 (fax)
www.cesu.k12.vt.us

Bolton   Huntington   Jericho   Richmond   Underhill ID   Underhill   Mt. Mansfield USD #17

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Chittenden East Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Chittenden East Supervisory Union currently serves approximately 30 4-year-olds at or below 200% of federal poverty level in the towns of Bolton, Huntington, Jericho, Richmond and Underhill.

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and Chittenden East Supervisory Union, this grant application will enable the Chittenden East Supervisory Union to deliver of high-quality preschool services to 45 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 434-2128.

Sincerely,

John R. Alberghini
Superintendent

Essex North Supervisory Union

(Averill, Avery's Gore, Bloomfield, Brunswick, Canaan, Lemington, Lewis, Norton, Warner's Grant and Warren's Gore)

Christopher R. Masson
Superintendent
P. O. Box 100
Canaan, VT 05903-0100

Internet: crmasson@canaanschools.org

Telephone (802) 266-3330
Fax (802) 266-7085

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Essex North Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Essex North Supervisory Union currently serves seven 4-year-olds at or below 200% of federal poverty level in the towns/counties of Bloomfield, Brunswick, Canaan, Lemington, and Norton. The preschool is located at Canaan Schools.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Essex North, this grant application will enable our Supervisory Union to deliver high-quality preschool services and enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 266-3330.

Sincerely,

Christopher R. Masson
Superintendent
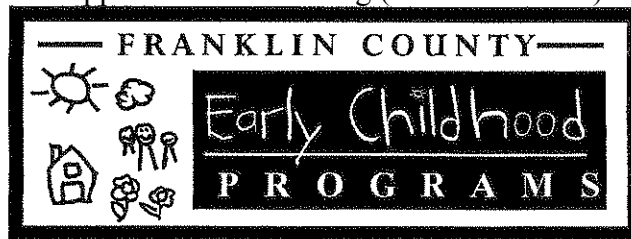
FRANKLIN COUNTY

Early Childhood

PROGRAMS

2 North Main Street
St. Albans, Vermont
05478

c/o Franklin Northwest Supervisory Union
100 Robinhood Drive, Suite 2
Swanton, Vermont 05488

524-3613 in St. Albans • http://earlychildhoodsuccess.org • 868-4457 in Swanton

October 2, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

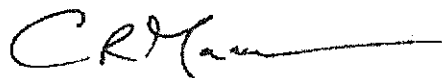Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Franklin County Early Childhood Programs in Franklin Central Supervisory Union
(FCSU), I strongly support the State of Vermont's application for Initial Funding under the Preschool
Development Grants – Expansion Grants opportunity. The FCSU currently serves 48 4-year-olds at or
below 200% of federal poverty level in the towns/counties of Fairfield, Saint Albans City and Saint
Albans Town.

As described in the attached Memorandum of Understanding (MOU) between Vermont and FCSU, this
grant application will enable our Supervisory Union in partnership with Blooming Minds Enrichment
Center, Tami Dodge Family Child Care, Y Early Childhood Programs at St Albans and other, yet to be
identified private child care programs, to deliver high-quality preschool services to 25 additional
eligible children in our high need community and to enhance our preschool program infrastructure and
capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required

Essential Early Education – Early Education Initiative – Bookmobile – Success By Six
screenings • evaluations • home visits • preschools • referrals • consultations • service coordination • transition planning

standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 524-3613.

Sincerely,

Michelle M, Spence, MEd

Coordinator, Franklin County Early Childhood Programs

FRANKLIN COUNTY

Early Childhood

P R O G R A M S

2 North Main Street St. Albans, Vermont 05478	c/o Franklin Northwest Supervisory Union 100 Robinhood Drive, Suite 2 Swanton, Vermont 05488

——————— 524-3613 in St. Albans • http://earlychildhoodsuccess.org • 868-4457 in Swanton ———————

October 2, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Franklin County Early Childhood Programs in Franklin Northwest Supervisory Union (FNWSU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The FNWSU currently serves 58 4-year-olds at or below 200% of federal poverty level in the towns of Franklin, Highgate, Sheldon and Swanton.
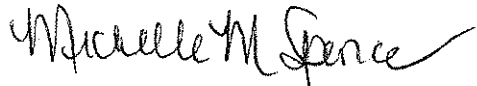
As described in the attached Memorandum of Understanding (MOU) between Vermont and FNWSU, this grant application will enable our Supervisory Union, in partnership with Blooming Minds Enrichment Center, Tami Dodge Family Child Care, Y Early Childhood Programs at St Albans and other, yet to be identified private child care programs, to deliver high-quality preschool services to 25 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Essential Early Education – Early Education Initiative – Bookmobile – Success By Six
screenings • evaluations • home visits • preschools • referrals • consultations • service coordination • transition planning
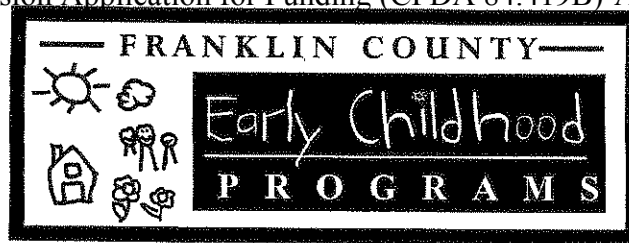
Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 524-3613.

Sincerely,

Michelle M, Spence, MEd

Coordinator, Franklin County Early Childhood Programs

LAMOILLE SOUTH SUPERVISORY UNION

46 Copley Avenue
Morrisville, VT 05661

(802) 888-4541
(802) 888-6710 FAX

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260
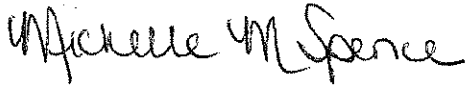
Dear Secretaries Duncan and Burwell,

On behalf of the Lamoille South Supervisory Union (LSSU), which serves the school districts of Elmore, Morristown and Stowe, Vermont, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The LSSU preschool programs currently serve 125 four-year olds in school-based and community based programs. We estimate that over 60 of our current four-year old students' families are at or below 200% of federal poverty level.

As described in the attached Memorandum of Understanding (MOU) between the Vermont Agency of Education and LSSU, this grant application will enable the LSSU preschool program to deliver high-quality preschool services to 45-60 eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to contact me at (802)888-4541.

Sincerely,

Tracy Wrend
Superintendent

Milton Town School District

42 Herrick Avenue, Milton, VT 05468-3097   (802) 893-5400   Fax: (802) 893-3213

www.mtsd-vt.org

John L. Barone Sr.
Superintendent of Schools

Timothy Dunn	Deborah King	Donald Johnson
Director of Student Services	Director of Curriculum, Instruction, & Informational Technology	Business Manager
Tammy Boone	Terry Mazza	Eileen O'Regan-Wheeler
Data & Assessment Coordinator	Human Resources	District Registrar

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, S.W.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell ,

On behalf of the Milton Town School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants -- Expansion Grants opportunity. The Milton Town School District currently serves twenty-two 4-year-olds at or below 200% of federal poverty level in the town of Milton.

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and the Milton Town School District, this grant application will enable our Supervisory District to expand services and deliver high-quality new preschool services to thirty-six eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802)-892-5400.

Sincerely,

Dr. John L. Barone, Sr.
Superintendent of Schools

NEKCA

Northeast Kingdom Community Action, Inc.

YEARS
of **OPPORTUNITY**
HEAD START 1965-2015

Child and Family Development Program

191 High Street

Barton, VT 05822

Ph: 802-525-3362

Fax: 802-525-3987

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.
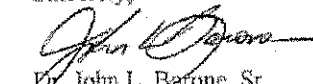
Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Northeast Kingdom Community Action (NEKCA) Head Start Program, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The NEKCA Head Start Program currently serves 86 4-year-olds at or below 200% of federal poverty level in Caledonia, Essex and Orleans counties. Our Head Start program actively engages parents and families using the *Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to Age 8.*

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and the NEKCA Head Start Program, this grant application will enable the NEKCA Head Start program to expand high-quality preschool services to approximately 40 eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

NEKCA
Northeast Kingdom Community Action, Inc.

Child and Family Development Program
191 High Street
Barton, VT 05822
Ph: 802-525-3362
Fax: 802-525-3987

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 525-3362 x 205.

Sincerely,

Linda Michniewicz

Linda Michniewicz
Director
NEKCA Head Start

Susette L. Bollard
Superintendent of Schools

Edward P. Nasta
Co-Director of School
Transformation & Effectiveness

ORANGE NORTH SUPERVISORY UNION

"Working Together for Quality Schools"

Christopher F. Locarno
Business Manager

Michaela B. Martin
Co-Director of School
Transformation & Effectiveness

October 8, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Orange North Supervisory Union (ONSU) I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The ONSU currently serves 12 4-year-olds at or below 200% of federal poverty level in the towns of Washington and Williamstown.

As described in the attached Memorandum of Understanding (MOU) between the Vermont Agency of Education and the Orange North Supervisory Union, this grant application will enable the our Supervisory Union to deliver of high-quality preschool services to 10 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 433-5818.

Sincerely,

Susette L. Bollard
Superintendent of Schools

Randolph School District

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear HHS Secretary Burwell,

On behalf of the Orange Southwest Supervisory Union I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Orange Southwest Supervisory Union Preschool Program currently serves 12 four-year-olds at or below 200% of federal poverty level in the towns of Braintree, Brookfield, and Randolph.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Orange Southwest Supervisory Union, this grant application will enable the our Preschool program and Vicki Palmer to deliver high-quality preschool services to 12-25 additional eligible children in our high needs community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 728-9555.

Sincerely,

Patricia Miller

Associate Principal at Randolph Elementary School

3590 VT Route 14 · South Royalton, VT 05068
Phone: 802-763-8840 · Fax: 802-763-3235

Bruce C. Labs
Superintendent

Donna Benoit
Business Manager

Deborah Matthews
Director of Special Services

Shirley Ferguson, PhD
Director of Curriculum, Instruction,
Assessment & Technology

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
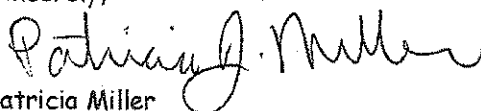Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Orange Windsor Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Orange Windsor Supervisory Union currently serves 44 four-year-olds at or below 200% of federal poverty level in the towns of South Royalton, Sharon, Tunbridge, Chelsea and Strafford.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Orange Windsor Supervisory Union, this grant application will enable the our Supervisory Union and Orange County Parent Child Center, Creative Preschool and Magic Mountain Children's Center to deliver high-quality preschool services to 19 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 763-8840

Sincerely,

Bruce Labs
Superintendent

Serving the Schools and Communities of
Chelsea · Royalton · Sharon · Strafford · Tunbridge
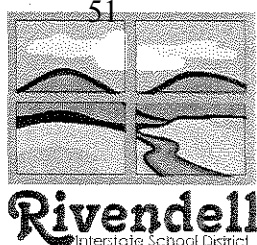
Rivendell Interstate School District
10 School Drive, Orford, NH 03777
Tel: 603-353-2170 Fax: 603-353-2189
www.rivendellschool.org

Brenda L. Needham
Superintendent

Janet B. Cole
Director of Special Education

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Rivendell Interstate School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Rivendell Interstate School District currently serves approximately six 4-year-olds at or below 200% of federal poverty level in the towns/counties of Vershire and West Fairlee.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Rivendell Interstate School District, this grant application will enable the our Supervisory District to deliver of high-quality preschool services to approximately five (5) additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 353-2170.

Sincerely,

Brenda L. Needham
Superintendent

Fairlee, Vershire, West Fairlee, VT and Orford, NH

RUTLAND CENTRAL SUPERVISORY UNION
16 Evelyn Street
Rutland, Vermont 05701

Office of the Superintendent

Phone: (802) 775-4342
Fax: (802) 775-7319

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street S.W.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of Rutland Central Supervisory Union, I strongly support the State of
Vermont's application for initial funding under the Preschool Development Grants –
Expansion Grants opportunity. Rutland Central Supervisory Union currently serves 44
four-year-olds at or below 200% of federal poverty level in the towns of Proctor, Rutland
Town and West Rutland.

As described in the attached Memorandum of Understanding (MOU) between the State
of Vermont and Rutland Central Supervisory Union, this grant application will enable
our supervisory union and Children's Center at the Union Church Proctor; Rutland
County Parent Child Center; Stafford Children's Center; Northshire Day School; and
Rutland County Head Start to deliver high-quality preschool services to six additional
eligible children in our high-need community and to enhance our preschool program
infrastructure and capacity to deliver our high-quality preschool programs. Our MOU
with the state contains the required standard set of terms and conditions, scope of work
and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance,
please do not hesitate to call me at 802-775-4342, ext. 103.

Sincerely,

Debra Taylor, Ph.D.
Superintendent of Schools

attachment

Community Care Network
Rutland Community Programs
thriving community, empowered lives

P.O. Box 222
Rutland, VT 05702

Office: 802 · 775 · 2381
Fax: 802 · 775 · 4020
Website: rmhsccn.org

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
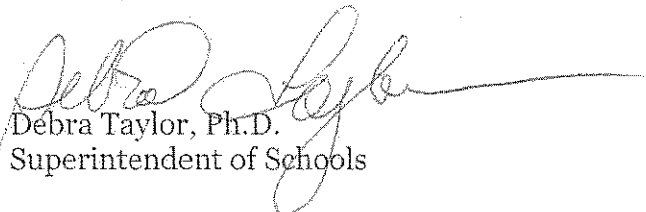Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of Rutland Community Programs (Rutland County Head Start), I and my Head Start Program's Parent Policy Council strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. Rutland County Head Start currently serves 64 4-year-olds at or below 200% of federal poverty level in Rutland County, Vermont. Our Head Start program actively engages parents and families using the *Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to Age 8.*

As described in the attached Memorandum of Understanding (MOU) between Vermont and Rutland County Head Start, this grant application will enable the Head Start program to deliver high-quality preschool services to eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 775-8225.

Sincerely,

Dick Courcelle

Administrator
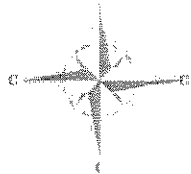
RUTLAND NORTHEAST SUPERVISORY UNION

49 Court Drive, Brandon, Vermont 05733
802.247.5757 – www.rnesu.org
...dedicated to the development of character, competence, creativity and community.

October 8, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of Rutland Northeast Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Rutland Northeast Supervisory Union currently serves 35 4-year-olds at or below 200% of federal poverty level in the towns Brandon, Chittenden, Goshen, Leicester, Mendon, Pittsford, Sudbury and Whiting.

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and Rutland Northeast Supervisory Union, this grant application will enable Rutland Northeast Supervisory Union and Early Learning Partners to deliver of high-quality preschool services to 10 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 247-5757, ext. 18.

Sincerely,

Jeanné Collins
Superintendent of Schools

Brandon   Chittenden   Goshen   Leicester   Mendon   Pittsford   Sudbury   Whiting

Meeting Needs | Changing Lives

SEVCA

SOUTHEASTERN VERMONT COMMUNITY ACTION

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Southeastern Vermont Community Action Head Start, I and my Head Start Program's Parent Policy Council strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Southeastern Vermont Community Head Start currently serves thirty-three 4-year-olds at or below 200% of federal poverty level in Windsor County. My Head Start program actively engages parents and families using the *Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness from Prenatal to Age 8.*

As described in the attached Memorandum of Understanding (MOU) between Vermont and Vermont Community Action Head Start, this grant application will enable my Head Start program to deliver high-quality preschool services to additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our staff will actively engage the parents and families of the additional children served by this funding opportunity. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Meeting Needs | Changing Lives

SEVCA

SOUTHEASTERN VERMONT COMMUNITY ACTION

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 885-6669.

Sincerely,

Lori Canfield

Lori Canfield

Head Start Director

Our mission is to enable people to cope with, and reduce the hardships of poverty, create sustainable self-sufficiency, and reduce the causes and move toward the elimination of poverty.

Serving Windham & Windsor Counties

COMMUNITY HOUSING GRANT

CRISIS INTERVENTION

EMERGENCY HOME REPAIR

FUEL ASSISTANCE

FOOD STAMP OUTREACH

HEAD START

HOMELESSNESS PREVENTION

HOUSING STABILIZATION

INDIV. DEVELOPMENT ACCOUNTS

MICRO BUSINESS DEVELOPMENT

TAX PREPARATION ASSISTANCE

THRIFT STORES

WEATHERIZATION

WORKFORCE DEVELOPMENT

---

91 Buck Drive
Westminster
Vermont 05158

802.722.4575
800.464.9951
fax 802.722.4509

sevca@sevca.org
www.sevca.org

Southwest Vermont Supervisory Union
246 South Stream Road
Bennington, Vermont 05201-9003
Telephone: 802-447-7501
FAX: 802-447-0475

October 8, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Southwest Vermont Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Supervisory Union currently serves a number of 4-year-olds at or below 200% of federal poverty level in the towns of Bennington, North Bennington, Pownal, Shaftsbury and Woodford.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Southwest Vermont Supervisory Union, this grant application will enable the Southwest Vermont Supervisory Union to deliver high-quality preschool services to 85 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 447-7501

Sincerely,

James R. Culkeen

Superintendent

Bennington, Mt. Anthony Union High School, North Bennington, Pownal, Shaftsbury, Woodford

SPRINGFIELD SCHOOL DISTRICT

Zachary McLaughlin
Superintendent of Springfield School District
Springfield, Vermont 05156
60 Park Street
Springfield, VT 05156

(802) 885-5141 x16
Website: www.ssdvt.org

October 6, 2014

U.S. Department of Education

Application Control Center

Attention:CFDA Number 84,419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington DC 20202-4260

Dear Secretaries Duncan and **Burwell**,.

On behalf of the Springfield School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Springfield School District currently serves twenty-three 4-year-olds at or below 200% of federal poverty level in a part-time pre-k program in the town of Springfield.

As described in the attached Memorandum of Understanding between Vermont and Pre-K Partnership of Springfield School District this grant application will enable the Springfield School District to deliver high quality preschool services to 12 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high quality preschool programs for a total of 35 eligible children. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 885-1150.

Sincerely,

Zachary McLaughlin
Superintendent of Springfield School District

SPRINGFIELD SCHOOL DISTRICT

60 Park Street
Springfield, Vermont 05156
Website: www.ssdvt.org

Gladys Collins
Early Education Coordinator
10 Hoover Street
Springfield, VT 05156
(802) 885-1150

October 6, 2014

U.S. Department of Education

Application Control Center

Attention:CFDA Number 84,419A

550 12th Street, SW.

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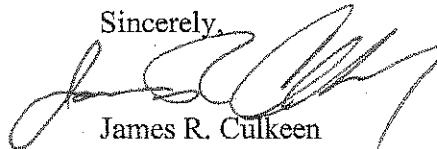
Dear Secretaries Duncan and Burwell,

On behalf of the Pre-K Partnership of Springfield School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Springfield School District currently serves twenty-three 4-year-olds at or below 200% of federal poverty level in a part-day pre-k program in the town of Springfield.

As described in the attached Memorandum of Understanding between Vermont and Pre-K Partnership of Springfield School District this grant application will enable the Springfield School District to deliver high quality preschool services to 12 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high quality preschool programs for a total of 35 eligible children. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 885-1150.

Sincerely,

Gladys Collins

Gladys Collins
Pre-K Coordinator of Springfield School District

The St. Johnsbury School District
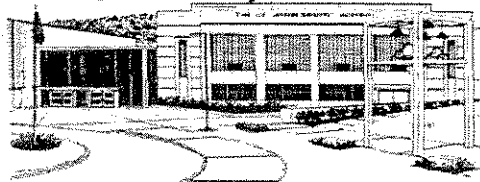
257 Western Avenue
St. Johnsbury, VT 05819

Margaret Ranny Bledsoe, Ph.D., *Superintendent/School Improvement Director*
Jen Hulse, *Director of Student Support Services*   **Kathryn Ducharme**, *Business Manager*

October 7, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell ,

On behalf of the St. Johnsbury School District, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The St. Johnsbury School District currently serves 130 4-year-olds at or below 200% of federal poverty level in the towns of St. Johnsbury.

As described in the attached Memorandum of Understanding (MOU) between Vermont AOE and The St. Johnsbury School District this grant application will enable the our School District to collaborate with local providers and the St. Johnsbury School to expand our PreK services for children already enrolled in PreSchool and to provide additional slots so that we can provide high-quality preschool services for all of the 4-year olds of our community. This is an essential need for our high need community and we expect this to be transformative in terms of the academic and social outcomes of our students. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 745-2791.

Sincerely,

Dr. Margaret R. Bledsoe
Superintendent

Our Vision: "Every child who walks through our doors will leave prepared to realize their dreams for the future."

Phone: 802-748-8912/8616   Fax: 802-748-1095/2542   www.stjsd.org

Two Rivers Supervisory Union

c/o GMUHS

16 VT Rte. 103 S.

Chester, VT 05143

October 8, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Two Rivers Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The TRSU *Supervisory Union* currently serves 24 number of 4-year-olds at or below 200% of federal poverty level in the towns/counties of Chester, Andover, Cavendish, Baltimore, Mt. Holly, and Ludlow. As described in the attached Memorandum of Understanding (MOU) between Vermont and TRSU, this grant application will enable our Supervisory Union and The Little School, Stepping Stones, Suzy's Little Peanuts, Safe'N'Sound, World Discovery Ill, Squeaky Sneakers, Playworks, and Saxtons River Montessori School /to deliver high-quality preschool services to 24 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.


Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 875-2146 ext. 255.

Sincerely,

Stephanie Racz

Early Education Collaborative Director

TRSU

Windham Central Supervisory Union

www.windhamcentral.org

1219 Vermont Route 30 ❖ Townshend, VT 05353
802-365-9510 phone ❖ 802-365-7934 fax

Windham Central will provide member districts with the leadership
and resources to ensure a strong education system for all students.

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the *Windham Central Supervisory Union*, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The *Windham Central Supervisory Union* currently serves an estimated 15 number of 4-year-olds at or below 200% of federal poverty level in the towns of Dover, Wardsboro, Jamaica, Newfane and Brookline.

As described in the attached Memorandum of Understanding (MOU) between VT AOE and *Windham Central Supervisory Union*, this grant application will enable the our _X_ Supervisory Union program_ and __(Timson Hill Preschool, Sunny Lane Daycare, Mt. Snow Daycare, Rock River and Hilltop Montessori] to deliver high-quality preschool services to 15 additional eligible children in our high need communities and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 365-9510

Sincerely,

Steven B. John Ed.D.

Superintendent

WCSU will …place students at the center of our decision-making.
…build trust and respect by acting ethically, transparently, and with integrity.
…operate as a community of learners, committed to developing the skills and capabilities of all.
…collaborate, share and seek creative solutions.

Windham Southeast Supervisory Union
53 Green Street
Brattleboro, VT 05301
802-254-3755

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
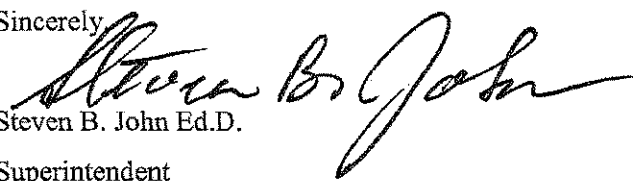Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Windham Southeast Supervisory Union (WSESU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The WSESU currently serves approximately 80 4-year-olds at or below 200% of federal poverty level in the towns/counties of Brattleboro, Dummerston, Guilford, Putney, and Vernon.

As described in the attached Memorandum of Understanding (MOU) between Vermont and WSESU, this grant application will enable the our Supervisory Union and

- The Neighborhood Schoolhouse
- Hilltop Montessori School Preschool
- Brattleboro Nursery School
- West Bee Nursery School
- The Winston Prouty Early Learning Center
- Sprouts Early Learning Cooperative
- Mulberry Bush Early Learning Center

to deliver of high-quality preschool services to 66 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 254-3730.

Sincerely,

Ron Stahley, Superintendent of Schools
Windham Southeast Supervisory Union

WINDSOR NORTHWEST SUPERVISORY UNION

Serving the Schools and Communities of Bethel, Granville, Hancock, Pittsfield, Rochester, Stockbridge

PO Box 395
Bethel, Vermont 05032-0395

ofc (802) 234-0264
fax (802) 234-0261
www.wnwsu.org

Meg Alison Powden	Superintendent of Schools
Johanna Snelling, ext 13	Administrative Assistant
Tonia Mears, ext 17	Business Manager
Warren Uzzle, ext 18	Director of Student Services
Tracey Englehardt, ext 15	Admin. Assistant, SPED

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell ,

On behalf of the Windsor Northwest Supervisory Union, I strongly support the
State of Vermont's application for Initial Funding under the Preschool
Development Grants – Expansion Grants opportunity. The Windsor Northwest
Supervisory Union currently serves 19 four-year-olds at or below 200% of
federal poverty level in the towns of Bethel, Rochester and Stockbridge.

As described in the attached Memorandum of Understanding (MOU) between
Vermont and Windsor Northwest Supervisory Union, this grant application will
enable the our Supervisory Union to deliver of high-quality preschool services
to 10 additional eligible children in our high need community and to enhance
our preschool program infrastructure and capacity to deliver our high-quality
preschool programs. Our MOU with the State contains the required standard
set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further
assistance, please do not hesitate to call me at (802) 234-0264.

Sincerely,

Meg Alison Powden
Superintendent

WINDSOR SOUTHEAST SUPERVISORY UNION
Hartland • Weathersfield • West Windsor • Windsor School Districts

105 Main Street, Suite 200 • Windsor, Vermont 05089
(802) 674-2144 • fax (802) 674-6357

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Dear Secretaries Duncan and Burwell,

On behalf of the Windsor Southeast Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Windsor Southeast Supervisory Union currently serves ten 4-year-olds at or below 200% of federal poverty level in the towns of Windsor, West Windsor, Weathersfield, and Hartland.

As described in the attached Memorandum of Understanding (MOU) between Vermont and The Windsor Southeast Supervisory Union, this grant application will enable the Supervisory Union to deliver high-quality preschool services to 16 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 802-674-2144.

Sincerely,

David W. Baker
Superintendent of Schools
Windsor Southeast Supervisory Union

Director of Support Services and Early Learning
Winooski School District
60 Normand St. Winooski, VT 05404
802-383-6085

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

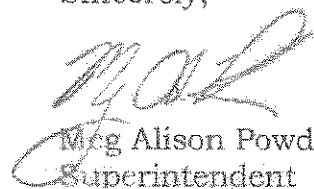Room 7039, Potomac Center Plaza

Washington, DC 20202-4260
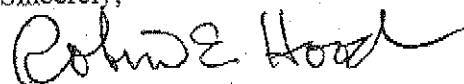
Dear Secretaries Duncan and Burwell,

On behalf of the Winooski School District I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The Winooski School District currently serves 23 4-year-olds at or below 200% of federal poverty level in the city of Winooski, which is in Chittenden County.

As described in the attached Memorandum of Understanding (MOU) between Vermont and Winooski School District, this grant application will enable the our district and *Head Start program(s)* to deliver of high-quality preschool services to 15 additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 383-6085.

Sincerely,

Robin E. Hood, Ed.D.

Director of Support Services and Early Learning

Following is a list of the 33 subgrantees who have signed draft MOUs for Vermont's PDG-Expansion project. In so doing, these subgrantees are acknowledging their commitment to participating in the project. We have included a boilerplate copy of the draft MOU, and an executed signature page signed by authorized representatives of the state and each subgrantee.

DRAFT

SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING

(Final MOU to be submitted 90 days after State receives award, this is a preliminary, draft MOU to establish interest from each subgrantee)

This Memorandum of Understanding ("MOU") is entered into by and between ___VT Agency of Education_____ ("Lead Agency") and _____ ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I.   ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.

2) Has all requisite power and authority to execute and fulfill the terms of this MOU;

3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;

4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and

5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION
A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning Providers and will appropriately monitor such entities;

3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

outcomes in the Preschool Development Grants—Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;

9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;

10) Minimize local administrative costs; and

11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;

2) Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;

3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;

4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants--Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;

5) Facilitate coordination across Subgrantees necessary to implement the State Plan;

6) Identify sources of technical assistance for the project; and

7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;

2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;

3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;

5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;

6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;

7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and

8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

EXHIBIT I – VERMONT AGENCY OF EDUCATION (VT AOE) (Lead Agency) AND SUBGRANTEE PRELIMINARY DRAFT SCOPE OF WORK

The Vermont Agency of Education (Lead Agency) and subgrantee hereby agrees to participate in the state Plan, as described in the state's application, and more specifically commits to undertake the tasks and activities described in detail below. In addition, the Vermont Agency of Education and subgrantee will collaborate to establish Performance Measures for any aspects of the state's plan that the subgrantee is implementing.

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
General	VT AOE; subgrantee	Sign MOU in first 90 days	Not applicable	Signed MOUs
General	VT AOE; subgrantee	Attend planning meetings to develop individualized scope of work including performance measures in the first 90 days	100% of subgrantees develop individualized scope of work plans approved by VT AOE	Individualized approved scope of work plans
General	VT AOE; subgrantees	Attend regularly scheduled meetings during the grant period for professional development, coordination, technical assistance, and other purposes.	To be negotiated	Attendance records
General	subgrantees	Formally express commitment to creating and improving new slots, raising quality to mandated standards, and working on Vermont and local sustainability plans, in individualized work plans	Appropriate language inserted in individualized work plans	Individualized approved scope of work plans
(D)(4)	VT AOE	Subgrant at least 95% of funds to two or more high needs communities	95% of funds subgranted to two or more high needs communities	VT AOE reporting
	VT AOE	Set ambitious and achievable annual targets for the number and percentage of additional eligible children to be served during each year of the grant period	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
	VT AOE	Ambitious expansion of the number of new slots in state preschool programs that meet the definition of high quality preschool program	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
	VT AOE	Ambitious improvement of existing Vermont preschool program slots to bring them to the level of a high quality preschool program by extending programs from half-day to full day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		comprehensive services		
	subgrantees	VT AOE's ambitious and achievable annual targets incorporated into subgrantee local plans	To be negotiated	VT AOE plan; subgrantee plan
(D)(5)	VT AOE; subgrantees	VT AOE, in coordination with each subgrantee, sustains high quality preschool programs after the grant period, including any non-Federal support that the VT AOE or each subgrantee commits to contribute	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting; VT AOE reporting
(E)(1)	VT AOE; subgrantees	The roles and responsibilities of VT AOE and subgrantee in implementing the project plan clearly defined	To be negotiated	VT AOE plan; subgrantee plan
(E)(2)	VT AOE	How the VT AOE plans to implement high quality preschool programs, including the organizational capacity and existing infrastructure of the subgrantee to provide high quality preschool programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of high quality preschool programs	To be negotiated	VT AOE plan; subgrantee plan
(E)(3)	VT AOE	How VT AOE will ensure that each subgrantee minimizes local administrative costs	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
(E)(4)	VT AOE	How the VT AOE and subgrantee will monitor the ELPs to ensure they are delivering high quality preschool programs	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
(E)(5)	VT AOE	How the VT AOE and the subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
(E)(6)	VT AOE; subgrantees	How VT AOE and subgrantee will coordinate, but not supplant, the delivery of high quality preschool programs funded under this grant with existing services for preschool-aged children including, if applicable, state preschool programs and programs and services supported through	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting; state

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act		reporting
(E)(7)	subgrantees	How the subgrantee will integrate, to the extent practicable, high quality preschool programs for eligible children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line	To be negotiated	subgrantee plan; subgrantee reporting
(E)(8)	subgrantees	How the subgrantee will deliver high quality preschool programs to eligible children, including eligible children who may be in need of additional supports, including but not limited to those who have disabilities or developmental delays; are English learners; reside on "Indian lands"; are migrant; are "homeless"; are in the child welfare system; reside in rural or tribal areas; are from military families; and other children as identified by the state	To be negotiated	subgrantee plan; subgrantee reporting
(E)(9)	VT AOE; subgrantees	How VT AOE will ensure the subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with eligible children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families as decision-makers in their children's education	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
(E)(10)	VT AOE; subgrantees	How VT AOE will ensure strong partnerships between each subgrantee and LEAs or other early learning providers, as appropriate, including partners with LEAs or other early learning providers to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; provide opportunities for early educators to participate in professional development; provide family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to ensure families' access to needed supports; provide full inclusion of eligible children with disabilities and developmental delays; provide for the inclusion of children who may be in need of additional supports; ensure age-appropriate facilities; develop and	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting; state reporting

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		implement a systematic procedure for sharing data and other records consistent with Federal and state law; and utilize community-based learning resources.		
(F)(1)	VT AOE; subgrantees	Align with a birth through grade 3 continuum by improving transitions for birth through age five through coordinating with other early education and care programs and child care family service providers; and ensuring that the provision of high quality preschool programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five.	To be negotiated	VT AOE plan; subgrantee plan; state reporting; subgrantee reporting
(F)(2)	VT AOE; subgrantees	Align with a birth through grade 3 continuum for kindergarten through grade 3 by ensuring that eligible children are well-prepared for kindergarten; and sustaining the educational and developmental gains of eligible children by promoting collaboration between preschool and kindergarten teachers; expanding access to full-day kindergarten; increasing the percentage of children who are able to read and do math at grade level by the end of third grade; sustaining a high level of parent and family engagement; and taking steps, or building upon the steps it has taken, to align, at a minimum child learning standards and expectations; teacher preparation, credentials, and workforce competencies; comprehensive early learning assessment systems; data systems; and family engagement strategies.	To be negotiated	VT AOE plan; subgrantee plan; subgrantee reporting
(G)(1)	VT AOE; subgrantee	Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year	To be negotiated	subgrantee reporting; state reporting
(G)(2)	VT AOE; subgrantee	Coordinate the use of existing funds from Federal sources that support early learning and development, and State, private, local, foundation, or other private funding sources for activities and services that help expand high quality preschool programs	To be negotiated	state reporting; subgrantee reporting
(G)(3)	VT AOE; subgrantee	Sustain the high quality preschool programs supported by this grant after the grant period ends to ensure that the number and percentage of eligible children with access to high quality preschool programs in Vermont will be maintained or	To be negotiated	state reporting; subgrantee reporting

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		expanded, including to additional high need communities		

Signature *(Authorized Representative of Lead Agency)*   Date

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Signature *(Authorized Representative of subgrantee, if applicable)*   Date

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
_____   _____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   October 7, 2014
Signature   Date

JoAn Canning   October 7, 2014
_____   _____
Print Name   Title Superintendent

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants–Expansion Grant project period.

V. SIGNATURES

Authorized Representative of   Subgrantee:

_____   1/3/14
Signature   Date

RALPH PROVENZA
_____   _____
Print Name   Title

Authorized Representative of   Lead Agency:

_____   October 9, 2014
Signature   Date

Rebecca Holcombe   Secretary of Education
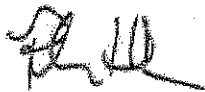Print Name   Title

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

10/6/14

Signature   Date

DANIEL M FRENCH   SUPERINTENDENT

Print Name   Title

V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

October 7, 2014

Signature   Date

Debra J. Gass, Executive Director, Early Education Services

Print Name   Title

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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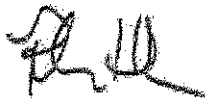
V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

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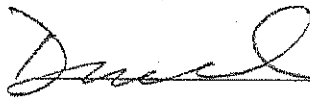Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____ 10/6/14
Signature   Date

Stephanie Phillips, Interim Superintendent
_____ _____
Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of   Subgrantee:

Marianne Miller   10/6/14

_____   _____
Signature   Date

MARIANNE MILLER,   HEAD START DIRECTOR
_____   _____
Print Name   Title

CAPSTONE COMMUNITY ACTION

Authorized Representative of   Lead Agency:

[signature]   October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
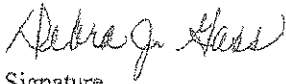Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/6/14
Signature   Date

Paul Behrman   Director, Champlain Valley Head Start
Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
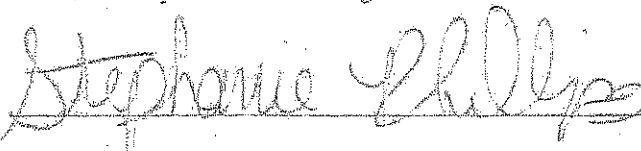Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/4/14
Signature   Date

John R. Alberghini   Superintendent
Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants—Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
                                                _____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/6/14
                                        _____

Signature   Date

___Christopher R. Masson_____   Superintendent, ENSU__

Print Name   Title

V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10.2.14
Signature   Date

Michelle M Spence   10.2.14   Coordinator Early Childhood Programs

Print Name   Title

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:
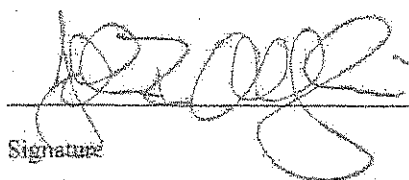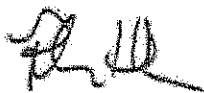

_____   October 9, 2014

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____ 10/6/14
Signature   Date

Tracy Wrend   _Superintendent, LSSU_
Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

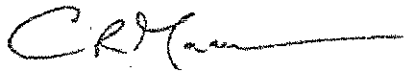Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
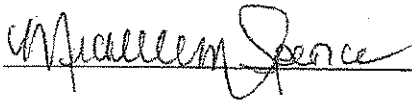Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/01/2014
Signature   Date

John L. Barone, Sr.   Superintendent
_____   _____
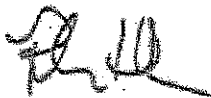Print Name   Title

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

Linda Michniewicz   10-6-14
Signature   Date

Linda Michniewicz   Program Director
Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.
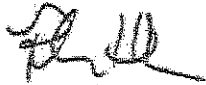
IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

Susette L. Bollard   10. 8.14
_____   _____
Signature   Date

Susette L. Bollard   10.8.14
_____   _____
Print Name   Title

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IV. DURATION

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V. SIGNATURES
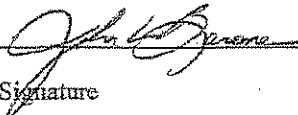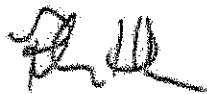
Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

10.05.10

_____   _____
Signature   Date

_____   _____
Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   _____
Signature   Date

Bruce Labs   Superintendent

Print Name   Title   10-8-2014

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

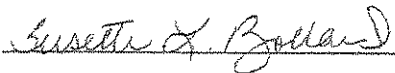Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____ 10/6/14

Signature   Date

Brenda L. Needham   Superintendent, Rivendell Interstate School District

Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.
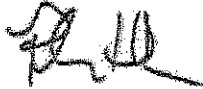
IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____ 10-6-14

Signature   Date

Debra Taylor   Superintendent
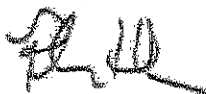
Print Name   Title

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IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Subgrantee:

_____ October 6, 2014 _____
Signature   Date

_Dick Courcelle_____ Administrator_____
Print Name   Title

Authorized Representative of Lead Agency:

_____ October 9, 2014

Signature   Date

Rebecca Holcombe   Secretary of Education

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:
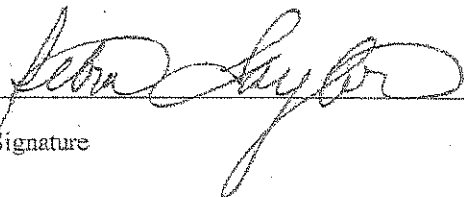
October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   _____
Signature   Date

_____
Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____

Signature   Date

Rebecca Holcombe   Secretary of Education

Print Name   Title

Authorized Representative of Subgrantee:

_____   10-6-14

Signature   Date

DAVID W. BAKER   SUPERINTENDENT

Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:
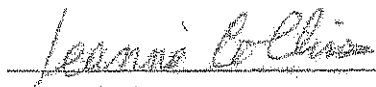
October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/6/14
Signature   Date

Ron Stahley   Superintendant
_____   _____
Print Name   Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

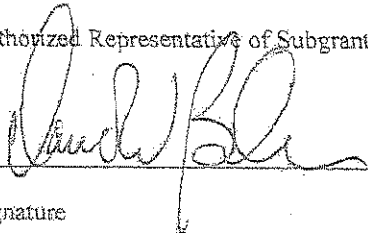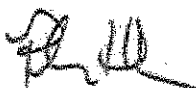Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

Lori Canfield   10-6-2014
_____   _____
Signature   Date

Lori Canfield   10-6-2014
_____   _____
Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

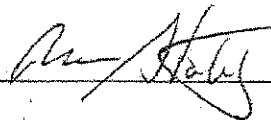Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/6/14
Signature   Date

Gladys Collins   Pre-K Coordinator
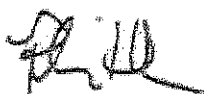Print Name   Title

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IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

[signature]	October 9, 2014
Signature	Date
Rebecca Holcombe	Secretary of Education

Authorized Representative of Subgrantee:

[signature]	10/6/14
Signature	Date
Jeannie Collins	Supt.
Print Name	Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.
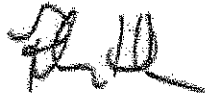
IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(signature)	October 9, 2014
Signature	Date
Rebecca Holcombe	Secretary of Education

Authorized Representative of Subgrantee:

(signature) Lori Canfield	10-6-2014
Signature	Date
Lori Canfield	10-6-2014
Print Name	Title

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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V. SIGNATURES

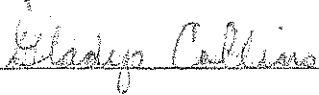Authorized Representative of Lead Agency:

_____   October 9, 2014
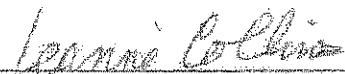Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/8/14
Signature   Date

James R. Culkeen   Superintendent of SVSU
Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014

Signature   Date

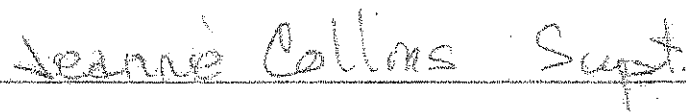Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_Gladys Collins_____ _10/16/14____

Signature   Date

Gladys Collins   Pre-K Coordinator

Print Name   Title
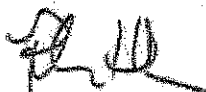
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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   _____
Signature   Date

_____   _____
Print Name   Title

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IV. DURATION

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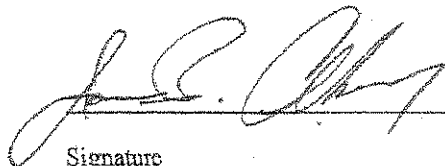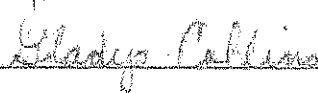
_____   October 9, 2014
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   October 8, 2014
Signature   Date

_Stephanie Racz_____   Early Education Collaborative
Director/TRSU_____

Print Name   Title

applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of

IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development

Block Grant Act

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets,

or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate

enforcement action, which could include initiating a collaborative process by which they attempt to resolve the

disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are

available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties

involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and

ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES
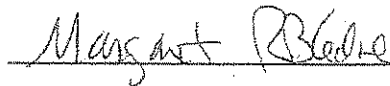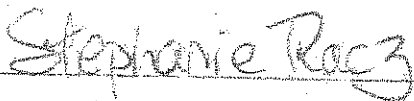
Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10-6-14
Signature   Date

Steven B. John, EdD   Superintendent WCSU
Print Name   Title

WCSU will ...place students at the center of our decision-making.
        ...build trust and respect by acting ethically, transparently, and with integrity.
        ...operate as a community of learners, committed to developing the skills and capabilities of all.
        ...collaborate, share and seek creative solutions.

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

_____   October 9, 2014
_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Authorized Representative of Subgrantee:

_____   10/6/14
Signature   Date

Ron Stahley   Superintendent
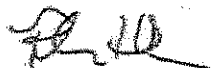_____
Print Name   Title

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

October 9, 2014

_____   _____
Signature   Date

Rebecca Holcombe   Secretary of Education

Print Name   Title

Authorized Representative of Subgrantee:

_____   10-6-14
Signature   Date

DAVID W. BAKER   SUPERINTENDENT

Print Name   Title

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:
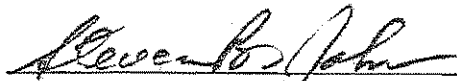
_____   October 9, 2014

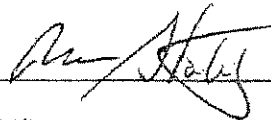Signature   Date

Rebecca Holcombe   Secretary of Education

Print Name   Title

Authorized Representative of Subgrantee:

_____ 10/6/14 _____

Signature   Date

Robin E. Hood   10/6/14

Print Name   Title
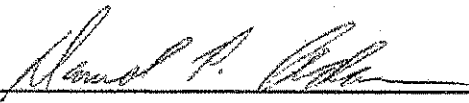
Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentat ion
		expanded, including to additional high need communities		

October 9, 2014

_____

Signature *(Authorized Representative of Lead Agency)*   Date

_____   10/6/14

Signature *(Authorized Representative of subgrantee, if applicable)*   Date

Determination of the Statewide Rate for pre-K Tuition

Act 166 charged the Agencies of Education and Human Services with jointly developing a process to determine a statewide rate for 10 hours of prekindergarten for 35 weeks. A small group of staff from both agencies looked at four methods to determine a rate. The four methods were:

1. the Provider Cost of Quality Calculator (PCQC) developed with the support of the Office of Child Care in the federal Department of Health and Human Services;
2. current rates paid by school districts for qualified public and private programs;
3. adjusting the base education amount by the pre-K weighting factor and administrative costs incurred by school districts; and
4. a National Institute for Early Education Research (NIEER) cost estimation model developed by the Institute for Women's Policy Research and Early Childhood Policy Research.

The group determined that all four methods converged to the same general rate. The NIEER model was chosen as the base due to it being based on:

a. a study of high-quality pre-K programs nationwide;
b. a meta-analysis of 33 early education evaluations; and
c. nationwide data that allowed for specific cost-of-living adjustments for Vermont.

Method 1, the Office of Child Care PCQC, used cost estimates for programs with a five STAR rating in the Vermont STARS quality rating and improvement system and included the additional costs related to achieving Vermont pre-K standards. When the result was adjusted for 10 hours per week for 35 weeks, the annual estimated rate was $3,434.

Method 2, using current rates paid by school districts, looked at the average of 120 reported rates for both qualified public (35) and private providers (85) as reported by school business offices. The average of all rates was $3,038. Excluding the top and bottom 5%, the average was $2,951. Excluding the top and bottom 10%, the average was $2,902.

Method 3, using the base education amount ($9,285) and the pre-K weighting factor (0.46), looked at a range that excluded estimated administrative costs of 20% to 30% incurred by district business offices. Using a range of 70% to 80%, the rate was $2,990 at the low end and $3,417 at the high end.

Method 4, the NIEER model, looked at pre-K programs having teachers with Bachelor's degrees, programs of varying length (3, 6, and 9 hours), and varying class sizes (15, 17, and 20 students) for 185 days per year. When adjusted for Vermont specific cost-of-living adjustments (provided by NIEER) and 10 hours per week for 35 weeks, the costs were $3,315 for a class of 15 students, $3,053 for a class of 17, and $2,757 for a class of 20, with the average of the three being $3,042. The average was rounded to $3,000 based on estimated class size.

The $3,000 will be adjusted annually by the New England Economic Project cumulative price index (NEEP CPI) as of November 15 for state and local government purchases of goods and services. The NEEP CPI is currently used to adjust the base education amount, essential early education grants, and transportation aid as well as several other parameters.

**No. 166. An act relating to providing access to publicly funded
prekindergarten education.**

(H.270)

It is hereby enacted by the General Assembly of the State of Vermont:

Sec. 1. 16 V.S.A. § 829 is amended to read:

§ 829. PREKINDERGARTEN EDUCATION; RULES

(a) Definitions. As used in this section:

(1) "Prekindergarten child" means a child who, as of the date
established by the district of residence for kindergarten eligibility, is three or
four years of age or is five years of age but is not yet enrolled in kindergarten.

(2) "Prekindergarten education" means services designed to provide to
prekindergarten children developmentally appropriate early development and
learning experiences based on Vermont's early learning standards.

(3) "Prequalified private provider" means a private provider of
prekindergarten education that is qualified pursuant to subsection (c) of this
section.

(b) Access to publicly funded prekindergarten education.

(1) No fewer than ten hours per week of publicly funded
prekindergarten education shall be available for 35 weeks annually to each
prekindergarten child whom a parent or guardian wishes to enroll in an
available, prequalified program operated by a public school or a private
provider.

(2) If a parent or guardian chooses to enroll a prekindergarten child in an available, prequalified program, then, pursuant to the parent or guardian's choice, the school district of residence shall:

(A) pay tuition pursuant to subsections (d) and (h) of this section upon the request of the parent or guardian to:

(i) a prequalified private provider; or

(ii) a public school located outside the district that operates a prekindergarten program that has been prequalified pursuant to subsection (c) of this section; or

(B) enroll the child in the prekindergarten education program that it operates.

(3) If requested by the parent or guardian of a prekindergarten child, the school district of residence shall pay tuition to a prequalified program operated by a private provider or a public school in another district even if the district of residence operates a prekindergarten education program.

(4) If the supply of prequalified private and public providers is insufficient to meet the demand for publicly funded prekindergarten education in any region of the State, nothing in this section shall be construed to require a district to begin or expand a program to satisfy that demand; but rather, in collaboration with the Agencies of Education and of Human Services, the local Building Bright Futures Council shall meet with school districts and private providers in the region to develop a regional plan to expand capacity.

(c) Prequalification. Pursuant to rules jointly developed and overseen by the Secretaries of Education and of Human Services and adopted by the State Board pursuant to 3 V.S.A. chapter 25, the Agencies jointly may determine that a private or public provider of prekindergarten education is qualified for purposes of this section and include the provider in a publicly accessible database of prequalified providers. At a minimum, the rules shall define the process by which a provider applies for and maintains prequalification status, shall identify the minimum quality standards for prequalification, and shall include the following requirements:

(1) A program of prekindergarten education, whether provided by a school district or a private provider, shall have received:

(A) National Association for the Education of Young Children (NAEYC) accreditation; or

(B) at least four stars in the Department for Children and Families STARS system with at least two points in each of the five arenas; or

(C) three stars in the STARS system if the provider has developed a plan, approved by the Commissioner for Children and Families and the Secretary of Education, to achieve four or more stars in no more than two years with at least two points in each of the five arenas, and the provider has met intermediate milestones.

(2) A licensed provider shall employ or contract for the services of at

least one teacher who is licensed and endorsed in early childhood education or

in early childhood special education under chapter 51 of this title.

(3) A registered home provider that is not licensed and endorsed in early

childhood education or early childhood special education shall receive regular,

active supervision and training from a teacher who is licensed and endorsed in

early childhood education or in early childhood special education under

chapter 51 of this title.

(d) Tuition, budgets, and average daily membership.

(1) On behalf of a resident prekindergarten child, a district shall pay

tuition for prekindergarten education for ten hours per week for 35 weeks

annually to a prequalified private provider or to a public school outside the

district that is prequalified pursuant to subsection (c) of this section; provided,

however, that the district shall pay tuition for weeks that are within the

district's academic year. Tuition paid under this section shall be at a statewide

rate, which may be adjusted regionally, that is established annually through a

process jointly developed and implemented by the Agencies of Education and

of Human Services. A district shall pay tuition upon:

(A) receiving notice from the child's parent or guardian that the child

is or will be admitted to the prekindergarten education program operated by the

prequalified private provider or the other district; and

(B) concurrent enrollment of the prekindergarten child in the district of residence for purposes of budgeting and determining average daily membership.

(2) In addition to any direct costs of operating a prekindergarten education program, a district of residence shall include anticipated tuition payments and any administrative, quality assurance, quality improvement, transition planning, or other prekindergarten-related costs in its annual budget presented to the voters.

(3) Pursuant to subdivision 4001(1)(C) of this title, the district of residence may include within its average daily membership any prekindergarten child for whom it has provided prekindergarten education or on whose behalf it has paid tuition pursuant to this section.

(4) A prequalified private provider may receive additional payment directly from the parent or guardian only for prekindergarten education in excess of the hours paid for by the district pursuant to this section or for child care services, or both. The provider is not bound by the statewide rate established in this subsection when determining the rates it will charge the parent or guardian.

(e) Rules. The ~~commissioner of education and the commissioner for children and families~~ Secretary of Education and the Commissioner for Children and Families shall jointly develop and agree to rules and present them

to the ~~state board of education~~ State Board for adoption under 3 V.S.A.

chapter 25 as follows:

(1) ~~To ensure that, before a school district begins or expands a~~

~~prekindergarten education program that intends to enroll students who are~~

~~included in its average daily membership, the district engage the community in~~

~~a collaborative process that includes an assessment of the need for the program~~

~~in the community and an inventory of the existing service providers; provided,~~

~~however, if a district needs to expand a prekindergarten education program in~~

~~order to satisfy federal law relating to the ratio of special needs children to~~

~~children without special needs and if the law cannot be satisfied by any one or~~

~~more qualified service providers with which the district may already contract,~~

~~then the district may expand an existing school-based program without~~

~~engaging in a community needs assessment.~~ To permit private providers that

are not prequalified pursuant to subsection (c) of this section to create new or

continue existing partnerships with school districts through which the school

district provides supports that enable the provider to fulfill the requirements of

subdivision (c)(2) or (3), and through which the district may or may not make

in-kind payments as a component of the statewide tuition established under this

section.

(2) ~~To ensure that, if a school district begins or expands a~~

~~prekindergarten education program that intends to include any of the students~~

~~in its average daily membership, the district shall use existing qualified service~~

~~providers to the extent that existing qualified service providers have the~~

~~capacity to meet the district's needs effectively and efficiently.~~ To authorize a

district to begin or expand a school-based prekindergarten education program

only upon prior approval obtained through a process jointly overseen by the

Secretaries of Education and of Human Services, which shall be based upon

analysis of the number of prekindergarten children residing in the district and

the availability of enrollment opportunities with prequalified private providers

in the region. Where the data are not clear or there are other complex

considerations, the Secretaries may choose to conduct a community needs

assessment.

(3) To require that the school district provides opportunities for effective

parental participation in the prekindergarten education program.

(4) To establish a process by which:

(A) a parent or guardian ~~residing in the district or a provider, or both,~~

~~may request a school district to enter into a contract with a provider located in~~

~~or outside the district~~ notifies the district that the prekindergarten child is or

will be admitted to a prekindergarten education program not operated by the

district and concurrently enrolls the child in the district pursuant to subdivision

(d)(1) of this section;

(B) a district:

(i) pays tuition pursuant to a schedule that does not inhibit the

ability of a parent or guardian to enroll a prekindergarten child in a

prekindergarten education program or the ability of a prequalified private

provider to maintain financial stability; and

      (ii) enters into an agreement with any provider to which it will pay

tuition regarding quality assurance, transition, and any other matters; and

    (C) a provider that has received tuition payments under this section

on behalf of a prekindergarten child notifies a district that the child is no longer

enrolled.

   (5) ~~To identify the services and other items for which state funds may be~~

~~expended when prekindergarten children are counted for purposes of average~~

~~daily membership, such as tuition reduction, quality improvements, or~~

~~professional development for school staff or private providers.~~ To establish a

process to calculate an annual statewide tuition rate that is based upon the

actual cost of delivering ten hours per week of prekindergarten education that

meets all established quality standards and to allow for regional adjustments to

the rate.

   (6) ~~To ensure transparency and accountability by requiring private~~

~~providers under contract with a school districts to report costs for~~

~~prekindergarten programs to the school district and by requiring school~~

~~districts to report these costs to the commissioner of education.~~ [Repealed.]

   (7) To require ~~school districts~~ a district to include identifiable costs for

prekindergarten programs and essential early education services in ~~their~~ its

annual budgets and reports to the community.

(8) To require ~~school districts~~ a district to report to the ~~departments their~~ Agency of Education annual expenditures made in support of prekindergarten ~~care and~~ education, with distinct figures provided for expenditures made from the ~~general fund~~ General Fund, from the ~~education fund~~ Education Fund, and from all other sources, which shall be specified.

(9) To provide an ~~appeal~~ administrative process for:

(A) a parent, guardian, or provider to challenge an action of ~~the~~ a school district or the State when the ~~appellant~~ complainant believes that the district or State is in violation of state statute or rules regarding prekindergarten education; and

(B) a school district to challenge an action of a provider or the State when the district believes that the provider or the State is in violation of state statute or rules regarding prekindergarten education.

(10) ~~To establish the minimum quality standards necessary for a district to include prekindergarten children within its average daily membership. At a minimum, the standards shall include the following requirements:~~

~~(A) The prekindergarten education program, whether offered by or through the district, shall have received:~~

~~(i) National Association for the Education of Young Children (NAEYC) accreditation; or~~

~~(ii) At least four stars in the department for children and families STARS system with at least two points in each of the five arenas; or~~

(iii) ~~Three stars in the STARS system if the provider has developed a plan, approved by the commissioner for children and families and the commissioner of education, to achieve four or more stars within three years with at least two points in each of the five arenas, and the provider has met intermediate milestones; and~~

(B) ~~A licensed center shall employ or contract for the services of at least one teacher who is licensed and endorsed in early childhood education or in early childhood special education under chapter 51 of this title; and~~

(C) ~~A registered home shall receive regular, active supervision and training from a teacher who is licensed and endorsed in early childhood education or in early childhood special education under chapter 51 of this title.~~ To establish a system by which the Agency of Education and Department for Children and Families shall jointly monitor and evaluate prekindergarten education programs to promote optimal outcomes for children and to collect data that will inform future decisions. The Agency and Department shall be required to report annually to the General Assembly in January. At a minimum, the system shall monitor and evaluate:

(A) programmatic details, including the number of children served, the number of private and public programs operated, and the public financial investment made to ensure access to quality prekindergarten education;

(B) the quality of public and private prekindergarten education programs and efforts to ensure continuous quality improvements through mentoring, training, technical assistance, and otherwise; and

(C) the outcomes for children, including school readiness and proficiency in numeracy and literacy.

(11) To establish a process for documenting the progress of children enrolled in prekindergarten education programs and to require public and private providers to use the process to:

(A) help individualize instruction and improve program practice; and

(B) collect and report child progress data to the ~~commissioner of education~~ Secretary of Education on an annual basis.

(f) Other provisions of law. Section 836 of this title shall not apply to this section.

(g) Limitations. Nothing in this section shall be construed to permit or require payment of public funds to a private provider of prekindergarten education in violation of Chapter I, Article 3 of the Vermont Constitution or in violation of the Establishment Clause of the U.S. Constitution.

(h) Geographic limitations.

(1) Notwithstanding the requirement that a district pay tuition to any prequalified public or private provider in the State, a school board may choose to limit the geographic boundaries within which the district shall pay tuition by paying tuition solely to those prequalified providers in which parents and

guardians choose to enroll resident prekindergarten children that are located

within the district's "prekindergarten region" as determined in subdivision (2)

of this subsection.

(2) For purposes of this subsection, upon application from the school

board, a district's prekindergarten region shall be determined jointly by the

Agencies of Education and of Human Services in consultation with the school

board, private providers of prekindergarten education, parents and guardians of

prekindergarten children, and other interested parties pursuant to a process

adopted by rule under subsection (e) of this section. A prekindergarten region:

(A) shall not be smaller than the geographic boundaries of the school

district;

(B) shall be based in part upon the estimated number of

prekindergarten children residing in the district and in surrounding districts, the

availability of prequalified private and public providers of prekindergarten

education, commuting patterns, and other region-specific criteria; and

(C) shall be designed to support existing partnerships between the

school district and private providers of prekindergarten education.

(3) If a school board chooses to pay tuition to providers solely within its

prekindergarten region, and if a resident prekindergarten child is unable to

access publicly funded prekindergarten education within that region, then the

child's parent or guardian may request and in its discretion the district may pay

tuition at the statewide rate for a prekindergarten education program operated

by a prequalified provider located outside the prekindergarten region.

(4) Except for the narrow exception permitting a school board to limit

geographic boundaries under subdivision (1) of this subsection, all other

provisions of this section and related rules shall continue to apply.

Sec. 2. PREKINDERGARTEN EDUCATION; CALCULATION OF

EQUALIZED PUPILS; EXCLUSION FROM EDUCATION

SPENDING

If a school district did not provide or pay for prekindergarten education

pursuant to 16 V.S.A. § 829 in fiscal year 2015, then:

(1) for purposes of determining the equalized pupil count for the fiscal

year 2016 budget, the long-term membership of prekindergarten children shall

be the number of prekindergarten children for whom the district anticipates it

will provide prekindergarten education or pay tuition, or both, in fiscal year

2016; and

(2) for purposes of determining the equalized pupil count for the fiscal

year 2017 budget, the long-term membership of prekindergarten children shall

be the total number of prekindergarten children for whom the district provided

prekindergarten education or paid tuition, or both, in fiscal year 2016, adjusted

to reflect the difference between the estimated and actual count for that fiscal

year.

Sec. 3. QUALITY STANDARDS

(a) The Agencies of Education and of Human Services shall review

existing quality standards for prekindergarten education programs and may

initiate rulemaking under 3 V.S.A. chapter 25 to require higher standards of

quality; provided, however, that no new standards shall take effect earlier than

July 1, 2016. Changes to the quality standards shall be designed to ensure that

programs are based on intentional, evidence-based practices that create a

developmentally appropriate environment and support the delivery of an

engaging program that supports the social, emotional, intellectual, language,

literacy, and physical development of prekindergarten children.

(b) In January of the 2016, 2017, and 2018 legislative sessions, the

Agencies shall report to the House and Senate Committees on Education and

on Appropriations, the House Committee on Human Services, and the Senate

Committee on Health and Welfare regarding the quality of prekindergarten

education in the State.

Sec. 3a. REPORT ON ENROLLMENT AND ACCESS

The Agencies of Education and of Human Services and the Building Bright

Futures Council shall monitor and evaluate access to and enrollment in

prekindergarten education programs under Sec. 1 of this act. On or before

January 1, 2018, they shall report to the House and Senate Committees on

Education and on Appropriations, the House Committee on Ways on Means,

and the Senate Committee on Finance regarding their evaluation, conclusions,

and any recommendations for amendments to statute or related rule.

Sec. 3b. PREKINDERGARTEN REGIONS; PROCESS AND CRITERIA

The Agencies of Education and of Human Services, in consultation with the

Vermont Superintendents Association, the Vermont School Boards

Association, the Vermont Principals' Association, the Vermont-NEA, and the

Building Bright Futures Council created in 33 V.S.A. chapter 46, shall develop

a detailed proposal outlining the process and criteria by which the Agencies

will determine the prekindergarten region of a school district if requested to do

so pursuant to Sec. 1, 16 V.S.A. § 829(h)(2), of this act. The Agencies shall

present the proposal to the House and Senate Committees on Education on or

before January 15, 2015. The Agencies shall also present any

recommendations for amendments to statute, including repeal of or

amendments to subsection (h).

Sec. 4. CONSTITUTIONALITY

On or before July 1, 2014, the Secretary of Education shall identify the

private prekindergarten education programs to which school districts are

paying tuition on behalf of resident prekindergarten children, determine the

extent to which any program provides religious prekindergarten education, and

establish the steps the Agency will take to ensure that public funds are not

expended in violation of Chapter I, Article 3 of the Vermont Constitution and

the Vermont Supreme Court's decision in Chittenden Town School District v.

Vermont Department of Education, 169 Vt. 310 (1999) or in violation of the

Establishment Clause of the U.S. Constitution.

Sec. 5. EFFECTIVE DATE

   This act shall take effect on passage and shall apply to enrollments on

July 1, 2015 and after.

Date Governor signed bill: May 28, 2014

NO. 62. AN ACT RELATING TO PREKINDERGARTEN EDUCATION.

(H.534)

It is hereby enacted by the General Assembly of the State of Vermont:

Sec. 1. FINDINGS

The general assembly finds:

(1) The first five years of a child's life are crucial to a child's development.

(2) The family plays the most important role in the life of a young child. Families have the primary responsibility and right to nurture and provide for the early childhood development and education of their children.

(3) Approximately 70 percent of Vermont parents are employed in the workforce. At least 70 percent of Vermont's three- and four-year-old children are in "out of the home" child care for up to 50 hours per week, while their parents work to provide for the family's needs.

(4) The broader community has a vested interest in assuring that all children and families have access to the care and support needed for the growth and development of children. Failure to meet the needs of young children results in significant societal costs in the future.

(5) A child's growth and development occur best in integrated environments. Early nurture and development opportunities are best provided in locations that are convenient to families and minimize transitions for children.

(6) The provision of early care and prekindergarten education through high-quality private providers is one of the most crucial elements supporting the strength and stability of the system serving young children.

Sec. 2. 16 V.S.A. § 11(a)(31) is amended to read:

(31) "Early childhood education," ~~means a program which provides educational~~ "early education," or "prekindergarten education" means services ~~for~~ designed to provide developmentally appropriate early development and learning experiences based on Vermont's early learning standards to children who are three to ~~five~~ four years of age and to five-year-old children who are not eligible for or enrolled in kindergarten.

Sec. 3. 16 V.S.A. § 829 is added to read:

§ 829. PREKINDERGARTEN EDUCATION; RULES

The commissioner of education and the commissioner for children and families shall jointly develop and agree to rules and present them to the state board of education for adoption under chapter 25 of Title 3 as follows:

(1) To ensure that, before a school district begins or expands a prekindergarten education program that intends to enroll students who are included in its average daily membership, the district engage the community in a collaborative process that includes an assessment of the need for the program in the community and an inventory of the existing service providers.

(2) To ensure that, if a school district begins or expands a prekindergarten education program that intends to include any of the students

in its average daily membership, the district shall use existing qualified service

providers to the extent that existing qualified service providers have the

capacity to meet the district's needs effectively and efficiently.

    (3) To require that the school district provides opportunities for effective

parental participation in the prekindergarten education program.

    (4) To establish a process by which a parent or guardian residing in the

district or a provider, or both, may request a school district to enter into a

contract with a provider located in or outside the district.

    (5) To identify the services and other items for which state funds may be

expended when prekindergarten children are counted for purposes of average

daily membership, such as tuition reduction, quality improvements, or

professional development for school staff or private providers.

    (6) To ensure transparency and accountability by requiring private

providers under contract with a school district to report costs for

prekindergarten programs to the school district and by requiring school

districts to report these costs to the commissioner of education.

    (7) To require school districts to include identifiable costs for

prekindergarten programs and essential early education services in their annual

budgets and reports to the community.

    (8) To require school districts to report to the departments their annual

expenditures made in support of prekindergarten care and education, with

distinct figures provided for expenditures made from the general fund, from

the education fund, and from all other sources, which shall be specified.

(9) To provide an appeal process for parent, guardian, or provider to

challenge an action of the school district when the appellant believes that the

district is in violation of state statute or rules regarding prekindergarten

education.

(10) To establish the minimum quality standards necessary for a district

to include prekindergarten children within its average daily membership. At a

minimum, the standards shall include the following requirements:

(A) A provider must have received:

(i) National Association for the Education of Young Children

(NAEYC) accreditation; or

(ii) At least four stars in the department for children and families

STARS system with at least two points in each of the five arenas; or

(iii) Three stars in the STARS system if the provider has

developed a plan, approved by the commissioner for children and families and

the commissioner of education, to achieve four or more stars within three years

with at least two points in each of the five arenas, and the provider has met

intermediate milestones; and

(B) A licensed center shall employ or contract for the services of at

least one teacher who is licensed and endorsed in early childhood education or

in early childhood special education under chapter 51 of this title; and

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(C) A registered home shall receive regular, active supervision and

training from a teacher who is licensed and endorsed in early childhood

education or in early childhood special education under chapter 51 of this title.

(11) To establish a process for documenting the progress of children

enrolled in prekindergarten programs and to require public and private

providers to use the process to collect and report child progress data to the

commissioner of education on an annual basis.

Sec. 4. 16 V.S.A. § 4001(15) is added to read:

(15) "Prekindergarten child" means a three- or four-year-old child who

is enrolled in a prekindergarten program offered by or through a public school

pursuant to rules adopted under section 829 of this title or who is receiving

essential early education services offered pursuant to section 2956 of this title.

Prekindergarten child also means a five-year-old child who otherwise meets

the terms of this definition if that child is not yet eligible for or enrolled in

kindergarten.

Sec. 5. 16 V.S.A. § 1073(c) is amended to read:

(c) An individual who is not a legal pupil ~~shall not~~ may be enrolled in a

public school~~, except for enrollment~~ in a prekindergarten program offered by

or through a public school pursuant to rules adopted under section 829 of this

title or in a program of essential early education~~, without the consent of the

superintendent~~ offered pursuant to section 2956 of this title.

Sec. 6. 16 V.S.A. § 4001(1) is amended to read:

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(1) "Average daily membership" of a school district, or if needed in order to calculate the appropriate homestead tax rate, of the municipality as defined in 32 V.S.A. § 5401(9), in any year means:

(A) ~~the~~ The full-time equivalent enrollment of pupils, as defined by the state board by rule, who are legal residents of the district or municipality attending a school owned and operated by the district, attending a public school outside the district under an interdistrict agreement, or for whom the district pays tuition to one or more approved independent schools or public schools outside the district during the annual census period. The census period consists of the first 40 days of the school year in which school is actually in session~~; and~~.

(B) ~~the~~ The full-time equivalent enrollment in the year between the end of the last census period and the end of the current census period, of any state-placed students as defined in subdivision 11(a)(28) of this title. A school district which provides for the education of its students by paying tuition to an approved independent school or public school outside the district shall not count a state-placed student for whom it is paying tuition for purposes of determining average daily membership. A school district which is receiving the full amount, as defined by the state board by rule, of the student's education costs under subsection 2950(a) of this title, shall not count the student for purposes of determining average daily membership. A state-placed

student who is counted in average daily membership shall be counted as a

student for the purposes of determining weighted student count.

(C) The full-time equivalent enrollment for each prekindergarten

child as follows: If a child is enrolled in 10 or more hours of prekindergarten

education per week or receives 10 or more hours of essential early education

services per week, the child shall be counted as one full-time equivalent pupil.

If a child is enrolled in six or more but fewer than 10 hours of prekindergarten

education per week or if a child receives fewer than 10 hours of essential early

education services per week, the child shall be counted as a percentage of one

full-time equivalent pupil, calculated as one multiplied by the number of hours

per week divided by ten. A child enrolled in prekindergarten education for

fewer than six hours per week shall not be included in the district's average

daily membership. Although there is no limit on the total number of children

who may be enrolled in prekindergarten education or who receive essential

early education services, the total number of prekindergarten children that a

district may include within its average daily membership shall be limited as

follows:

(i) All children receiving essential early education services may be

included.

(ii) Of the children enrolled in prekindergarten education who are

not receiving essential early education services, the greater of the following

may be included:

(I) ten children; or

(II) the number resulting from:

(aa) one plus the average annual percentage increase or

decrease in the district's first grade enrollment as counted in the census period

of the previous five years; multiplied by

(bb) the most immediately previous year's first grade census

count; or

(III) the total number of four-year-olds in the district.

Sec. 7. 16 V.S.A. § 4010 is amended to read:

§ 4010. DETERMINATION OF WEIGHTED MEMBERSHIP

   (a) On or before the first day of December during each school year, the

commissioner shall determine the average daily membership of each school

district for the current school year. The determination shall list separately:

   (1) ~~resident~~ Resident prekindergarten children;

   (2) Resident pupils being provided elementary or kindergarten

education; and

   ~~(2) resident~~ (3) Resident pupils being provided secondary education.

* * *

   (c) The commissioner shall determine the weighted long-term membership

for each school district using the long-term membership from subsection (b) of

this section and the following weights for each class:

~~Grade Level Weight~~

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Prekindergarten 0.46

Elementary or kindergarten 1.0

* * *

Sec. 8. 33 V.S.A. § 3502 is amended to read:

§ 3502. CHILD CARE FACILITIES; SCHOOL AGE CARE IN PUBLIC

SCHOOLS; 21ST CENTURY FUND

   (a) Unless exempted under subsection (b) of this section, a person shall not

operate a child care facility without a license, or operate a family day care

home without registration from the department. All prekindergarten programs,

regardless of whether they are located in a public school or a private facility,

shall be licensed by the department. This provision does not apply to essential

early education services provided to individual children.

   (b) The following persons are exempted from the provisions of subsection

(a) of this section:

      (1) A person providing care for children of not more than two families

other than that of the person providing the care.

      (2) A hospital or establishment holding a license issued by the

department of health, or a person operating a program primarily for

recreational or therapeutic purposes, unless the hospital, establishment or

person provides services for the care, protection and supervision of children

not incidental to its primary purpose in which case subsection (a) shall apply to

those nonincidental additional services.

(3) Child care facilities operated by religious organizations for the care

and supervision of children during or in connection with religious services or

church sponsored activities.

(4) ~~Nursery schools or other preschool establishments, attended by~~

~~children of less than compulsory school age, which are subject to regulation by~~

~~the department of education.~~ [Repealed.]

* * *

Sec. 9. DEPARTMENT OF EDUCATION AND DEPARTMENT FOR

CHILDREN AND FAMILIES; RESPECTIVE DUTIES

REGARDING PREKINDERGARTEN AND KINDERGARTEN

PROGRAMS

The respective jurisdiction and duties of the department of education and

the department for children and families with respect to prekindergarten and

kindergarten programs shall be as outlined in the memorandum of

understanding executed by the department of education and the precursor to

the department for children and families on May 28, 1999.

Sec. 10. REPORT TO GENERAL ASSEMBLY

On or before January 1, 2010, the commissioners of education and for

children and families shall file a written report with the house and senate

committees on education regarding:

(1) The per-district enrollment of children who are in prekindergarten

programs and who are receiving essential early education services.

(2) The breakdown of districts choosing to limit the average daily

membership of prekindergarten children by each of the three methods set forth

in 16 V.S.A. § 4001(1)(C)(2).

(3) The statewide cost, including the cost to the education fund, of

providing prekindergarten programs by or through school districts and any

changes to that cost since the effective date of this act.

(4) The annual expenditures spent in support of prekindergarten care

and education, with distinct figures provided for expenditures made from the

general fund, from the education fund, and from all other sources, which

sources shall be specified, from the effective date of this act forward.

(5) The information and data required through rulemaking in 16 V.S.A.

§ 829(5) through (7).

(6) The effectiveness of prekindergarten programs in reaching quality

program standards set forth in department of education rule.

(7) The effects that the prekindergarten programs covered by this act

have had on the early development, learning experiences, and behaviors,

including extreme or disruptive behaviors, of young children in Vermont.

(8) The effect that the limits on the number of prekindergarten children

that may be included within a district's ADM established in Sec. 6 of this act

have had on the ability to serve the needs of young children and the

advisability of eliminating or amending those limits.

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(9) An analysis of whether and to what extent retention, elimination, or amendment of the ADM limits would affect the state's ability to fund in an adequate manner the child care subsidy program administered by the department for children and families. The child care subsidy program enables many at-risk children to receive both nurture and developmental services crucial to preparing these children to enter school. The report shall also discuss any other actions that the commissioners believe would increase the state's ability to fund the child care subsidy program adequately.

(10) A proposal for consolidating the authority currently exercised by the department for children and families and the department of education to regulate and fund all early childhood programs.

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Sec. 11. TRANSITIONAL PROVISIONS

   Any district that offered prekindergarten education during the 2006–2007

academic year shall not be affected by the provisions of 16 V.S.A.

§ 4001(1)(C) in Sec. 6 of this act that limit the total number of prekindergarten

children who may be counted within the district's average daily membership;

rather, the district may instead choose to include within its average daily

membership the total number of prekindergarten children enrolled in its

program, provided that the number does not exceed the highest number of

prekindergarten children enrolled and counted within its average daily

membership in any one of the following three academic years: 2004–2005,

2005–2006, or 2006–2007. If, at any time, the district elects to determine its

average daily membership of prekindergarten children based on the limitations

in 16 V.S.A. § 4001(1)(C), the decision shall be final, and the district shall at

all times be bound by that subdivision.

Sec. 12. PREKINDERGARTEN EDUCATION STUDY COMMITTEE

   (a) The prekindergarten education study committee created in Sec. 1 of

No. 186 of the Acts of the 2005 Adj. Sess. (2006) shall continue its existence

and composition until March 1, 2008 to:

      (1) analyze additional financial data;

      (2) receive periodic reports from the commissioner of education and the

commissioner for children and families regarding implementation of this act,

particularly the rulemaking required in Sec. 2 of this act;

(3) propose legislation to the general assembly as the committee deems

necessary.

(b) The committee shall meet no more than twice when the general

assembly is not in session. For attendance at a meeting when the general

assembly is not in session, legislative members of the committee shall be

entitled to per diem compensation and reimbursement of expenses as provided

in 2 V.S.A. § 406(a).

Sec. 13. CONSTRUCTION

Nothing in this act shall be construed to require a school district to provide

a prekindergarten education program.

Sec. 14. REPEAL

Subsection 2(a) of No. 186 of the Acts of the 2005 Adj. Sess. (2006)

(moratorium on state board of education rules regarding early childhood or

prekindergarten services) is repealed.

Sec. 15. EFFECTIVE DATES

This act shall take effect on July 1, 2007, except that the rules required by

Sec. 3 of this act shall apply beginning in the 2008–2009 academic year.

Approved: June 1, 2007

No. 66. An act relating to home visiting standards.

(S.156)

It is hereby enacted by the General Assembly of the State of Vermont:

Sec. 1. PURPOSE

In recognition of the significant positive contribution that home visiting

services make with regard to enhancing family stability, family health, and

child development; fostering parenting skills; reducing child maltreatment;

promoting social and emotional health; improving school readiness; and

promoting economic self-sufficiency, the General Assembly seeks to ensure

that home visiting services to Vermonters are of the highest quality by

establishing standards for their administration, delivery, and utilization review

that foster the contributions of diverse practice models.

Sec. 2. RULEMAKING

(a) As used in this section, "home visiting services" means regular,

voluntary visits with a pregnant woman or a family with a young child for the

purpose of providing a continuum of services that improves maternal and child

health; prevents child injuries, abuse, or maltreatment; promotes social and

emotional health; improves school readiness; reduces crime or domestic

violence; improves economic self-sufficiency; or enhances coordination and

referrals among community resources and supports, such as food, housing, and

transportation.

(b) The Secretary of Human Services, in consultation with interested

providers and other stakeholders, shall develop rules establishing standards for

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the delivery of home visiting services throughout Vermont to be adopted by

the Secretary on or before July 1, 2014.

(c) In developing standards for the delivery of home visiting services, the

Secretary shall be guided by best family-centered and family-directed practices

and evidence-based models. The standards adopted by rule shall address the

following:

(1) creation of a system of home visiting services that can respond to

diverse family needs;

(2) service provider training and supervision;

(3) a structure for coordinating services at the state and local levels with

respect to outreach efforts, family intake methods, referrals, and transitions;

(4) access to supports, resources, and information to address short- and

long-term family needs;

(5) criteria identifying which home visiting models and home visiting

programs are eligible for funding;

(6) the contributions of organizations that use trained volunteers; and

(7) performance evaluation and quality improvement measures,

including mechanisms for tracking funding, utilization, and outcomes for

families and children at the state, community, and program levels.

Sec. 3. EFFECTIVE DATE

This act shall take effect on passage.

Date the Governor signed the bill: June 3, 2013

EMERGING QUALITY IMPROVEMENT PROTOCOL FOR VERMONT PREK

As part of Vermont's Race to the Top-Early Learning Challenge grant, Vermont is developing the following continuing program improvement protocol. The following descriptive material is taken from Vermont's RTT-ELC application:

Section B3: Rating and monitoring ELDP

Abstract:

Vermont has developed, implemented, and continually refines a system for rating and monitoring the quality of ELDP participating in VT STARS. Highly qualified VT STARS Coordinators, who accept and review VT STARS applications, verify information about structural aspects of program quality using evidence submitted by the ELDP applicant or verified in the Bright Futures Information System (BFIS). Process quality is assessed at higher levels of the system using valid and reliable tools and scores are factored into the rating decisions. We believe the plan for monitoring and rating levels of quality in VT STARS is a good one but quality control in implementation is a concern. RTT-ELC resources will help us to correct this and to add the dimension of increased monitoring of publicly funded preschool to our system.

High-quality Plan Summary

Goal:

Vermont's goal is to increase the frequency and quality of monitoring in our system for rating early learning development programs (ELDP) participating in VT STARS and publicly funded preschool by increasing capacity, improving inter-rater reliability and creating integrated monitoring and rating processes across child care licensing, VT STARS, and publicly funded preschool.

Outcomes:

- By the end of the funding period (2017), 100% of ELDP participating in VT STARS and rated as 3, 4 or 5 VT STARS have had at least one appropriate and reliable ERS or CLASS within the last 18 months. Scores are maintained in a VT STARS Administration data system for use in internal validity evaluation;

- By the end of the funding period (2017), 100% of publicly funded preschool programs receive on-site monitoring visits at least every three years;

- By the end of the funding period (2017), performance accountability data on publicly funded preschool programs is collected, summarized and reported annually to the Vermont Legislature and the public; and

- By the end of the funding period (2017), families report using VT STARS ratings as important information when deciding which early learning and development program is best for their children.

Strategies:

- Develop and implement capacity to deliver timely and reliable ERS observations as part of VT STARS administrative functions;

- Develop and establish the necessary capacity to systematically and effectively monitor state investment in publicly funded preschool programs; and

- Increase the visibility of VT STARS as a tool for families to use in making decisions about enrolling their children in ELDP.

Table 1: Timeline and Parties Responsible

Activity	Year				Parties Responsible
	2014	2015	2016	2017	
Recruit and hire two full time (FT) assessors in VT STARS administrative contract.	☐				CDD/DCF VT STARS Administrators
Provide training to ensure both assessors are trained to reliability on all ERS. Ensure that at least one of the FT assessors is designated as a "state anchor" in ERS for Vermont	☐				CDD/DCF VT STARS Administrators
Procure tablet technology to support efficient and consistent observation, data collection and reporting – two for FT assessors and two to loan to contractual assessors	☐				CDD/DCF VT STARS Administrators
Train assessors on use of technology	☐				VT STARS Administrators
Establish clear job duties and performance expectations for assessors	☐				VT STARS Administrators VT STARS Oversight

					Committee
Assess and document availability of additional reliable observers in VT that may be used when demand exceeds capacity of 2 FT assessors	☐				VT STARS Administrators VT STARS Oversight Committee
Establish written referral protocols and processes for programs requesting ERS observations	☐				VT STARS Administrators VT STARS Oversight Committee
Establish and maintain quality control processes to maintain inter-rater reliability in accord with recommendations of the ERS Institute (see Appendix XI)	☐	☐	☐	☐	VT STARS Administrators VT STARS Oversight Committee
Provide timely and appropriate classroom assessment services to VT STARS participants	☐	☐	☐	☐	VT STARS Administrators
Monitor inter-rater reliability, observer performance, capacity to meet demand and experience of ELDP providers	☐	☐	☐	☐	CDD/DCF VT STARS Oversight Committee
Develop VT STARS policies and regulations regarding program quality fluctuations indicated by ERS monitoring scores during the three year period that a VT STARS rating is valid		☐			CDD/DCF VT STARS Oversight Committee
Evaluate effectiveness of this strategy. Make recommendations for efficiently and effectively sustaining activities that work best to achieve goals			☐		CDD/DCF VT STARS Oversight Committee
If outcomes have been achieved, repurpose quality investments to support permanent expansion of VT STARS administrative contract to support this function.			☐	☐	CDD/DCF
Contract with a national expert to help design and pilot a monitoring system for publicly funded preschool in Vermont based on what evidence indicates is the most effective means of measuring quality in ELDP for preschool children	☐	☐			AOE CDD

Contract with an in-state consultant with expertise in early childhood education to manage the design and piloting of a monitoring system for publicly funded preschool. In the implementation phase, this consultant will also participate actively as a monitor collecting baseline data	☐	☐	☐	☐	AOE
Create and facilitate a preschool monitoring work group comprised of staff from state agencies, monitoring project consultants, Early Childhood Educators from both LEA-based and community-based ELDP, legislators and a small group of interested stakeholders and experts to advise the design and piloting processes	☐	☐	☐	☐	AOE Monitoring Project Consultant CDD BBF Council
Propose and pilot a plan for monitoring publicly funded preschool that includes monitoring goals, program performance measures and processes that are coordinated with child care licensing and VT STARS assessment		☐			AOE Monitoring Project Consultant CDD VT STARS Administrators
Establish inter-agency protocols and processes to coordinate and integrate preschool monitoring, child care licensing and VT STARS assessments. Provide clarity on differentiated roles for staff and for programs. Promote effective communication and information sharing among licensing staff, VT STARS assessors and preschool monitors assigned to the same ELDP		☐	☐		AOE Monitoring Project Consultant CDD VT STARS Administrators
Evaluate the pilot and revise the system design as warranted		☐			AOE Monitoring Project Consultant CDD
Summarize and analyze data to produce a report to the legislature on the development, piloting and initial implementation the preschool monitoring system		☐			AOE Monitoring Project Consultant
Contract with a second in-state			☐	☐	AOE

consultant with expertise in early childhood education to conduct baseline visits to publicly funded preschool programs					
Communicate details of the monitoring plan and performance measures to all ELDP operating publicly funded preschool programs in LEA or community-based settings		☐	☐		AOE Monitoring Project Consultant CDD
Conduct monitoring visits, complete monitoring tasks, collect and organize baseline data related to agreed-upon performance measures. Provide technical assistance on compliance with publicly funded preschool requirements			☐	☐	AOE Monitoring Project Consultants
Summarize and analyze baseline data to produce a report to the legislature on the performance of publicly funded preschool programs in Vermont				☐	AOE Monitoring Project Consultants
Assess the efficacy of the system for monitoring publicly funded preschool and make recommendations for sustaining the system with the intention to ensure on-site visits to publicly funded preschool programs at least once every three years with bi-annual reports to the legislature on the performance of publicly funded preschool programs and the return on preschool investments in terms of school readiness and impact on the achievement gap between high needs children and their peers				☐	AOE Monitoring Project Consultant CDD
Build on the existing communication and community engagement strategy to share information about the importance of high-quality experiences in the early years and the quality of ELDP in Vermont with families and the general public on-line, in the media and through referral services provided by community based organizations	☐	☐	☐	☐	CDD: the Bright Futures Information System (BFIS) BBF Council Community Child Care Support Agencies (Child Care Resource and Referral Agencies) Vermont

serving children with high needs.					Association for the Education of Young Children (VAEYC) Vermont Child Care Providers Association (VCCPA) Vermont Child Care Industry and Careers Council (VCCIC)

Metrics: Semi-annual monitoring of success in meeting Outcomes targets.

Rationale:

This rationale addresses both B3a, using a valid and reliable tool for monitoring ELDP, and B3b, providing quality rating and licensing information to parents with children enrolled in ELDP.

All early learning and development programs (ELDP) caring for children in more than two families are subject to licensing regulation and monitoring in Vermont. This includes Family Child Care Providers (FCCP), Community based Centers (Centers), center based Early Head Start (EHS) and Head Start (HS), and publically funded Preschool programs delivered by the local education agency (LEA) or in partnership with a community-based setting. No type of ELDP is exempt.

There are essentially three levels of regulated approval. Registration of FCCP, Licensure of FCCP or Centers (which includes HS programs), and Preschool approval.

Registration and Licensure is the under the jurisdiction of the Department for Children and Families. Four Licensing Technicians manage paperwork and processes from a central office and nine Licensing Field Specialists (LFS) complete monitoring and complaint site visits and impose licensing actions from home offices in their caseload areas. These staff work under three Senior Licensing Supervisors in the Child Development Division (CDD) of the Department for Children and Families (DCF).

Over the past 18 months, CDD has worked with a group of over 100 ELDP providers, state agency staff, including Agency of Education (AOE), Maternal Child Health (MCH), and Department of Mental Health (DMH), and other local experts and stakeholders to thoroughly review and revise Vermont's adequate but outdated

registration and licensing standards. The CDD contracted with the National Association of Regulatory Administrators (NARA) to support this work. Significant improvements in Health and Safety are proposed based on the most recent edition of *Caring for Our Children*, the American Academy of Pediatrics (AAP) definitive standards on health and safety in child care (2011).

Alignment is embedded in the proposed regulations between the Northern Lights Career Development Center (NLCDC) Career Ladder, Vermont Early Learning Standards (VELS) and VT STARS and coordination with public school requirements for publicly funded preschool programs operated by LEAs. The proposed regulation is under final internal review. The proposed regulations will be moving into the promulgation phase this fall and will be implemented in 2014 with extensive training and technical assistance for licensing staff and ELDP.

During the 2012 legislative session, the Vermont legislature approved two new licensing field specialists LFS in CDD (from formerly seven to current nine LFS) with the intent to reduce caseloads and increase frequency of monitoring visits. The Division is working toward a goal of visiting each regulated ELDP at least once annually. In 2012, prior to the addition of the two new Licensing Field Specialists, 39% of registered Family Child Care Programs and 90 % of all licensed programs were visited by licensing staff – about 60% of all ELDP across settings. By 2014, we intend to reach our goal of 100% of all regulated ELDP having at least one unannounced monitoring visit in a 12-month period. Current registration or licensure is a threshold requirement for VT STARS. All ELDP applying to enter or move up in VT STARS must have been visited within the past 12 months. Ensuring that VT STARS applicants and participants have current monitoring visits is a priority of CDD licensing staff. Licensing staff may conduct announced and unannounced visits to program at any time to check for routine compliance or respond to complaints. Information about compliance with regulations is routinely exchanged between CDD Licensing staff and VT STARS Coordinators.

Regulatory compliance is managed as part of a comprehensive data system in CDD called the Bright Futures Information System (BFIS). This searchable database of all regulated providers is available on-line to families and the public. Providers can update program information about services they offer in the system and this is available to

families. Regulatory compliance information including when site visits occur and a record of violations is also posted on-line. Quality ratings and accreditation status is displayed. Recently the system was updated to provide information about preschool approval.

As noted in B1, participation in VT STARS is open to all programs but voluntary for most. The regulatory history arena ensures that the quality improvement system rests squarely on the foundation of compliance with state regulations. Administration of VT STARS is managed by a community-based agency through a competitive contract awarded by the CDD. Two full-time VT STARS Coordinators are employed by the agency to accept applications, review evidence, verify points and award approval and ratings in the VT STARS. Both VT STARS Coordinators are highly qualified with Masters degrees in Early Childhood Development and 25 years of experience in the field.

VT STARS Coordinators have access to licensing and professional development information in BFIS to validate evidence submitted in applications. They work closely with the VT STARS Oversight Committee and with staff from CDD and AOE. VT STARS ratings are valid for three years. ELDP participating in VT STARS must submit annual reports affirming ongoing compliance and may submit additional evidence and request a review to improve ratings at any time.

ELDP can earn up to five points in the program practices arena of the VT STARS (see Table 6). This is the arena where reliable program assessments are an important tool in monitoring and improving quality. Applicants earn points in this arena moving from awareness of global quality via training and informed self-assessment through coaching with a knowledgeable coach from outside their program to readiness for a more formal, and rigorous third party program assessment where "high stakes" scores impact how many points are earned toward a VT STARS rating.

> **Strengthening reliable use of ERS in VT STARS**

The Environmental Rating Scales (ERS) (University of North Carolina-Chapel Hill, no date) are the predominant valid program assessment tool recognized and applied in the VT STARS. These include the Infant Toddler Environmental Rating Scale (ITERS), the Early Childhood Environmental Rating Scale (ECERS), the Family Child Care Environmental Rating Scale (FCCERS) and the School Age Care Environmental Rating

Scale (SACERS). The ERS have been proven as valid tools for program assessment, monitoring and improvement. The Classroom Assessment Scoring System (CLASS) is also recognized as a valid program assessment tool in VT STARS. CLASS is generally used by programs in higher tiers of VT STARS who have consistently high ERS ratings. See C2 for a discussion of Vermont's Comprehensive Assessment System.

Vermont has already put plans in place to improve understanding of global quality measures and use of the ERS at the entry levels of the quality continuum. In 2012, CDD received a Workforce Education and Training grant from Vermont's Department of Labor. $12,000 of those funds was awarded to the VT STARS Administration contractor to increase effectiveness in use of the ERS as a means for improving environmental quality for ELDP in VT STARS. Four well qualified and experienced early childhood professionals, ERS trained and approved as Level four trainers in the VT Northern Lights Instructor Registry, are now in place to provide consistent and coordinated training experiences for all types of programs throughout Vermont. They will provide group trainings and individual consultation to support growth upward in VT STARS through improved program practices.

Prior to 2011, Vermont applied a training of trainers model to developing ERS observers in VT STARS. Though the core trainers had received training from the ERS Institute in North Carolina at one time and used training materials approved by the Institute, fidelity to the rigorous protocol required to ensure valid use of the tool for high stakes purposes and inter-rater reliability was lacking. In 2011 and 2012, CDD sought to remedy this concern by sponsoring training to reliability by ERS Institute staff in the ECERS and the ITERS for a core group of well qualified and experienced early childhood professionals in Vermont.

Fifty-five potential assessors were trained in this effort but only a few were trained to 85% reliability at that time. Individuals from this group continue to conduct most of the ERS assessments in the VT STARS for a daily stipend. A system for maintaining inter-rater reliability was not established. ERS program assessment improved but not sufficiently to deliver the level of confidence we need to support high stakes use for the growing number of programs entering the higher levels of VT STARS at this time and to use ERS scores to measure internal validity in the system.

The first strategy detailed in the HQP above is based on recommendations from the ERS Institute for achieving and maintaining inter-rater reliability in the ERS (see Appendix XI). Through the VT STARS administration contract, we will recruit, train and deploy two well-qualified and experienced early childhood professionals as state anchors in the valid and reliable use of all relevant ERS. VT STARS ERS Assessors will work out of home offices and be responsible for regions where they will conduct or coordinate and oversee all ERS assessments in VT STARS. We will continue to support a small group of reliable assessors as consultants, increasing the stipends, support and oversight for these activities, to assure that demand for assessments is met in a timely manner for all programs participating in VT STARS. As part of this process, three to five star programs will be assessed, using an appropriate ERS, when applying for approval or renewal and at least once more during the three-year approval period. We believe this will resolve weaknesses related to both present and future validity and reliability of ERS assessments in VT STARS and increase the rigor and usefulness of consistent program assessments in assessing and improving quality.

> ➢ **Beyond VT STARS: Monitoring publically funded preschool programs in Vermont**

PreK administration is a shared responsibility of Agency of Education (AOE) and CDD/DCF. Publicly funded preschool programs must be licensed by CDD and must also meet higher standards to be approved. These are:

- National accreditation or a rating of at least 4 VT STARS in the VT STARS. Three STAR programs may be provisionally approved with an approved plan to increase to at least 4 VT STARS within 12 months;
- Engagement of a teacher with an early childhood or early childhood special education license; and
- Assessing and reporting children's progress using TS Gold.

Currently, AOE collects and maintains information about publicly funded preschool programs but there is no formal monitoring process. In H.270 (see A1), the House Committee on Education specifically assigns AOE and CDD/DCF with responsibility to more proactively monitor publicly funded PreK in Vermont, a function both agencies enthusiastically support but lack current resources to conduct in a robust manner. The

House Committee on Education used the Results Based Accountability (RBA) model referred to elsewhere in this application as a basis for the language regarding a monitoring system in this bill.

In the second strategy described in the HQP above, Vermont will use RTT-ELC resources to design and develop a system to monitor current and expanding publicly funded preschool programs. The system will focus specifically on promoting optimal outcomes for children, especially high needs children, and informing future policy decisions. Vermont will partner with a nationally recognized organization or individual with expertise in early childhood education and program evaluation to help design and pilot a preschool monitoring system. AOE and CDD will convene a work group comprised of staff from state agencies, monitoring project consultants, Early Childhood Educators from both LEA and community based ELDP, legislators and a small group of interested stakeholders and experts to advise the design and piloting processes.

AOE will recruit a highly qualified early childhood educator as the Monitoring Project Consultant to manage the development and piloting processes in the first two years of the grant period and then actively monitor preschool programs as the monitoring system is implemented in the third and fourth years. A second preschool monitoring consultant will be brought on in the third year to assist in implementation. Preschool monitors will collect and organize data and information about how each publicly funded preschool program is offered locally and will provide on-site technical assistance to programs regarding program rules, services for children and families and coordination with other local ELDP and other services for children and families. They will have full access to all program information available in BFIS and to all VT STARS program assessment data. Preschool monitoring will be intentionally coordinated with child care licensing and VT STARS assessment activities.

In 2015, year two of the grant period, the Monitoring Project Consultant will summarize and analyze data to produce a report to the legislature on the development, piloting and initial implementation of the proposed preschool monitoring system. In 2017, year four of the grant period, the Monitoring Project Consultant will summarize and analyze baseline data to produce a report to the legislature on the performance of publicly funded preschool programs in Vermont. Some questions the report may

address are: how much is invested in publicly funded Preschool; how local communities structure publicly funded Preschool services and coordinate with other services for children with high needs such as IDEA services, Title I funding, Head Start and CC FAP subsidies; the quality of publicly funded ELDP as documented in valid and reliable assessments conducted by VT STARS assessors; and information about the children who participate and how those children are learning and developing.

The AOE and CDD/DCF will use the data and anecdotal evidence accumulated during piloting and implementation to assess the efficacy of the system for monitoring publicly funded preschool and make recommendations for sustaining the system with the intention to ensure on-site visits to publicly funded preschool programs at least once every three years with bi-annual reports to the legislature on the performance of publicly funded preschool programs and the return on preschool investments in terms of school readiness and impact on the achievement gap between high needs children and their peers

Report Related to H.270

REPORT

April 2014

Report on Progress of Children in Prekindergarten Education in 2012-2013/Impact of Prekindergarten Education on Kindergarten Readiness

Submitted to the Senate Appropriations Committee

**by Secretary of Education, Rebecca Holcombe**

VERMONT
AGENCY OF EDUCATION

Vermont's Prekindergarten Education Program

Children's Progress Report 2012-2013

Early learning and development programs that offer publicly funded prekindergarten education (PreK) are required to collect and report child progress data annually. During the past two years, the Agency of Education (AOE) and the Department for Children and Families (DCF) have stipulated that all programs must use Teaching Strategies GOLD (TS GOLD) to comply with this requirement. TS GOLD is a developmentally appropriate and authentic assessment of young children.

The TS GOLD data show the amount of progress PreK children make during the school year. The child's teacher collects and analyzes observations and documentation throughout the 35 weeks of PreK. This assessment also serves to deepen the teacher's knowledge of each child over the course of the school year. The TS GOLD results measure the growth the child has made from the start of the year, no matter where that starting point is, to where the child is at the end of the year. Because TS GOLD is used nationally, we can also compare the progress of our children in PreK to the progress of children across the country.

The charts below summarize the progress children in Vermont PreK programs made in 2012-2013 as measured by TS GOLD. These charts clearly show that both age groups, three- and four-year-olds, made progress in all six areas of development: social-emotional, physical (i.e. fine and large motor), language, cognition, literacy, and mathematics. The growth was most pronounced in the Literacy domain for both age groups.

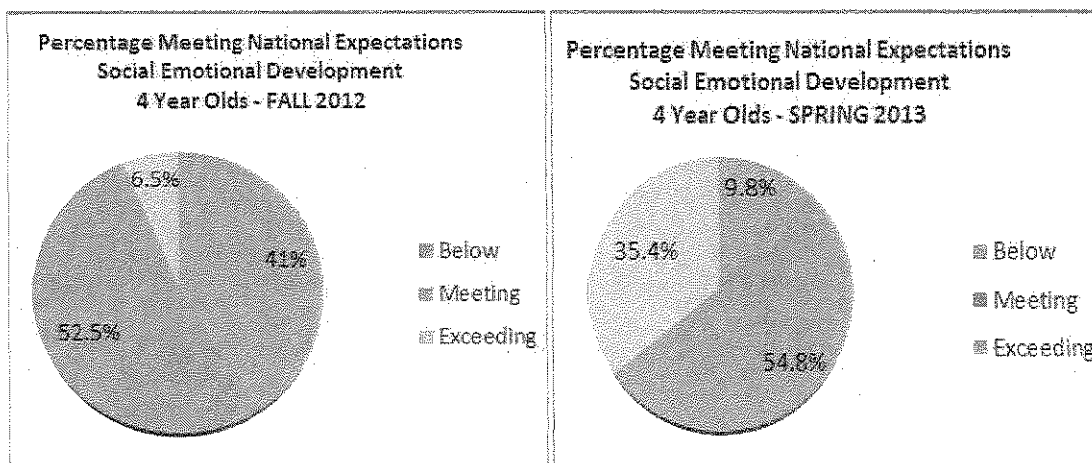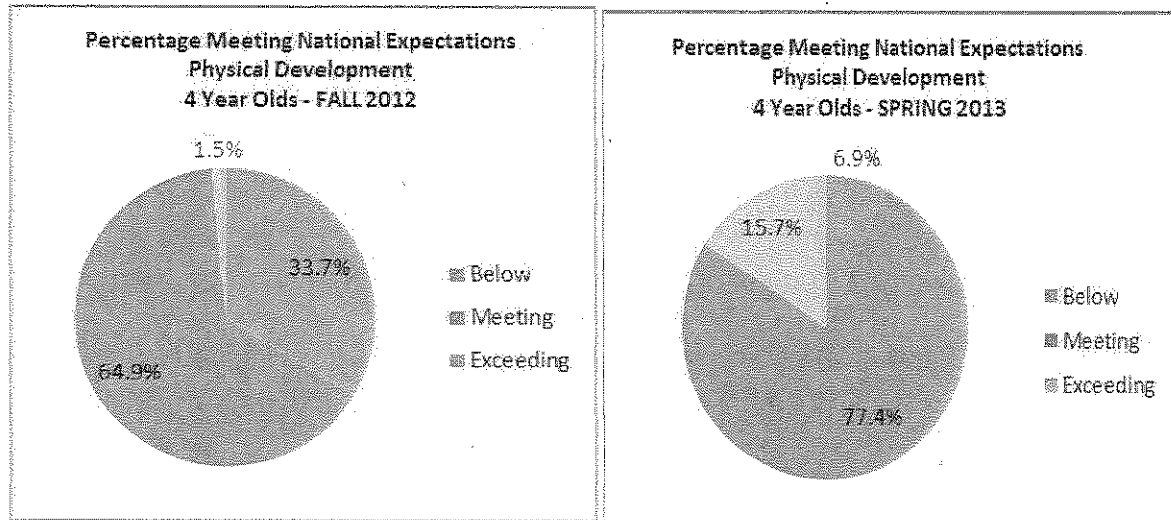PreK Progress 2012-2013
TS GOLD 3-Year-Olds

1
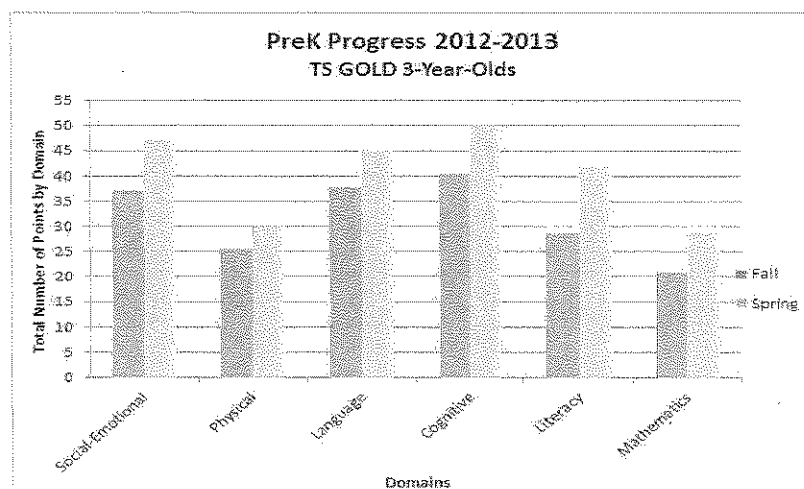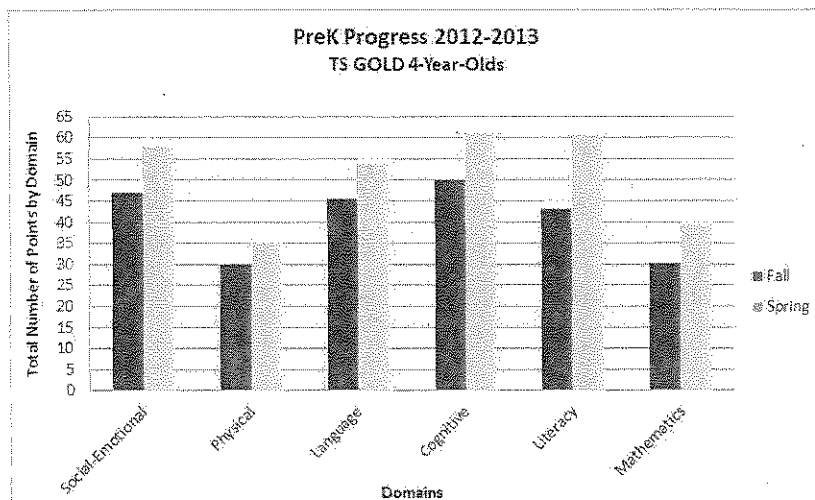
NOTE: Total Number of Points is the sum of adding the ratings (1-9) for each item within a domain. Domains vary in the number of items, so the totals vary. For 4-Year-Olds scale, the Social Emotional domain top is 62 and the bottom is 46, whereas for Physical the top is 39 and the bottom is 29.

It is expected that children would show some level of increased knowledge and skills during the nine months of the school year. To account for this fact, a more detailed analysis of the TS GOLD data was completed. The progress of children in Vermont PreK programs was compared with "widely held expectations" generated by TS GOLD results from a national sample (approximately 20,000) used to validate TS GOLD. The following pie charts show the percentage of children below, meeting, or exceeding these nationally established expectations for the six developmental areas. The data shown here are for the four-year-olds attending PreK programs in 2012-2013. As is evident across all developmental areas, the percentages of children meeting and exceeding the national expectations increase significantly from fall to spring. In other words, children in Vermont PreK programs seem to grow more than the national norm. The TS GOLD data for the three-year-olds evidence a similar pattern.
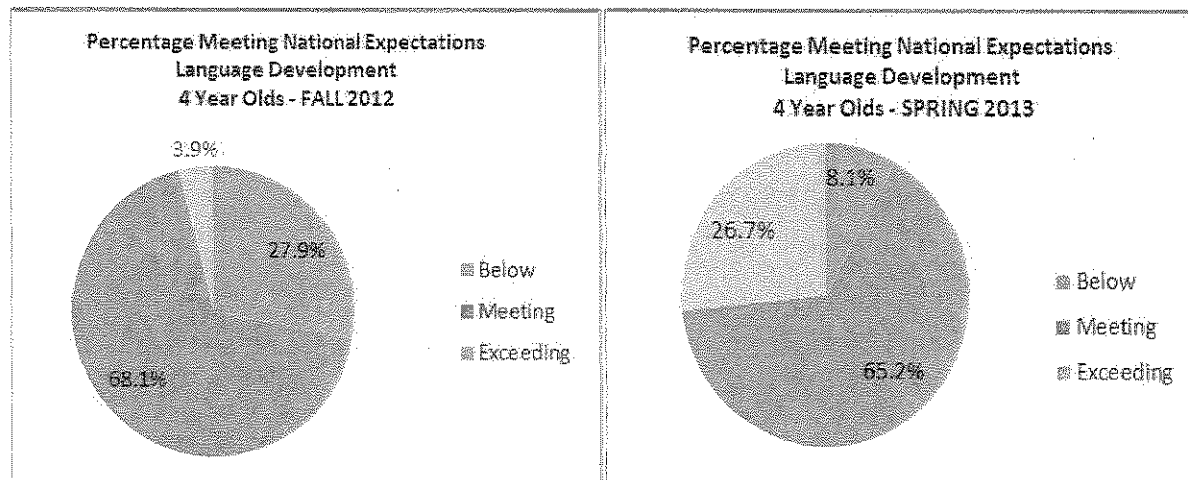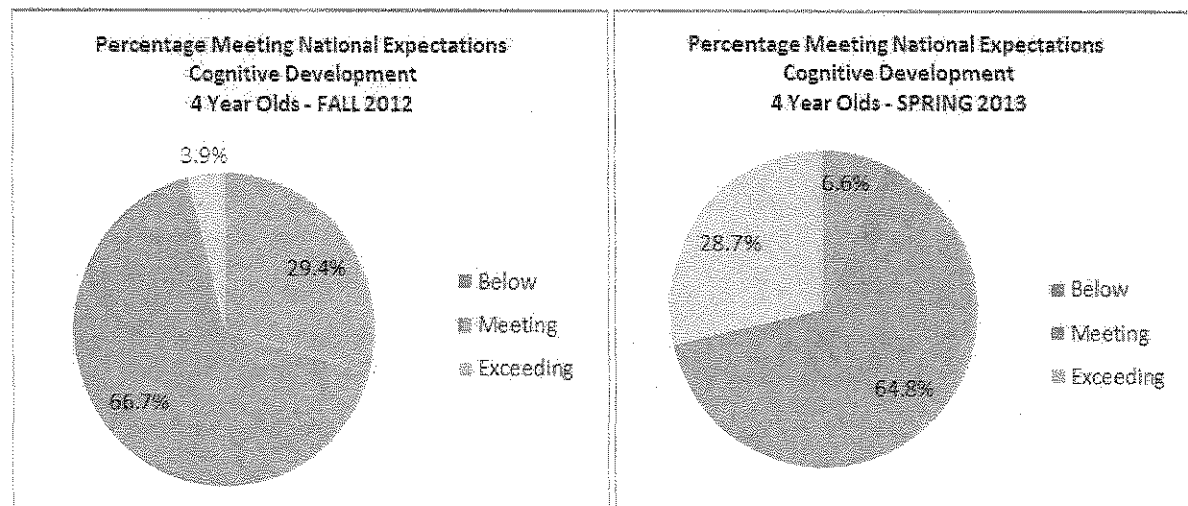
SOCIAL EMOTIONAL DEVELOPMENT
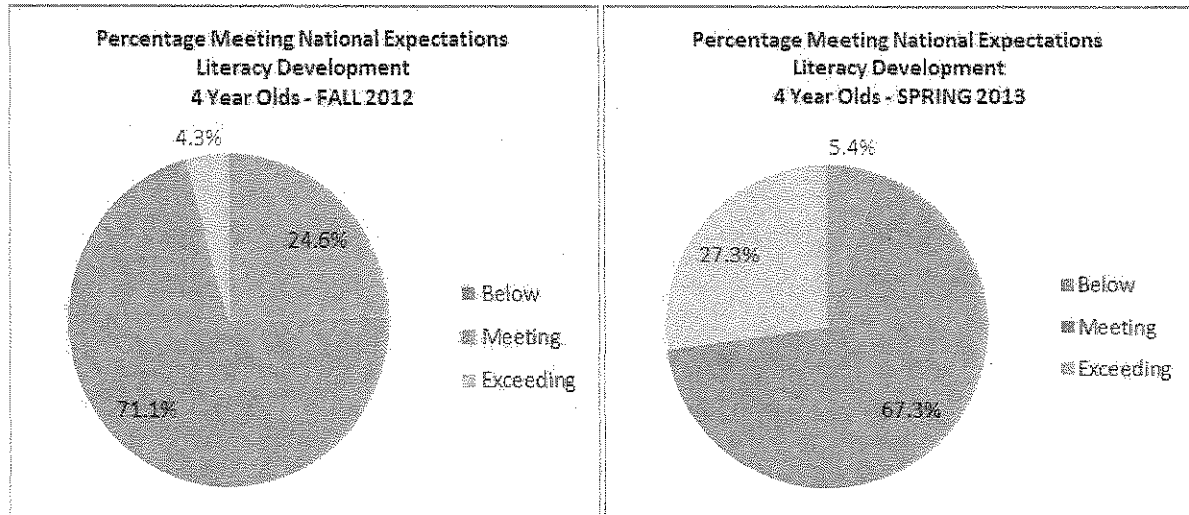
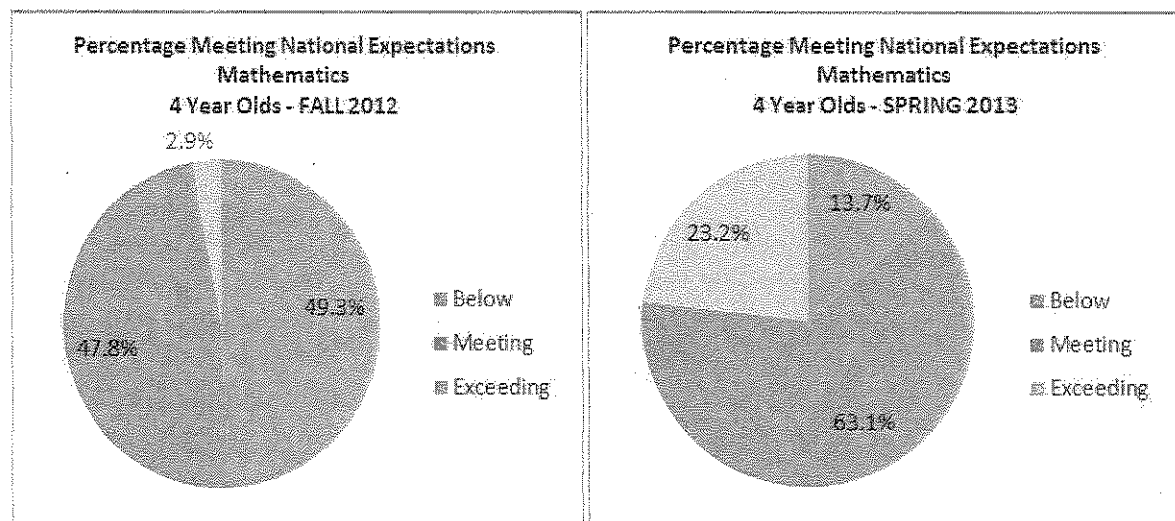## PHYSICAL DEVELOPMENT (FINE & LARGE MOTOR DEVELOPMENT)

Percentage Meeting National Expectations
Physical Development
4 Year Olds - FALL 2012

1.5%
33.7%
64.9%

Below
Meeting
Exceeding

Percentage Meeting National Expectations
Physical Development
4 Year Olds - SPRING 2013

6.9%
15.7%
77.4%

Below
Meeting
Exceeding

LANGUAGE DEVELOPMENT

Percentage Meeting National Expectations
Language Development
4 Year Olds - FALL 2012

3.9%
27.9%
68.1%

Below
Meeting
Exceeding

Percentage Meeting National Expectations
Language Development
4 Year Olds - SPRING 2013

8.1%
26.7%
65.2%

Below
Meeting
Exceeding

COGNITIVE DEVELOPMENT

Percentage Meeting National Expectations
Cognitive Development
4 Year Olds - FALL 2012

3.9%
29.4%
66.7%

Below
Meeting
Exceeding

Percentage Meeting National Expectations
Cognitive Development
4 Year Olds - SPRING 2013

6.6%
28.7%
64.8%

Below
Meeting
Exceeding

LITERACY DEVELOPMENT

Percentage Meeting National Expectations
Literacy Development
4 Year Olds - FALL 2012

4.3%
24.6%
71.1%

Below
Meeting
Exceeding

Percentage Meeting National Expectations
Literacy Development
4 Year Olds - SPRING 2013

5.4%
27.3%
67.3%

Below
Meeting
Exceeding

MATHEMATICS

Percentage Meeting National Expectations
Mathematics
4 Year Olds - FALL 2012

2.9%
49.3%
47.8%

Below
Meeting
Exceeding

Percentage Meeting National Expectations
Mathematics
4 Year Olds - SPRING 2013

13.7%
23.2%
63.1%

Below
Meeting
Exceeding

4

Vermont's Prekindergarten Education Program

Prekindergarten Education & Kindergarten Readiness

Does participating in prekindergarten education increase the possibility that children will be ready for kindergarten? National data support a confident "yes" to this question. Several studies, starting with the widely known and respected Perry Preschool and the Abecedarian Projects to more recent studies of New Jersey's Abbott School District and Boston Public School's prekindergarten programs, all provide compelling evidence of prekindergarten education's positive impacts on kindergarten readiness and improved outcomes beyond kindergarten.

But what about Vermont's publicly funded prekindergarten (PreK) programs? Our data suggest that children who participate in PreK are more likely to be ready for kindergarten, and the effect is most pronounced for children living in poverty and children who have access to two years of PreK, as opposed to one.

Vermont's Kindergarten Readiness Survey (KRS) has been used to measure children's readiness for kindergarten since 2000. Vermont developed this assessment to measure the knowledge and skills children bring when they arrive at kindergarten, including skills identified as foundational skills for learning. The kindergarten teacher determines the level of the child's skills after a few weeks of observations, relative to others in the class and on a fixed scale. An overall rating of "readiness" is calculated based on whether the child is "practicing" or "performing independently" on all the items of the KRS.

The 2012-2013 and 2013-2014 KRS data were analyzed to determine to what degree attending publicly funded PreK in Vermont had an effect on children's kindergarten readiness. In our data, the more children who are eligible for free or reduced lunch attend PreK, the more likely they are to be ready for kindergarten. Specifically, children from low income backgrounds who don't attend PreK have a 30% probability of being kindergarten ready, while students from low income backgrounds with one year or two years of PreK have a 35% or a 55% probability of being kindergarten ready, respectively. This suggests our low income children would experience the greatest gains with two years of PreK.

This relationship is also present for more affluent students, although it is not as pronounced. More affluent students who don't attend PreK or attend for only one year have a 58% probability of being kindergarten ready, while more affluent students with two years of PreK have a 70% probability of being kindergarten ready.

The tables below summarize the results of this analysis for the 2012-2013 and 2013-2014 KRS results.

Odds and Probabilities to be Kindergarten Ready- 2012-2013 KRS

FRL Eligible Students Only				Non-FRL Students				All Kindergartners Surveyed		
Pre K Years	Odds	Probability		Pre K Years	Odds	Probability		Pre K Years	Odds	Probability
0	0.89	47%		0	2.62	72%		0	1.67	62%
1	0.95	49%		1	2.4	71%		1	1.52	60%
2	1.4	58%		2	3.2	76%		2	2.16	68%

Odds and Probabilities to be Kindergarten Ready- 2013-2014 KRS

FRL Eligible Students Only				Non-FRL Students				All Kindergartners Surveyed		
Pre K Years	Odds	Probability		Pre K Years	Odds	Probability		Pre K Years	Odds	Probability
0	0.44	30%		0	1.37	58%		0	0.92	48%
1	0.53	35%		1	1.37	58%		1	1.001	52%
2	1.23	55%		2	2.38	70%		2	1.6	61%

While the findings vary from these two data sets, what is consistent across the data is the finding that all children benefit more from two years of PreK, and the effect is most pronounced for children who live in poverty.

Though we were pleased to see these results, we did note that although our children's progress was strong compared to a national sample, the effects we found were not as pronounced as the effects of some of the programs in the national research such as the studies from the Abbot School District and Boston Public School.

Why aren't the impacts of PreK on Kindergarten Readiness in Vermont more pronounced?

There are some possible explanations for why our KRS does not indicate the same effects of PreK as some well-known studies such as Abbott School District and the Boston Public School (BPS) PreK program. These include:

- Characteristics of the Abbott and Boston PreK programs:
  - Both are full-day, full week programs (Vermont's PreK is only 6-10 hours per week)
  - All PreK classroom teachers had the minimum of a B.A. in early childhood education and many in BPS had master's degrees (Vermont only requires that one person in a community based center program needs to have an educator license in ECE and only 3 hours of supervision in a family-based child care program)
  - A research-based curriculum was used in all classrooms (Vermont law only states that the program must address the Vermont Early Learning Standards, there's no mention of using research-based curriculum)
  - Teachers received coaching to support their use of best instructional practices (Vermont does not require coaching)
- Characteristics of the assessment used to measure Kindergarten Readiness
  - In many of these studies, children's knowledge and skills were assessed using assessments that have been validated and that were administered by trained and reliable assessors. In contrast, Vermont's KRS is administered by teachers who are not trained raters, so we have questions about the validity and reliability of these ratings. Strengthening these measures and providing training to teachers would make these measures more reliable.
- Characteristics of the non-PreK population of children
  - When the Perry Preschool and Abecedarian Projects were implemented, children had few early education opportunities; hence, comparisons between children attending Perry Preschool and children not participating in any early learning and development program provided a stark comparison.
  - In Vermont, children may be enrolled in a quality early learning and development program and NOT be included in the PreK population. There are even programs in which some children are counted as PreK by a school district while other children participating alongside in that same program are not counted as PreK because their home town may not be offering PreK.

VERMONT EARLY LEARNING STANDARDS

[insert picture of baby, toddler, preschooler, K-3 child]

Guiding the Development and Learning of Children
from Infancy Through Grade 3

TABLE OF CONTENTS

Introduction

The importance of quality early childhood experiences as the foundation for school success and lifelong learning has been demonstrated by research, practice, and public opinion. Plainly said, early experiences matter. The forces that shape these early experiences are embedded in families, schools, and communities, and are largely controlled by adults. A common understanding of the knowledge, skills, and dispositions that children gain through high quality early childhood experiences should exist regardless of where children spend their waking hours.

The first edition of the Vermont Early Learning Standards (VELS) was published in 2004, and met with widespread approval from early childhood educators, administrators, parents, and policy makers. For the first time, Vermonters shared a common set of standards that described what children should know and be able to do from age 3 to the time they entered kindergarten. Having common standards led to shared language and values for parents and educators, leaders and policy makers, about the experiences that matter in helping children be ready to succeed school and life. Play was a featured prominently in every domain of the VELS, and we all came together around the belief that young children's play was the foundation upon which to foster learning across all development and content area domains.

Since 2004, Vermont has made critical advances in the way we approach early childhood education and services.

- **Public pre-k** is now universally available to all 3, 4, and 5 year olds throughout the state. A child in public pre-k may be educated in a school-operated preschool, or in a high quality community-based preschool or family child care program;
- **Children's Integrated Services** brought together early intervention, family support, and early childhood and family mental health services under one umbrella with the potential of providing a continuum of child and family development services from birth to age 6;
- Vermont has an **Early Childhood Action Plan** which acts as a blueprint for policy development at the state and community level to address the needs of young children and their families, and a **Race to the Top Early Learning Challenge Grant** to build the systems and infrastructure to make this action plan a reality;
- **Common Core State Standards** are being implemented in K-3 schools across the state, and are resulting in changes in curriculum and assessment, with a focus on skills and knowledge that prepare all children for success in college and careers;
- Early childhood is period of human development defined as the years from birth to age 8. Research has proven that when curriculum, instruction, and assessment is linked through the early childhood years, children do better. Looking at it this way, it makes sense to align standards and assessment along a **continuum from birth to grade 3.**
- Greater emphasis on valid and reliable ways to **assess young children's learning**; Vermont's pre-k programs share a common research-based assessment system called Teaching Strategies GOLD, which has solidified for early educators the link between instruction and learning;

- **Multi-tiered Systems of Support** that acknowledge meeting children where they are at with universal high quality instruction, environments, and relationships for all, and targeted teaching and support for those who need more instruction to gain skills, with intensive interventions available for children whose academic and behavioral needs are the greatest.

These and other advances in early childhood education have created the need to revise the VELS. A committee was established in 2012 to synthesize the changes in knowledge, research, and practice, both across the country and in Vermont, and make recommendations for a new set of Vermont Early Learning Standards. With the 2013 award of Race to the Top Early Learning Challenge Grant, these revisions became a reality.

Say more about the committee makeup and process for revising here?

Purpose of the VELS

The VELS is intended to be a resource for families, teachers, caregivers, administrators, and policy makers to answer two questions

- What should children know and be able to do to prepare them to succeed in school and in life?
- What experiences should be available in homes, schools, and communities to help them gain the knowledge and skills that prepare them for school and life?

Regardless of whether children are in preschool, child care, or at home; whether they are typically developing or have special developmental challenges and needs; whether they are learning to speak one language or many, the VELS represent common goals for development and learning during the early childhood years. The VELS are a tool for adults who are responsible to understand these goals, and provide the opportunities and experiences that allow all children to make progress toward or achieve them, including making adaptations and accommodations for children's unique circumstances.

Use of the VELS

The VELS *should* be used to

- Inform families about the development and capabilities of children birth to grade 3
- Guide educators in the development and selection of curriculum and educational strategies
- Emphasize the importance of play as the foundation for children's development and learning

- Support referrals of children to qualified specialists when concerns about development are raised
- Provide a framework for administrators to oversee curricular practices and advocate for resources
- Contribute to a shared language and public awareness about the significance of early childhood education and experiences, and the need to invest resources early and wisely

The VELS *should not* be used as

- An assessment checklist
- A comprehensive curriculum
- A tool to diagnose or label children, or to keep children from progressing to the next level or grade
- A mandate for specific teaching practices or materials
- An evaluation of teachers or programs
- A rationale for excluding children from participating in programs or experiences

Meeting the unique needs of underrepresented children

Guiding Principles

We believe that

- Every child has promise.
- Every child develops through loving and nurturing relationships with adults and other children.
- Every child learns trust and respect through responsive and predictable relationships.
- Every child forms ideas of how the world works and her place in the world through active interactions with the world and through positive relationships with others.
- Every child has a unique life-story written by the family, community, and culture of which she is a member. These unique differences enhance us all.
- Every child learns and develops best when her physical and emotional needs are met, and when she feels safe and valued.

We believe that

- Families are a child's first, consistent, and most important teachers.
- Families are to be respected and supported as partners and decision makers in the education of their child.
- Families' home language and culture are part of the entire families' identity; they are to be valued and maintained.

We further believe that

- Children from infancy through third grade learn through play, exploration, inquiry, engagement, asking questions, and communicating with adults and other children.
- Children's learning opportunities are best when they are relevant, integrated across content areas, based on children's interests, and built on children's current knowledge and abilities.
- All early childhood educators - those caring for infants, teaching in a Head Start program, or teaching third grade – need to have and use a deep understanding of child development in their practices.
- Curricula and educator practices in children's first eight years need to be aligned, accumulative, and appropriate to the child's developmental level.
- Education viewed and implemented as a continuous, seamless process across the Birth through Grade 3 continuum diminishes the challenges of transitions and the "Fade Out" effect seen in K-3, especially among the most at-risk groups of children.

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Belonging, Social and Emotional Learning and Development

"The foundations of social competence that are developed in the first five years are linked to emotional well-being and affect a child's later ability to functionally adapt in school and to form successful relationships throughout life." -National Scientific Council on the Developing Child

From the time infants first respond to our smiles, to when they are negotiating with us for just five more minutes of play, to when they begin to understand how to work on a team, our children are navigating the construct of our social world. Social and emotional skills are the "bricks and mortar" of all areas of development, according to Jack Shonkoff, Director of the Center on the Developing Child at Harvard University (Epstein, 2009). The Head Start Outcomes synthesize the importance of this area by noting that positive social emotional development in the early years provides the basis for life-long learning, relates to later academic success, and prevents future behavior difficulties and is more effective than remedial practices in later school years (Head Start Bureau, 2007).

This learning area includes how children interact with adults, children, familiar people, strangers, and at home, in school, church, or other community settings. They learn about the groups to which they belong (family, classroom, religion, clubs, sports) and about those in which they may not be a participant. They display a wide range of emotions that they can identify, talk about, recognize in others, and learn to manage them appropriately. Social-Emotional skills eventually lead to children being able to work cooperatively with others, recognize and respect individuals' similarities and differences, and generally get along with others in their world. When they are infants, they are looking to trust adults to listen to their cries and meet their needs. As they mature and their capacity for communication grows, they make demands, learn new expectations of behavior, ask why things are, and begin to try things on their own. Later, they work with friends to solve problems and become more skilled in leading, following and working out differences with others. As they grow and develop more competence in the social domain, they will have periods of challenging and testing in order to understand where the limits are. By the time our children are leaving the third grade, they will likely have had best friends, as well as some enemies, successfully play complex games with rules, be able to delay gratification for longer term goals and begin to show empathy for others from their experiences with managing and understanding their own feelings and impulses.

There are a myriad of influences on a child's social development including family culture, individual temperament, opportunities for practicing their growing social skills with a variety of children and adults, access to different community activities, and the quality of their early care and education. Recent research from the Center for the Social Emotional Foundations for Early Learning (CSEFEL) stresses that adults can shape and teach social emotional skills by using positive behavior supports and that children learn these skills more effectively when they have consistent expectations and opportunities to practice their newly found skills in a supportive, trusting environment.

Comment [CSL1]: Although the newer Head Start Child Development and Early Learning Framework doesn't make these exact same points, it might be better to look at the newer document (2011) to see if you can cite the newer document rather than one that isn't currently in use (assuming this is a citation for the Child Outcomes Framework).

Comment [CSL2]: You could consider mentioning the sub-domains within the ELDS specifically somewhere in this paragraph so that there's a more direct connection between what's being discussed here and what the reader will see on the next pages.

Comment [CSL3]: In addition to citing CSEFEL, you might also think about referencing the Collaborative for Academic, Social, and Emotional Learning (CASEL). They have done quite a bit of work around social-emotional learning and have resources related to the importance of standards in this domain for the K-12 grades. Since CSEFEL doesn't really extend up into the early elementary grades, it might be helpful to also access information from CASEL.

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Relationships
Goal: Children develop healthy positive relationships with adults, peers and within a group.

Some of the indicators of young children learning to develop positive relationships are as follows:

The examples under "relationships" seem to include both behaviors that children exhibit that are directly related to their relationships with peers, but also include some behaviors that are better described as "social skills"—skills that are necessary to get along with others and definitely could facilitate relationships but are not synonymous with relationships (in other words, skills that a child could demonstrate with any child, not just children with whom they have relationships). I have highlighted the skills that seem to be more generic "social skills" in green. You could consider separating them out and adding an indicator related to children's social skills with peers.

Infants and young toddlers (I)	Older toddlers and twos (T)	Preschoolers (P)
(birth to 18 months)	(18 months to 36 months)	(3- and 4-year olds)

Comment [CSL4]: Perhaps this phrase isn't needed. Relationships within a group would probably be with peers.

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Form a sense of trust and attachment with adult	Maintain a positive relationship with adults	Refine play relationships with peers
1. Initiate interactions with adults by smiling, gesturing or vocalizing 2. Look toward familiar adults and seek comfort when feeling uncertain 3. Form bond with primary caregiver 4. Enjoy playing with and helping an adult 5. Imitate adult behavior 6. Follow adult pointing or gaze **Begin to develop a positive relationship with peers** 1. Initiate interactions with children by smiling, gesturing or vocalizing 2. Smile and show they like being close to familiar children 3. Demonstrate concern or interest when others are distressed 4. Watch and listen to other children 5. Copy other toddlers; laughs when others laugh.	1. Spontaneously show their work to others 2. Tell others about family members and events 3. Enjoy simple turn taking games with adults and may direct adults in their role **Begin to develop play relationships** 1. Play side by side with another child 2. Remember and use the names of familiar peers 3. Need adult coaching to get along well with others 4. Join in simple group games, but may not follow rules 5. Notice similarities and differences in others 6. Notice or comments when another is hurt or distressed	1. Participate in a variety of individual and group play experiences 2. Explore and understand new experiences and differences among people 3. Enter into play situations and play cooperatively with one or more children 4. Develop friendships with peers 5. Demonstrate sympathy and caring for others 6. Develop the ability to take turns in activities 7. Begin to participate in resolving conflicts and disagreements with others 8. Play a simple game with another child 9. Re-establish a relationship with others after a conflict 10. Cooperate in both large group and small group activities facilitated by adults **Maintain attachments with adults** 1. Demonstrate affection for familiar adults through hugs, kisses, making gifts 2. Separate from important adults in a familiar setting with minimal distress 3. Show preference for one adult over another when more than one is present

(left margin label: Standards)

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Relationships
Some of the indicators of young children learning to develop positive relationships are as follows:

Kindergartners (K)	First Graders (1)	Second Graders (2)	Third Graders (3)
(5- and 6- year olds)	(6- and 7- year olds)	(7- and 8-year olds)	(8- and 9-year olds)

Comment [CSL8]: It's usually better for the language used in indicators to be something you can see during the age period being addressed. "Maintain" may not be the best word.

Comment [CSL11]: This may not be clear. Is there a way to describe what this looks like/use behavioral descriptors.

Comment [CSL12]: I'm not sure that this terminology is clear. Perhaps it is "relationships demonstrated through play"?

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Comment [CSL13]: Exploring new experiences and exploring/understanding differences among people seem to be two distinct concepts. Perhaps this should be two separate examples.

Comment [CSL5]: Could this include a behavioral descriptor of what this expectation looks like?

Comment [CSL9]: I am not sure what a "play relationship" is. Do you mean "develop relationships through play" or "during play"?

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Comment [CSL6]: Although you may not intend for these examples to be in a continuum, this one seems particularly young to be at the end of the list.

Comment [CSL7]: I noticed that stranger anxiety is not included among the examples, but this seems to be an important aspect of developing an attachment relationship with an adult. It is included under the "sense of belonging" standard, where other examples address attachment, but not among the examples for this standard.

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Comment [CSL10]: This example seems a little advanced for this age group, unless you mean that children this age notice physical similarities and differences, and notice these differences with support from adults who point out differences..

Build trust with adult	Interactions with peers and others	Interactions with peers and social behavior	Refining social behaviors
1. Solicit help from adults to accomplish challenging tasks 2. Respond to and question adult directives for greater understanding 3. Engage in reciprocal conversation with familiar adults 4. Trust familiar adults and close peers 5. Seek adults' acceptance and friendship 6. Seek help, clarification, and permission from familiar adults **Develop a social identity** 1. Engage in cooperative learning activities to complete a task 2. Play cooperatively with 3 or 4 others for sustained periods of time 3. Express themselves in new settings 4. Engage in games and activities that require adherence to rules 5. Initiate sharing and turn taking when appropriate 6. Respect and others' differences in comparison to self 7. Recognize positive qualities in others 8. Invite others to join a group 9. Identify close friends on the basis of proximity and frequency of interaction	1. Reflect upon how their behavior affects others 2. Seek help from peers and adults when needed 3. Identify ways to work and play well with peers 4. Demonstrate positive social entry skills 5. Respect the feelings, rights and belongings of others 6. Show increasing ability to constructively resolve conflicts with peers 7. Cooperate in small and large group activities 8. Recognize positive qualities in themselves and others 9. Show consideration, respect and compassion for others	1. Establish and maintain positive relationships with peers 2. Identify the positive characteristics of friendship 3. Apply social norms to connect and interact with others 4. Recognize a connection between personal behavior and social communication 5. Paraphrase ways to stay safe from strangers 6. Listen to others and begin to understand their perspective 7. Begin to advocate for self and others 8. Speak up about an injustice they see and take action with peers 9. Consider the best approach to a problem before reacting 10. Develop a conscience and moral standards	1. Recognize that social norms and safety considerations guide behavior 2. Recognize there are differences in skill and ability among peers 3. Discriminate different points of view among peers and others 4. Demonstrate respect for personal space and belongings 5. Help themselves and others make socially acceptable choices and responsible decisions 6. Dramatize ways to stay safe from strangers 7. Describe appropriate responses to harassment, bullying intimidations and abuse 8. Analyze more complex problems to help identify the type of solution needed 9. Choose friends based on personalities rather than liking the same toys/activities

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Emotions

Goal: Children develop the ability to identify, understand, and express emotions in a healthy way.

Some of the indicators of young children learning to identify, understand, and express emotions are as follows:

Infants and young toddlers (I)	Older toddlers and twos (T)	Preschoolers (P)

Comment [CSL18]: The indicator should start with a verb in order to describe a behavior that is expected.

Comment [CSL19]: It seems that the separate strand related to trust and attachment with familiar adults has been merged with peer interactions and not specifically identified for this age group through third grade. Not sure if that was the intention.

Comment [CSL22]: The indicator should begin with a verb.

Comment [CSL28]: Perhaps this should be called social skills? I also noticed that the construct of relationships (with peers and with adults) has been dropped and the indicators for this age gro...

Comment [CSL23]: Since all behavior with other persons is "social behavior", perhaps this...

Comment [CSL20]: What is the behavior you would see—can you put "reflect upon" into...

Comment [CSL29]: Term that should be defined.

Comment [CSL24]: This term should be defined.

Comment [CSL14]: This seems to repeat the indicator at the top of the list. Is there something...

Comment [CSL21]: This terminology may need to be defined or replaced with descriptors that...

Comment [CSL25]: This indicator may not be clear. Does this mean "recognize that actions...

Comment [CSL15]: Peers should not be referenced under this indicator because the...

Comment [CSL26]: This indicator seems pretty different from the other examples.

Comment [CSL16]: The indicators under this category seem to be referring to social skills rath...

Comment [CSL30]: This indicator seems different from the others.

Comment [CSL31]: This may be difficult for teachers to observe.

Comment [CSL27]: Is there a way to communicate this indicator in observable terms?...

Comment [CSL17]: This one indicator seems to be about peer relationships rather than social skills.

	(birth to 18 months)	(18 months to 36 months)	(3- and 4-year olds)
Standards	1. Smile at interesting sensory stimulation or familiar faces 2. Cry when in physical or emotional distress 3. Express fear 4. Resist engagement with unfamiliar others; may cry or demonstrate fear 5. Express pleasure with smiles, coos, belly laughs; is predominantly happy	1. Express a range of emotions 2. Begin to show remorse 3. Show affection 4. Demonstrate concern when caregiver is distressed 5. Demonstrate a growing sense of humor 6. Express anger and sometimes throw tantrums 7. Show frustration when unable to express self 8. Demonstrate understanding of another's distress and attempt to comfort the other	1. Express a range of emotions appropriately, including excitement, happiness, sadness, and fear 2. Use and understand a variety of words to describe feelings 3. Begin to demonstrate empathy 4. Recognize and label different emotional expressions 5. Recognize feelings in themselves and others 6. Learn to calm themselves after brief periods of distress or excitement 7. Begin to learn to control anger 8. Use pretend play to practice a variety of emotional situations (e.g., scary monsters, superheroes)

Comment [CSL34]: How would a child his age express emotions? Perhaps you could include a description of the behaviors that adults are likely to see in this age group.

Comment [CSL35]: What are the expectations for how emotions would be expressed at this age? There would probably be some expectations for children this sage to express some emotions verbally.

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Comment [CSL32]: How would a child this age express fear? Can you include behavioral indications of fear that a caregiver would look for?

Comment [CSL36]: Is this indicator different from the one above? Perhaps this indicator is about children's ability to label emotions rather than express their own feelings at the time they experience the feeling?

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Comment [CSL37]: There seems to be some overlap between this indicator and the first two indicators.

Comment [CSL33]: Perhaps you could add some indicators to describe what would be observed at the oldest end of this age group. These indicators may not fully cover emotional expression at the 18 month age.

Comment [CSL38]: This indicator seems similar to the indicator above it.

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Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Emotions

Some of the indicators of young children learning to identify, understand, and express emotions are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Label various feelings and emotions 2. Recognize how emotions are linked to behavior 3. Display emotions appropriately and according to the situation 4. Respond with sensitivity and sympathy when social partners express feelings 5. Demonstrate empathy by using words or actions when concerned about what others are feeling 6. Continues to require adult assistance to control emotional distress 7. Employ some problem-solving skills to manage strong feelings in themselves and with others	1. Recognize how the body and face can show different emotions 2. Identify more complex feelings and emotions 3. Modify intensity of emotional reaction to the situation 4. Acknowledge when their feelings are hurt 5. Express emotional distress when their feelings are hurt 6. Use pretend play to practice a variety of emotional situations	1. Describe various emotions and the circumstances that cause them. 2. Discriminate between more complex feelings and emotions 3. Provide physical and emotional comfort as an expression of empathy 4. Recognize that emotional variations may occur in relative increments, not in an all or nothing manner. 5. Examine why their feelings are hurt	1. Demonstrate the ability to identify the causes and consequences of various emotions 2. Interpret instances of empathy 3. Interpret to others why feelings are hurt 4. Recognize that a specific feeling does not always correlate with taking a specific action 5. Describe thoughts, feelings and emotions based on prior experiences or recent situations

Comment [CSL39]: I noticed that the preschool indicators include one related to children expressing emotions during pretend play, but there is no mention of play in this age group.

Comment [CSL40]: I noticed in the two oldest age groups, most of the indicators are about children's knowledge of emotions and there isn't as much emphasis on their ability to control strong emotions.

Comment [CSL45]: Perhaps this could be "describe"

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Comment [CSL41]: What would be the behaviors that indicate a child is able to "recognize" how emotions and behavior are connected? Try to describe the behavior that teachers would look for.

Comment [CSL46]: It may not be clear what it means to "interpret" an instance of empathy. Perhaps this could be written "Describe what happened and what the persons involved are feeling when they observe someone else expressing empathy"?

Comment [CSL43]: Perhaps it is not clear what an "emotional variation" is. This might be written "emotions can be expressed in relative increments, not . . .".

Comment [CSL44]: In order for this to be observable, perhaps this could be worded "Discuss why their feelings are hurt".

Comment [CSL42]: Perhaps this could be stated something like, "control emotional distress with adult assistance" or something like that to put the focus more on what the child can do than on what's needed from the adult.

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Self-Regulation
Goal: Children learn to manage their strong feelings, behaviors, states of arousal, and focused attention. They use their growing abilities of self-regulation to sustain or return to a frame of mind that fosters learning, engagement, and positive relationships.

Some of the indicators of young children learning self-regulation are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Cry or vocalize for assistance 2. Reference caregivers for reassurance 3. Respond positively to adult's attempts at soothing 4. Apply calming and self-soothing methods for brief periods 5. Manipulate objects to calm self 6. Seek attention 7. Distinguish change in the tone of voice of others	1. Display distress when routine is changed 2. Seek out adults for comfort 3. Attempt to cope with feelings through verbal, physical, or social means 4. Request help from others 5. Follow single-step directions 6. Display interest in play with others	1. Engage in pretend play 2. Abide by another person's ideas or wishes 3. Wait for short periods of time to satisfy a desire. 4. Follow simple rules, routines, and directions 5. Moderate actions and responses to others with minimal directions from adults 6. Start or stop activity based on external cues 7. Take turns during activities with others 8. Focus attention for brief periods during a self-selected activity 9. Shift attention and manage transitions with minimal direction from adults

Comment [CSL47]: This is an important area to address, but can be difficult to operationalize through indicators. You may want to look at the extent to which it is clear how each of the indicators relates directly to self-regulation—is the connection clear?

Comment [CSL52]: Perhaps this is "getting at" the child's ability to focus attention? If so, perhaps it would be good to say "engage in pretend play over a short period of time"?

Comment [CSL50]: Perhaps it would be good to also acknowledge that child in this age range may lose control of their emotions or throw temper tantrums that become less intense, last for shorter periods of time, and become less frequent.

Comment [CSL51]: I may not understand how this indicator fits with this standard.

Comment [CSL48]: Is there a clearer way to say this? Perhaps "use favorite objects to calm self". I am not sure there is a bit difference between this indicator and the one above.

Comment [CSL49]: Describe the behaviors that would indicate a child has distinguished a change in tone of voice of others.

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Self-Regulation

Goal: Children learn to manage their strong feelings, behaviors, states of arousal, and focused attention. They use their growing abilities of self-regulation to sustain or return to a frame of mind that fosters learning, engagement, and positive relationships.

Some of the indicators of young children learning self-regulation are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards.	1. Focus attention and resist distractions 2. Focus on a self-selected activity or task to completion 3. Demonstrate control of impulsive behavior 4. Recognize how own actions affect others 5. Manage feelings and social situations with greater independence 6. Seek help, clarification, and permission from teachers or other adults 7. Resolve some simple conflict through negotiation and compromise before seeking adult help 8. Demonstrate self-regulation by eEngageing in prosocial classroom behavior 9. Understand and apply some basic steps for problem solving and relaxation techniques 10. Engage in more structured large and small group activities	1. Focus attention for brief periods on tasks/topics assigned by others 2. Avoid acting on impulse by calming down when experiencing strong emotions 3. Make decisions and solves simple problems with other children independently 4. Describe strategies to cope and manage stress 5. Demonstrate uneven ability to practice techniques for self-regulation 6. Demonstrate an ability to tolerate last minute changes and less detailed directions	1. Demonstrate longer attention span while engaged in tasks assigned by others 2. Analyze more complex problems to help identify the type of solution needed 3. Employ some techniques for self-regulation when needed 4. Focus attention without interruption effectively on tasks/topics assigned by others for a duration of at least 20 minutes 5. Understand and independently apply steps for resolving more complex conflict and problem solving strategies 6. Recognize that self-instruction can be applied to review and modify actions	1. Initiate the use of self-calming strategies to cope with uncomfortable emotions 2. Demonstrate the ability to solve problems and manage strong feelings using creative strategies 3. Engage in pro-active self-management strategies using indirect methods such as reading or by leaving potentially challenging situation before losing control 4. Demonstrate a higher ability to focus attention and sit calmly during non-preferred activities (e.g., all-school assemblies) 5. Concentrate on projects and complete tasks with few interruptions 6. Maintain attention for longer than 30 minutes. 7. Employ self-instruction for planning and regulating actions,

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Belonging

Goal Children increasingly demonstrate a sense of belonging to their family, community, and culture.

This is a particularly important but "tricky" area of children's development to address. The indicators should focus on characteristics that are directly related to a sense of belonging to the group(s) in which they are members. You may want to be careful about focusing too much on cultural traditions and celebrations, as these types of examples can foster a "tourist" approach to studying different cultures rather than engendering practices that really help children develop a sense of belonging within the groups to which they belong. Many of the indicators are great because they focus on experiences that promote a sense of belonging (routines, chores, helping others, including aspects of their culture in play), so overall it may be a good balance. Just check to make sure there's not too much emphasis on celebrations/cultural traditions related to holidays. You might also want to look carefully at a couple of the indicators that seem to focus on children's knowledge of *other* cultures rather than a sense of belonging to their own family, classroom, and community groups. It's possible that knowledge of other cultures (i.e., not my own culture) might fit better under social studies than within examples related to a sense of belonging with one's own family, community and culture.

Some of the indicators of young children developing a sense of belonging are as follows:

Infants and young toddlers (I)	Older toddlers and twos (T)	Preschoolers (P)
(birth to 18 months)	(18 months to 36 months)	(3- and 4-year olds)

Standards	1. Begin to anticipate some routines 2. Show preference for primary caregivers 3. Smile, wave or laugh in response to friendly adults 4. Show fear of unknown people and places	1. Anticipate daily routines 2. Talk about family and familiar people and places 3. Feel comfortable in a variety of places with familiar adults 4. Begin to help with chores, household tasks 5. Enjoy stories, songs and/or poems about a variety of people and cultures 6. Show preferences for most familiar places and things (e.g., only likes potty at home)	1. Begin to understand the rights of others 2. Show or talk about objects from family or culture. 3. Use family and community scenarios in pretend play 4. Recognize the significance of celebrations and traditions 5. Recognize similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures 6. Take pride in own family composition and demonstrate an interest in others' families

Comment [CSL66]: "culture" may not be the right word here, because "culture" refers to the values, traditions, customs ,etc. of groups of people. Perhaps another word here could be "community", which might be related to what you are trying to accomplish (recognition of the child's cultural group).

Comment [CSL65]: Perhaps this should say "that reflect their own family and cultural group" rather than a "variety of people and cultures" since this standard is about the child's sense of belonging with his/her own group rather than knowledge/appreciation about other cultures/groups?

Comment [CSL67]: The examples within the younger age groups included examples related to participating in routines or taking responsibility for chores/tasks. Perhaps that aspect of a sense of belonging should be carried forward to this age group?

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Belonging
Goal Children increasingly demonstrate a sense of belonging to their family, community, and culture.

Some of the indicators of young children developing a sense of belonging are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Adapt to larger groups, but still need solitary play time 2. Cooperate in groups by helping, sharing and turn taking 3. Help younger children do things they can't yet do by themselves 4. Report to friends or adults about a family or cultural tradition 5. Demonstrate the ability to allow for own personal space and respect others' space 6. Paraphrase the purpose of rules	1. Join with friends in music and activities from their cultural traditions 2. Bond with family and friends who share their time and talents with them 3. Recognize different ethnic/cultural groups 4. Display knowledge and pride in personal ethnic/cultural heritage 5. Recognize that others may experience situations differently 6. Explain the purpose of rules. Show little flexibility; a rule is a rule	1. Relate a family or cultural tradition, dance, song or practice with classmates, friends and family. 2. Inquire about own family history and culture. 3. Connect with other children in different settings and cultures 4. Base friendship on mutual enjoyment and activities 5. Use listening skills to identify the feelings and perspectives of others 6. Develop relationships with other children and with trusted adults 7. Seek acceptance from peer group 8. Recognize that others may have conflicting perspectives based on differing personal experiences 9. Express feelings that things are unjust or unfair	1. Write about themselves in the context of their family, culture and environment 2. Imitate actions of friends in an effort to feel a sense of security and belonging 3. Engage in the sharing of others' viewpoints on a variety of topics 4. Demonstrate the ability to work as a partner with shifting roles of leader and follower 5. Gain acceptance of peers by checking to ensure that they are in agreement with actions and ideas before proceeding with shared activities 6. Shows flexibility in applying rules in games and play

Comment [CSL71]: This indicator is a good example of reflecting the 3rd grader's increasing ability to read and write as part of a way she/he might demonstrate knowledge related to the standard. Be sure that "in the context of" is clear.

Comment [CSL70]: This indicator seems to be more about children's appreciation of people from other groups/settings than their sense of belonging with their own group. I'm not sure what "in difference settings" refers to – perhaps outside of school? If so, would a teacher be able to observe this?

Comment [CSL68]: I am not sure that I am interpreting "personal space" correctly, but would recommend that you look at this indicator carefully because people from different cultural groups have different norms about the amount of personal space. Be careful that the wording of this indicator doesn't work against children who are from cultures where personal space expectations are less than what is expected in other cultures/the majority culture.

Comment [CSL69]: I am not sure that the connection between indicators that relate to children's knowledge of rules and how to apply them with their sense of belonging with their family and cultural groups is clear. This may require some explanation within the introduction or perhaps you would want to be sure to provide an explanation in professional development.

Communication

Communication is a dynamic interactive process in which children engage in activities to exchange ideas, feelings, wants and needs. It is our way as humans, to interact and relate with each other.

Children learn language to get things done and to communicate. Learning the system of language is secondary to its social purpose. Exchanging information is less important than creating social connection. (Catherine Snow, 1997)

We cannot not communicate. It is part of our being human. We are social, relating with each other, creating common means of interacting through our communications and languages. Communication is a daily occurrence, encompassing all aspects of who we are. We communicate through our actions; through our gestures; through our words; through reading and writing; and through our creative expression. We communicate internally through our thoughts and externally through our interactions with others.

Communication begins with the very first exhalation of cries at the moment of birth and the vegetative sounds, such as sated burps and fussing whines (Oller, 2000; Stark, Bernstien, & Demosrest, 1983) (Hulit, Howard, Fahey: 2011 p. 314). These early reflexive sounds develop into purposeful speech consisting of vowel and consonant combinations eventually becoming functional words within language. For those who are deaf, communications occur through a gestural language with an established grammatical system, but there is typically no speech. Thus, communication can occur without speech.

From sounding similar during the first year of life, infants around the world begin to prune out neurons in their brains, deleting neurons they do not use and focusing on the speech sounds and language(s) of their home environment. (Hulit, Howard, Fahey: 2011; p. 315) It is in the home environment where first communications develop. Our babies need secure, loving relationships in order to feel comfortable expressing themselves; to take chances and risks to relate with others and ultimately to communicate. From first sounds, children develop words and grammar into language to become competent communicators. With common communication as a tool, children become successful members of their family, local community, and our global society.

Early development is interconnected between cognition, motor skills, communication, emotional growth, and socialization. As children discover the cognitive element of object permanence, understanding that an object out of sight still remains present, they express words to label the phenomenon: *Where go? There is!* As children begin to take the tremendous first steps walking independently, they concentrate so hard on this glorious moment that they may not be able to focus on talking for a bit of time. Talking is placed on the back burner until walking is stable. Infants need to experiment with different mouth postures in order to manipulate the tongue and mouth for later sound production – an intricate motor skill. Development is interwoven; all pieces fitting together, interconnecting to make a whole child; a remarkable human being.

Learning an additional language is a complicated yet prevalent endeavor globally. In our increasingly diverse communities throughout the world, our cultures are intermingling and our languages intertwine sometimes creating new words. We are co-existing. Our diversity, complicated and challenging, is a gift, empowering us to greater strengths as a species, interspersing our ideas, mores and reasons for being. Through common, meaningful, and positive communications, we can develop a successful global community to strengthen our earth.

Comment [CSL72]: This introduction discusses many important ideas related to language development. It might be good to also address literacy and creative expression in order to provide a more explicit discussion of the sub-domains that are included in this domain. I think this is intended to be an introduction to the whole domain, and then there is a separate introduction to sub-domains—language, literacy and creative expression—but it is not clear. Much of the text on this page is related to language development, and then it is followed by another introduction that addresses language development, so the structure for the domain was not as clear as it might have been if this page included text related to all three sub-domains.

Comment [CSL73]: I'm wondering if you also want to include an explanation of how the Common Core standards for this domain "fit" with what's here, particularly given that one sub-domain has incorporated the Common Core "as is" and the other has not.

Language

Children learn language to get things done and to communicate. Learning the system of language is secondary to its social purpose. Exchanging information is less important than creating social connection. (Snow, 1997, p#)

Language begins with the very first cries at the moment of birth and the vegetative sounds, such as sated burps and fussing whines (Oller, 2000; Stark, Bernstien, & Demosrest, 1983). These early reflexive sounds develop into purposeful speech consisting of vowel and consonant combinations and eventually become functional words. It is in the home environment where first communications develop. Babies need secure, loving relationships in order to feel comfortable expressing themselves; to take chances and risks to relate with others, and ultimately to communicate.

From first sounds, children develop words and grammar into language to become competent communicators. With common communication as a tool, children become successful members of their family, local community, and our global society. For children who are deaf, communication occurs through a gestural language with an established grammatical system, but there is typically no speech. Thus, communication can occur without speech.

Early language development is interconnected with cognitive development, increasing motor control, emotional growth, and socialization. For example, as children build the concept of "object permanence", and understand that an object out of sight still exists, they express words to label the object and the phenomenon: *Where go? There is teddy!* As children begin to take their first steps walking independently, they concentrate so hard on this achievement, that they may not be able to focus on talking for some time. Talking is placed on the back burner until walking is stable. Additionally, infants need to experiment with different mouth postures in order to manipulate the tongue and mouth for later sound production – an intricate motor skill. These examples demonstrate that language development is interwoven: all pieces fitting together.

Learning to speak and understand more than one language is a complicated yet prevalent endeavor, globally. In our increasingly diverse communities throughout the world, our cultures are intermingling and our languages intertwine sometimes creating new words. We are co-existing. Our diversity, complicated and challenging, is a gift, empowering us to greater strengths as a species, interspersing our ideas, mores and reasons for being. Through common, meaningful, and positive communications, we can develop a successful global community to strengthen our earth.

Domain: Speech & Language Development
Sub-domain: Listening and Interacting
Goal: Children demonstrate curiosity about and awareness of their surroundings.

Some of the indicators of young children developing an awareness of their surroundings are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Demonstrate curiosity with environment** 1. Turn head to sound source 2. Orally explore toys and objects 3. Reach for objects in proximity **Demonstrate desire to be with others** 1. Look at face of primary caregiver 2. Prefer mother's voice 3. Exchange facial expressions, ex. smile 4. Hold arms out to desired adult or other person 5. Play participatory games, such as peekaboo and pat-a-cake, etc. 6. Take turns vocalizing 7. Initiate vocal turn-taking **Demonstrate trust and regulation** 1. Cry and pause for result 2. Stop crying when spoken to 3. Anticipate activities (ex. meals, play) 4. Soothe to music and song 5. Stop action when name is called 6. Respond to *come here* 7. Follow simple commands (ex. *Please sit down. Drink your juice.*)	**Demonstrate purposeful listening** 1. Follow 2-step directions (ex. *Please take your dish to the sink and wash it.*) 2. Maintain attention while sharing books 3. Point to body parts, objects and pictures, upon request 4. Listen to short stories, board books, songs, nursery rhymes **Demonstrate interest in peers** 1. Use language to gain attention, request information, comment and describe 2. Participate in short peer gatherings such as at playgroups, story hours, or childcare centers 3. Play alongside peers in groups 4. Take turns talking with peers and adults 5. Relate personal experiences (ex. *Go to Daddy's today.*)	**Demonstrate purposeful listening** 1. Follow simple 3-step directions 2. Answer simple *how much, how long, what if . . . and how* questions 3. Respond to simple analogies, such as "An elephant is big, and a mouse is . . ." 4. Identify missing parts in pictures or on objects **Engage in cooperative play with peers** 1. Perform related activities in play – logically sequencing tasks 2. Show functional use of toys (ex. spray water from fire hose) 3. Imitate symbolic use of toys, such as using a block as a pretend phone 4. Assign roles and routines with peers in play scenarios 5. Practice daily life experiences in play, such as going to the store 6. Beginning to share **Engage in conversations** 1. Maintain topic of conversation 2 – 4 turns & follow detailed explanation 2. May interrupt conversation to interject comment 3. Say *please* and *thank you* without reminders 4. Change topics of conversation abruptly 5. Use simple language when talking with younger children 6. Tell long run-on stories

Domain: Speech & Language Development
Sub-domain: Listening and Interacting
Goal: Children demonstrate curiosity about and awareness of their surroundings.

Some of the indicators of young children developing an awareness of their surroundings are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Demonstrate purposeful listening** 1. Follow 3+ step directions 2. Follow classroom routines 3. Ask for clarity **Engage in conversations** 1. Maintain topic of conversation for 3-5 turns 2. Present chronological narratives about past experiences 3. Develop elaborate storylines in play scenarios 4. Sharing toys, objects 5. Adjust message to listener's perspective	**Demonstrate purposeful listening** 1. Follow 3+ step directions 2. Follow classroom routines 3. Asking for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech **Engage in conversations** 1. Maintain topic of conversation for about five turns 2. Present chronological narratives about past experiences 3. Adjust message to listener's perspective	**Demonstrate purposeful listening** 1. Follow 3+ step directions 2. Follow classroom routines 3. Asking for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech **Engage in conversations** 1. Maintain topic of conversation for more than five turns 2. Express own thoughts and feelings 3. Present chronological narratives about past experiences with detailed descriptions 4. Adjust message to listener's perspective	**Demonstrate purposeful listening** 1. Follow 3+ step directions 2. Follow classroom routines 3. Asking for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech **Engage in conversations** 1. Maintain the topic of conversation for nearly ten turns. 2. Initiate a change in conversational topic gradually 3. Seek clarification of confusing message 4. Present chronological narratives about past experiences with detailed descriptions 5. Adjust message to listener's perspective 6. Acquire meaning of unfamiliar words from context 7. Able to take the perspective of listener in conversation 8. Can link own words to what's been said already in a conversation 9. Can wait patiently for turn to speak

Comment [CSL84]: The indicators on this page have very limited progression across the grade levels. Perhaps it would be helpful to think more about how a child's skills progress over time in these areas, particularly the indicators under purposeful listening.

Comment [CSL85]: Perhaps this needs a bit more explanation—clarity on what or asks for clarity when?

Comment [CSL87]: This indicator may be a bit vague—clarity regarding what?

Comment [CSL88]: Is the connection to language clear for this indicator? Perhaps this means that the child follows the directions when playing games with rules?

Comment [CSL89]: Try to avoid using the word "can". If possible, describe the conditions under which the child can exhibit the skill.

Comment [CSL86]: Can you describe what this is/looks like so that teachers have a clear sense of what this is about, particularly as it relates to this goal/standard?

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Domain: Speech & Language Development
Sub-domain: Sounds and Combinations
Goal: Children demonstrate recognition of and express sounds.
Some of the indicators of young children learning to recognize and combine sounds are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Demonstrate early vocalizations 1. May produce differential cries (hunger, pain, discomfort) to gain attention 2. Coo (ooo), squeal (eee) and laugh during games and frolic play 3. Produce early sounds (*h, w, b, p, m, t, d, n, k, g, y*) 4. Babble (ex. *bah bah bah*) and jabber (ex. *bada godoo*) 5. Vary pitch 6. Mimic intonation of adults **Express First Words** 1. First words utilize early sounds 2. Say *mama* and *dada* meaningfully 3. First words are one-syllable, consonant-vowel, (ex. *bye*), vowel-consonant (ex. *up*), consonant-vowel-consonant (ex. *cup*) productions 4. First words are heard within jabber 5. Experiment pronouncing words – sometimes correct, sometimes not 6. Produce animal sounds (ex. *moo, baa*) or motor (*brroom*)	**Demonstrate wider range of sounds and sound combinations** 1. Produce most sounds of home language 2. Produce speech sound errors as learning, but understood about 80% of the time **Express Longer Words & Word Combinations** 1. Produce 20 – 300 words 2. As word combinations increase in length, intelligibility may decrease 3. Multi-syllabic words challenging (ex. *ba-sketti* is *spaghetti*)	**Increase sound production to near adult-level** 1. Nearly 100% understood, though may still make certain speech errors, such as substituting 't' for 'k' sound, or 'f 'for 'th' sound. 2. May make cluster reduction errors, reducing consonant clusters to one of the two sounds (ex. *top* for *stop*) 3. May clarify message by shouting **Demonstrate early sound awareness** 1. May recognize sounds at the beginning or ending of words 2. Show interest in rhyming – making up words to create a rhyme (ex. *dime rhymes with bime*) 3. Show interest in singing songs, creating rhythms, and dancing

(Standards — vertical label along left margin)

Comment [CSL90]: Note that this goal/sub-domain differs from both the Head Start COELF and the Common Core. In both of these national documents, the focus of phonological awareness is on how children's knowledge of sound contributes to early literacy development. In this case, the focus seems to be exclusively on knowledge of sounds as part of expressive communication, with what appears to be more of an influence of from the speech therapy discipline. That is not necessarily a negative, but is sometime different from the two national documents.

Comment [CSL91]: It seems that the standard is actually related to children's ability to recognize and express "sounds within words" or something like that. When you look at what the goal is for children to achieve at the end of the third grade, it's not just "sounds" but sounds related to words.

Comment [CSL92]: Note that the indicators under this goal may read more like a description of how phonological awareness develops (i.e., more like developmental milestones) rather than indicators of progress. The indicators are sometimes expressed in terms of what children can't do and sometimes expressed in terms of what children "may" do. It's preferable for indicators to be expressed in terms of what children can do or are expected to do. It might be helpful to think about expressing the indicators in a manner that says what children can do but varies in the frequency or consistency (rather than saying children "may" think about whether it is a skill that children exhibit infrequently, sometimes, only in certain situations, etc. so that you can express the indicator in terms of what is expected at this age).

Comment [CSL93]: "Combine" rather than "express" that's used in the goal/standard.

Comment [CSL94]: Will teachers know what this is?

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Comment [CSL95]: Dancing seem to be less directly related to the skill that's addressed in the goal/standard.

Domain: Speech & Language Development
Sub-domain: Sounds and Combinations
Goal: Children demonstrate recognition of and express sounds.

Some of the indicators of young children learning to recognize and combine sounds are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Demonstrate adult-like speech** 1. May only err on one or two sounds now, such as substituting 'f' for 'th' or perhaps 'y' for 'l'. 2. May clarify message by shouting **Demonstrate phonemic awareness** 1. Can detect rhyming words, create a rhyme, and label the initial and final sounds in one-syllable words 2. Can distinguish syllables in a word 3. Can determine the individual words in a sentence	**Demonstrate adult-like speech** 1. May still err on 'l' and 'r' productions, but 100% understood 2. Can indicate errors in others' speech **Demonstrate phonemic awareness** 1. Can label the vowel sound within one-syllable words 2. Can manipulate the sounds in words to make new words	**Demonstrate adult-like speech** 1. May still err on 'l' and 'r' productions, but 100% understood 2. Can indicate errors in others' speech **Demonstrate phonemic awareness** 1. Can label the vowel sound within one-syllable words 2. Can manipulate the sounds in words to make new words 3. Sound out words in books 4. Experimenting with spelling unfamiliar words	**Demonstrate adult-like speech** 1. May still err on 'l' and 'r' productions, but 100% understood 2. Can indicate errors in others' speech 3. Can reword a sentence to clarify

Domain: Speech & Language Development
Sub-domain: Vocabulary and Grammar
Goal: Children demonstrate increased vocabularies, grammar, and sentences through understanding and use.
Some of the indicators of young children increasing their vocabularies, grammar and sentences are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Use early gestures 1. Put arms up to be picked up 2. Wave hi and/or bye 3. Point to some body parts (ex. nose, toes) and objects to gain attention 4. Resist removal of a toy 5. Imitate other children 6. Shake head 'no' **Combine gestures and words** 1. Say *up, hi, bye, this, that, there, mine, no, yes, uh oh, more,* etc. to accompany gestures used (ex. Says *mine* as tugging on toy) 2. Express 25 - 50 words 3. Ask *what's that?* and *where?* 4. Imitate words of others 5. May combine two words into a meaningful utterance (ex. *no juice*)	**Demonstrate knowledge through vocabulary understanding and use** 1. Lead caregivers to desired objects 2. May rely on physical means (ex. hitting) to get needs met during stressful times 3. Identify pictures when named 4. Point to actions in pictures 5. Express 200 – 800 words 6. Respond to simple yes/no and *who, what, where* questions 7. Ask *who, when* and *how* questions 8. May relentlessly ask *why?* 9. Can identify functions of some objects (ex. scissors are for cutting) 10. State first name and gender **Create word combinations** 1. Combine 3 – 4 words into sentences 2. Use early location words (ex. *here, there, in, on, up, down*) 3. Use modifiers (ex. *big, little, more*) 4. State actions in different tenses (ex. regular past tense – *stopped,* irregular past tense – *ran* and present progressive tense – *jumping*) 5. May delete words like *the, is,* and *to* 6. Increase use of negation, including *not, don't, isn't*	**Demonstrate knowledge through vocabulary understanding and use** 1. Show understanding of simple concepts (ex. big, little, cold, hot, wet, dry) 2. Name members of a category (ex. food, animals) 3. Name colors and numbers, but not always correct 4. Express 800 – 2000 words 5. Use negative past tense forms (ex. *wasn't, couldn't*) 6. Begin to use irregular plurals (*children*), and plural pronouns (*our, they, their*) 7. Use possessive pronouns (*his, her*) 8. Adjust perspectives for *this, that, here, there* 9. Repeat days of the week 10. State first & last names, and age **Create informative sentences** 1. Combine 5-8 words into sentences 2. Combine two clauses with *and, if, so* (ex. *Mommy went to the store and she bought some carrots.*) 3. Ask *how much,* and *how many* questions 4. Respond to *why, when* and *how* questions 5. Use *because, and,* and *then* interchangeably 6. As for definitions of words 7. Telling simple jokes, puns, riddles 8. Define words by function (*a spoon is for eating*) 9. Self-talk to guide through difficult tasks

(left margin label: Standards)

Domain: Speech & Language Development

Sub-domain: Vocabulary and Grammar

Goal: Children demonstrate increased vocabularies, grammar, and sentences through understanding and use.

Some of the indicators of young children increasing their vocabularies, grammar and sentences are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Demonstrate knowledge through vocabulary understanding and use** 1. Define words by function & characteristics (ex. *You eat it, it's red.*) 2. Indicate opposites 3. Name days of the week 4. Name members of a sub-category (ex. animals that live in the desert). 5. Name parts of a whole 6. Describe location (ex. *through, over*) 7. Use positional terms (ex. *first, last*) 8. Indicate knowledge of concepts (*half/whole, before/after,* etc.) 9. Describe similarities and differences between objects and people **Create informative sentences** 1. Grammar is near adult-like 2. Use complex sentences to explain (ex. *My new school has an elevator because there are two floors.*) 3. May speak in run-on sentences 4. Answer *what happens if* . questions 5. Present narratives with characters & logical event sequencing, though end may be unclear 6. Internalize self-talk as work through difficult tasks 7. May give praise, threat, insult or promise	**Demonstrate knowledge through vocabulary understanding and use** 1. State address & recite alphabet 2. State preceding & following numbers, days of the week (ex. *what comes after Tuesday?*) 3. Show understanding of temporal terms, such as *morning, night* and seasons of the year 4. Use antonyms & synonyms (ex. *another word for nice is?*) 5. Indicate knowledge of concepts (*half/whole, before/after,* etc.) 6. Describe similarities & differences between objects, people, stories.. **Create informative sentences** 1. Use *because* accurately 2. Present well-developed narratives 3. Answer inferential questions about stories (ex. *What do you think will happen next?*) 4. May use slang and profanity	**Demonstrate knowledge through vocabulary understanding and use** 1. Describe an object via at least three attributes (ex. size, texture, weight) 2. Use antonyms & synonyms (ex. *another word for nice is?*) 3. Indicate knowledge of concepts (*half/whole, before/after,* etc.) 4. Name positional terms (ex. *first, second, last*) 5. Continue to name parts of a whole (ex. Tell me 5 car parts) 6. Describe similarities and differences between objects, people, stories.. **Create informative sentences** 1. Present narratives with plot including problem, plan of action and plausible solution 2. Respond to simple riddles 3. Recall more details from stories read, including setting, basic plot	**Demonstrate knowledge through vocabulary understanding and use** 1. Present more than one meaning for a multiple-meaning word (ex. *rock is a stone and rock is a motion*) **Create informative sentences** 1. Present narratives with plot including problem, plan of action and definite solution 2. Answer more complex inferential questions about stories (ex. *What do you think would happen if . . . ?*) 3. Explain simple idioms (ex. *It's raining cats and dogs.*)

Literacy

Comment [CSL114]: Note that the approach to writing indicators that is used here differs from how the Common Core has addressed children's vocabulary development. These indicators are relatively specific about the words/types of words that children know and use, while the Common Core has taken a more general approach to articulating expectations for children's vocabulary development, indicating that children will seek out the meaning of words, understand more nuanced meanings of words and use grade-appropriate vocabulary for different areas/uses of language.

Comment [CSL115]: Note that the Common Core addresses children's increasing ability to use standard conventions of English in a somewhat different way from these indicators.

Comment [CSL116]: Perhaps this needs a bit more explanation? Explain what?

Comment [CSL120]: Is the skill that's being addressed in these indicators about recall or about using language in a more elaborate way to describe stories/text that they have read or heard read?

Comment [CSL119]: This indicator seems to be more of a description of something you might see than an indicator that is articulating skills that we want teachers to teach/children to learn.

Comment [CSL117]: These indicators may not be directly related to the construct that this group of indicators is addressing.

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Comment [CSL118]: Is this about using language for different purposes, rather than about these specific examples of how a child might use language?

The more that you read, the more things you will know.
The more that you learn, the more places you'll go.   Dr. Seuss

Literacy is a complex concept that includes reading, writing, listening and speaking. In this section of the Vermont Early Learning Standards, the focus is limited to reading and writing. The printed word, whether in a storybook or in the environment, is the bridge that allows children to connect their own lives to distant places, quality literature, and to new information and ideas.

Literacy includes both skill-based competencies and knowledge-based competencies. The skills involved in reading relate to "decoding" what's on the page and include: concepts about print, phonological awareness, alphabet knowledge, spelling, and sight words. With supportive environments and instruction, most children acquire and master these skills by the end of third grade. Knowledge-based competencies enable a reader to comprehend what she is decoding. Knowledge-based competencies include the reader's background knowledge, vocabulary, oral language development, the ability to understand and express one's thoughts, and reasoning skills; these competencies continue to develop throughout a lifetime. In order for children to be effective readers by the end of third grade, when the shift from learning to read moves to reading to learn, children need a balance of skills- and knowledge-based experiences and instruction. Decoding skills are necessary for comprehension, but these are not sufficient.

Literacy development begins at birth and continues throughout one's life. Literacy development, especially in early childhood (birth to 9 years of age), relies on various types of integrated and engaging activities that go well beyond knowing phonics. These include:

"...interactions among adults and children, to build up children's language and knowledge, and to increase the amount of time their eyes spend on print. Throughout the day...that means asking questions, starting conversations, telling stories, and singing songs. It means listening to stories via audio, drawing letters, writing names as well as writing stories, letters and essays. It means visits to local parks, libraries, and museums. It means teaching children to read independently and it also means everyone reading together. It is these interactions and everyday activities—in our homes and communities, our early education and care settings, and our schools—that foster an orientation toward learning and inspire children's sense of curiosity about the world and greater understanding of it, while simultaneously promoting their language abilities and their thinking." (Lesaux, et.al., 2010, 1)

VELS and the Common Core State Standards for English Language Arts (CCSS-ELA)

All kindergarten through third grade standards in this section are copied in full from the Common Core State Standards for English Language Arts which were adopted by the State of Vermont for grades K to 12 in August, 2010. The standards for infants through preschoolers present the foundational knowledge and skills that correlate with the K-3 CCSS for English Language Arts. Research from various sources was examined in order to formulate the Infants through Preschoolers standards, and a careful analysis was used to bridge these standards for younger children with the K-3 English Language Arts Common Core State Standards.

Although the Vermont Early Learning Standards (VELS) for Reading and Writing for Infants through Third Graders should be viewed as a continuum, there isn't a direct one-to-one correspondence in all cases. The CCSS Reading standards for K-5 are divided into "Reading: Literature" and "Reading: Informational Texts"; whereas, the corresponding VELS sub-domain is entitled "Book Knowledge and Appreciation". On the other hand, "Foundational Skills" and "Writing" are used consistently throughout the continuum. The division of Literacy into Reading and Writing sections in the VELS should not be misconstrued as suggesting that they are separate; literacy learning is an integrated, interdependent process. The division of the two is only to enable us to better focus on the concepts of each separately.

NOTES: In reading the VELS, please note that standardsindicators within each age group (i.e., Infants and Young Toddlers, Older Toddlers and Twos, Preschoolers) are organized from the earliest to later developments within that age cohort or sub-section (e.g., "Book Handling"). The K-3 CCSS-ELA standards which are incorporated in the VELS describe expectations at the end of the grade level for which they are cited. It is also important to note that the CCSS-ELA describes the outcomes for each grade level; it does not prescribe any specific instructional method or curricular approach.

Comment [CSL121]: This is a helpful explanation of how the standards in this sub-domain are organized.

Comment [CSL122]: This is also helpful information, although there may be a point or two here that should be made about the whole document rather than just here (i.e., not prescribing an instructional approach, in particular and perhaps the notion that indicators within age groups for the preschool age and younger are arranged in a continuum).

Domain: Literacy
Sub-domain: Book Appreciation and Knowledge
Goal: Children develop knowledge and appreciation of books, use "book language" and demonstrate emergent reading skills.

Some indicators of children developing knowledge about books, "book language", and emergent reading are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Book Handling** 1. Make eye contact with a book 2. Explore book by grasping and bringing to mouth 3. Hold cardboard book with both hands and explore how book works by opening and closing it 4. Help adult turn the pages of a book 5. Visual attention to books increases 6. Turn pages well 7. Turn an inverted picture book right side up, or turns head to see the picture right side up **Language Understanding and Use** 1. Look intently at pictures for several minutes 2. Coo and gurgle while adult reads 3. Laugh or smile when recognize a picture and point to individual 4. Point correctly to familiar objects when asked, "Where's the..." 5. Name familiar objects pictured	**Book Handling** 1. Turn pages well 2. Turn an inverted picture book right side up, or turns head to see the picture right side **Language Understanding and Use** 3. Chime in during reading of predictable song or story 4. Point to a picture and asks, "What's that?" or requests a label in a different way 5. Begin to use two- to four-word sentences (i.e., telegraphic sentences) to describe pictures or events in books 6. Use more complex sentences when talking about a book or a character 7. Ask and answer simple questions during the story 8. Play with the story language outside of the story reading context (e.g., Mommy, mommy, what do you see?" after reading *brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.) 9. Use storybook language, forms and conventions ("Once there was... The end") when telling stories	**Language Understanding and Use** 1. Play with the story language outside of the story reading context (e.g., Mommy, mommy, what do you see?" after reading *brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.) 2. Ask and answer questions and make comments about printed materials **Comprehension** 1. Identify story-related problems, events and solutions in discussions with adults 2. With prompting and support, retell stories or information from books through conversation, art works, creative movement, or dramatic play 3. Identify characters and recall major events in a story 4. Relate events in books to own experiences 5. Identify factual information when an informational text is shared 6. Begin to demonstrate an understanding of the differences between fantasy and reality 7. Uses pictures to predict a story 8. Recites some words in familiar books from memory 9. Fills in missing information in a familiar story 10. Identifies major characters in story 11. Begins to understand the sequence of a story (e.g., beginning, middle, and end) 12. Makes up an ending for a story 13. Pretends to read a familiar book

Domain: Literacy
Sub-domain: Book Appreciation and Knowledge
Goal: Children develop knowledge and appreciation of books, use "book language" and demonstrate emergent reading skills.

Some indicators of children developing knowledge about books, "book language", and emergent reading are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Comprehension** 1. Understand words for familiar objects in pictures 2. Relate an object or action in a book to real world 3. Show preference for a favorite page by searching for it in a book **Emergent Reading** 1. Coo or gurgle when read to 2. Gaze at and/or point to illustrations while adult is reading and looking at a page 3. Vocalize (unintelligibly) while pointing at pictures 4. Point to pictures and vocalize (more intelligibility) such as with rising intonation to indicate "What's that?" 5. Imitate adult's hand-finger behaviors by pointing to the words or pictures when sharing a book 6. Name objects pictured although articulation may not be accurate 7. Bring books to adult to read 8. Use book babble (to mimic sound of reading) 9. Insist on having adult read a book repeatedly 10. Have a favorite book	**Comprehension** 1. Perform an action shown or mentioned in a book 2. Show empathy for characters or situations depicted in book 3. Make associations across books (e.g., gets two books with similar pictures) 4. Talk about the characters and events during the reading 5. Relate events in books to own experiences 6. Link situations from a book to situations outside of the book-sharing event (e.g., reenacting events) **Emergent Reading** 1. Look for preferred books for adult to read 2. Describe illustrations or familiar parts of text in own words 3. Fill in the next word in the text when the adult pauses, says the next word when the adult reads it, or reads along with the adult when text is familiar and highly predictable 4. "Read" to self and pretend to read to dolls or stuffed animals 5. Recite entire phrases from a favorite story if the adult pauses at the opportune time 6. Protest when an adult misreads or skips a word in a familiar, predictable text 7. Ask to be read to requests favorite book to be read repeatedly 8. Look at books, magazines, and other printed material without assistance 9. Look through books and other printed material as though reading 10. Memorize phrases from favorite books 11. Make comments on book 12. Use books during play 13. Select books and magazines when asked to select favorite objects/toys	**Emergent Reading** 1. Show interest in sharing reading experiences and looking at books independently 2. Pretend to read a familiar book by describing what is on each page using picture cues 3. Know some features of a book, such as title, author, illustrator 4. Pretend to read using intonation and referring to the illustrations in the book 5. Demonstrate interest in different types of literature such as fiction and non-fiction, and poetry

Comment [CSL135]: Understanding actions from print materials may be a skill that comes a bit later. It's a relatively abstract concept for young toddlers.

Comment [CSL137]: This may be a bit advanced for this age group.

Comment [CSL138]: This may be a bit advanced for this age group.

Comment [CSL141]: This type of knowledge is typically considered to be more closely related to book knowledge than comprehension.

Comment [CSL136]: Several indicators in this sub-section are repeating ideas from the book handling sub-section.

Comment [CSL139]: The wording of the indicator is less clear than this example. Consider stating this indicator more straightforwardly. Perhaps something like, "Reenacts events or story lines from stories or books during play" (if that's along the lines of what you have in mind.

Comment [CSL140]: Take a look at the repetition in the indicators in this sub-section.

Domain: Literacy
Sub-domain: Reading Literature
Goal: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

Some indicators of children developing knowledge of key ideas and details, craft and structure, integration, range of reading and text complexity are:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Key Ideas and Details** 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories including details. 3. With prompting and support, identify characters, settings, and major events in a story. **Craft and Structure** 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems) 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Key Ideas and Details** 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. **Craft and Structure** 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	**Key Ideas and Details** 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. **Craft and Structure** 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Key Ideas and Details** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **Craft and Structure** 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter, scene,* and *stanza;* describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.

Domain: Literacy
Sub-domain: Reading Literature

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Integration of Knowledge & Ideas** 8. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **Range of Reading & Level of Text Complexity** 10. Actively engage in group reading activities with purpose and understanding.	**Integration of Knowledge & Ideas** 8. Use illustrations and details in a story to describe its characters, setting, or events. 9. Compare and contrast the adventures and experiences of characters in stories. **Range of Reading & Level of Text Complexity** 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Integration of Knowledge & Ideas** 8. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **Range of Reading & Level of Text Complexity** 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Integration of Knowledge & Ideas** 8. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **Range of Reading & Level of Text Complexity** 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Domain: Literacy

Sub-domain: Reading Informational Texts

Goal: Children demonstrate knowledge of the key ideas and details of informational text read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and read a range of texts with complexity appropriate to their grade level.

Some indicators of children developing knowledge of key ideas and details, craft and structure, integration, range of reading and text complexity are:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Key Ideas & Details** 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Craft and Structure** 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **Integration of Knowledge & Ideas** 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**Key Ideas & Details** 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **Craft and Structure** 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Key Ideas & Details** 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **Craft and Structure** 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Key Ideas & Details** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Craft and Structure** 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.

Domain: Literacy
Sub-domain: Reading Informational Texts

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Range of Reading & Level of Text Complexity** 10. Actively engage in group reading activities with purpose and understanding.	**Integration of Knowledge & Ideas** 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Range of Reading & Level of Text Complexity** 10. With prompting and support, read informational texts appropriately complex for grade 1.	**Integration of Knowledge & ideas** 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic. **Range of Reading & Level of Text Complexity** 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Integration of Knowledge & ideas** 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **Range of Reading & Level of Text Complexity** 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Domain: Literacy

Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

Some indicators of children developing basic skills needed for decoding are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Print Concepts** Emerging **Phonological Awareness** 1. Imitate vocalizations and sounds 2. Show increasing awareness of the sounds of spoken words by focusing on the speaker 3. Vocalize familiar words when read to 4. Recite last word of familiar rhymes, with assistance 5. Imitate sounds when looking at words in a book 6. Show interest in rhyming words 6-7. shows beginning sound awareness by reacting differently to different sounds **Phonics and Word Recognition** Emerging **Fluency** 1. Show an interest in books and pictures especially those with contrast, colors, and patterns 2. Point to pictures or objects in a book when asked to 3. Interact with books by turning pages, pointing to pictures and details, imitating actions and sound effects – when encouraged by an adult	**Print Concepts** 1. Recognize print in everyday life uses symbols or pictures to represent oral language 2. Recite a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation) 3. Begin to understand that print represents words (e.g., pretends to read text) **Phonological Awareness** 1. Sing along with rhyming songs 2. Recite phrases from familiar rhymes 3. Complete a familiar rhyme by providing the last word 4. Participate in rhyming games and songs with other children 4. Imitate tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly) **Phonics and Word Recognition** 1. Recognize own first name in print in a familiar context 2. Enjoy ABC books **Fluency** 1. Pretend to read a familiar book	**Print Concepts** 1. Recognize print in everyday life 2. Understand that print conveys meaning 3. Understand print conventions such as print moves from left to right and top to bottom, with prompting and support as needed 4. Recognize words as a unit of print and can segment them in a simple sentence 5. Understand that letters are grouped to form words 6. Recognize the association between written words and spoken or signed words 7. Recognize that the letters of the alphabet are a specific type of symbol that can be named 8. Recognize that the letters of the alphabet have specific sounds associated with them 9. Recognize and name 10 or more upper and lower case letters of the alphabet **Phonological Awareness** 1. Identify and discriminate between words in spoken language 2. Identify and discriminate between separate syllables in words 3. Participate in and create songs, rhymes, and games that play with sounds of language (e.g., clap out sounds or rhythms of language) 4. Identify initial sound of words, with assistance (e.g., book begins with the /b/ sound) 5. Make three or more letter-sound correspondences (e.g., identify that "David," "day," and "dog" all begin with "d") 6. Find objects in a picture with the same beginning sound, with assistance 7. Differentiate between similar-sounding words (e.g., "three" and "tree") **Phonics and Word Recognition** TO BE Completed **Fluency** 1. Pretend to read a familiar book

Comment [CSL142]: Perhaps this is about repeating words that an adult says when they are reading or is this indicator intended to mean that the child initiates a word?

Comment [CSL144]: This seems to repeat # 1.

Comment [CSL143]: These indicators all seem to be repeats of indicators that are included in other sub-sections, particularly book awareness. I would encourage you to think carefully about repeating indicators here that are other places because it is probably preferable to have a smaller set that are relevant to multiple constructs than to repeat indicators in order to show that you have addressed this construct (fluency).

Comment [CSL145]: This seems a bit advanced for older toddlers and twos.

Domain: Literacy
Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

Some indicators of children developing basic skills needed for decoding are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. **Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words.	(No Print Concepts & Phonological Awareness Standards for this grade/ age group) **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Recognize and read grade-appropriate irregularly spelled words.	(No Print Concepts & Phonological Awareness Standards for this grade/ age group) **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Literacy

Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	**Phonics and Word Recognition**
	3. Know and apply grade-level phonics and word analysis skills in decoding words.
	  a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
	  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	  c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Fluency
	
	4. Read emergent reader texts with purpose and understanding.
		c. Know final –e and common Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		  e. Decode two-syllable words following basic patterns by breaking the words into syllables.
		  f. Read words with inflectional endings.
		  g. Recognize and read grade-appropriate irregularly spelled words.
		
		Fluency
		4. Read with sufficient accuracy and fluency to support comprehension.
		  a. Read grade-level text with purpose and understanding.
		  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
			Fluency
			4. Read with sufficient accuracy and fluency to support comprehension.
			  a. Read grade-level text with purpose and understanding.
			  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
			  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Domain: Literacy

Sub-domain: Writing

Goal: Children develop knowledge of the writing as a form of communication and acquire skills needed to make meaning.

Some indicators of children understanding writing as a form of communication and acquiring writing skills are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Scribble or make marks independently 2. Make imprints on paper using finger paints 3. Grasp marker or crayon with fist and make marks on paper in all directions 4. Pick up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper 5. Begin to develop eye-hand coordination 6. Manipulate materials with increasing precision (e.g., picking up and putting small blocks in a bucket) 7. Explore writing tools and materials	1. Label pictures using scribble writing or ask an adult to label the picture 2. scribbles and makes marks on paper purposefully 3. Use symbols or pictures to represent experiences, thoughts, objects and ideas 4. Make marks on paper and tell others what the scribbles mean 5. Use a variety of writing tools 6. Draw horizontal and vertical lines 7. Use unconventional shapes to convey messages 8. Ask adult to write their name on a picture they made. 9. Are able to distinguish between writing words and drawing pictures	1. Make marks or scribble when an adult suggests writing 2. Recognize that writing is a way of communicating for various purposes, such as giving information, sharing stories, or giving an opinion 3. Write some letters and letter-like forms 4. Use scribbles, letters, shapes and pictures to represent experiences, ideas, objects, or stories 5. Copy, trace, or independently write letters or words 6. Begin to use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word) 7. Experiment with a variety of writing tools and surfaces 8. Begin to print or copy own name and identify some of the letters 9. Show awareness of the difference between own writing and conventional print

Comment [CSL147]: You could consider adding a pre-cursor skill related to research so that there is a connection between the preschool indicators and the kindergarten indicators related to research. It could be as simple as an indicator that describes children's ability to look in a book or other print information to find the answer to a question they have.

Comment [CSL150]:

Comment [CSL151]: This indicator seems to be covered by #2, but #2 may be a preferable way to express the expectation because it is more general/ addresses more situations where the child could demonstrate the competency.

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Comment [CSL148]: This seems similar to #1.

Comment [CSL149]: This indicator may be a bit advanced for this age.

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Domain: Literacy
Sub-domain: Writing

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.	**Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Production and Distribution of Writing** 1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Production and Distribution of Writing** 1. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Text Types and Purposes** 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.

Domain: Literacy
Sub-domain: Writing

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	**Production and Distribution of Writing**
	1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	
	Research to Build and Present Knowledge
	1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	
	Range of Writing
	(Begins in grade 3)
		Research to Build and Present Knowledge
		1. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
		2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		
		Range of Writing
		(Begins in grade 3)
			Research to Build and Present Knowledge
			1. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
			2. Recall information from experiences or gather information from provided sources to answer a question.
			
			Range of Writing
			(Begins in grade 3)
				3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
				  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
				  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
				  c. Use temporal words and phrases to signal event order.
				  d. Provide a sense of closure.
				Production and Distribution of Writing
				1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
				2. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
				3. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
				Research to Build and Present Knowledge
				1. Conduct short research projects that build knowledge about a topic.
				2. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
				Range of Writing
				Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CREATIVE ARTS

The Creative Arts is included within the Communications area of learning and development to emphasize the focus on the arts as an opportunity for children's self-expression, exploration, improvisation, and communication of thoughts and feelings. The Creative Arts include the sub-domains of the *Visual Arts, Dramatic Arts, Music,* and *Movement.*

The Creative Arts for young children birth to third grade is focused on a *process* rather than a *product* approach. Adults facilitating children's learning of the Creative Arts should focus on the process; so put away the patterns, the samples, the coloring pages, the step-by-step instructions, and instead provide materials and time for open-ended exploration of art materials, pretend-play scenarios, music, and movement experiences. Adults should acknowledge the child's creative processes and emphasize the joy in these activities. Art materials should be available for visual and spatial learners; movement should be used as a learning tool as so many children are bodily-kinesthetic and physical learners at this developmental level; imagination and improvisation should be fostered to promote creative thinking and problem-solving skills; music can be in the background or at the forefront at various times of day and can simply set the stage for the classroom atmosphere or be focused specifically on a focused skill such as building vocabulary.

The Creative Arts should be considered an integral element of a young child's learning and development. The Creative Arts are an often left-out portion of the curriculum for a variety of reasons, including financial constraints, the lack of confidence of the classroom teacher, or the prioritization of other areas of learning; but, the creative arts should part of a young child's daily routine.

The Creative Arts also support all areas of learning and should be used as a strategy for learning. Preschool children may use art materials to create a menu in a pretend restaurant scenario. Second grade children may communicate their understanding of simple math problems by drawing their processes and results. Children may communicate their understanding of a book through the visual arts or dramatization. The Creative Arts allows for communication beyond the spoken word.

I applaud the process-oriented focus of these standards and think you have selected important areas within the Arts to focus on. I strongly encourage your group to consult the new 2014 Next Generation Arts Standards (if you haven't already) before finalizing your Creative Arts standards. The new arts standards were launched in early June and can be found at www.nationalartsstandards.org. The National Coalition for Core Arts Standards website (http://nccas.wikispaces.com/) includes additional information on how the new standards were developed and also provides a document that describes the relationship between the Common Core and the new arts standards. You may find some of this information helpful. I am going to offer a few comments on wording of the indicators, but encourage you to consult the new national standards before finalizing the content for this sub-domain.

Domain: Creative Arts

Sub-Domain: Visual Arts

Goal: Children use a variety of tools and art media to express their ideas, feelings, and creativity.

Some of the indicators of young children learning how to use tools and art media are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Interact with visual art** 1. Gaze at pictures, photos, and mirror images 2. Show interest in color, shape, and texture 3. Use open-ended, process-oriented, developmentally appropriate art materials such as crayons at the scribbling stage	**Interact with visual art** 1. Use open-ended, process-oriented, developmentally appropriate art materials such as crayons and paint to express self at the scribbling and circles stage 2. Enjoy the process of doing art 3. Sharing feelings by making art	**Engage in self-expression through the visual arts** 1. Use a variety of open-ended, process-oriented, developmentally appropriate art tools and processes to express ideas and feelings 2. Begin early representational drawing of something familiar 3. Use developmentally appropriate art vocabulary 4. Enjoy the process of doing art and consider it as a play experience 5. Identify the visual arts in relation to diversity and cultures

Comment [CSL154]: Because adults may differ in what they consider "developmentally appropriate", I would encourage you to use language that more precisely describes what you have in mind (are you thinking about the size of the materials to accommodate children's limited fine motor development, the variety of materials that should be available, or is this phrase reinforcing the "open-ended, process-oriented" aspect of the arts as important for this age group?).

Comment [CSL155]: This indicator may not be clear—can you state the expectation in a more straightforward manner?

Domain: Creative Arts
Sub-Domain: Visual Arts
Goal: Children use a variety of tools and art media to express their ideas, feelings, and creativity.

Some of the indicators of young children learning how to use tools and art media are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	Communicate through the visual arts 1. Use open-ended media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Identify the visual arts in relation to history and cultures	Communicate through the visual arts 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Compare a variety of purposes for making art (e.g., to tell a story, communicate emotion, beautify functional objects) 5. Relate the visual arts in relation to history and cultures	Communicate through the visual arts 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Identify a variety of purposes for making art (e.g., to tell a story, communicate emotion, beautify functional objects) 5. Relate the visual arts in relation to history and cultures	Communicate through the visual arts 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Identify a variety of motivations and purposes for making art in different times and places (e.g. cultural tradition, personal satisfaction, communication of beliefs) 4. Discuss the visual arts in relation to history and cultures

Comment [CSL156]: This may not be clear.

Comment [CSL159]: May not be clear.
Comment [CSL157]: This may not be clear.
Comment [CSL158]: Not clear.

Domain: Creative Arts
Sub-Domain: Dramatic Arts
Goal: Children engage in dramatic play activities representing real-life experiences, ideas, knowledge, feelings, and fantasy.

Some of the indicators of young children's understanding and engaging in pretend or dramatic play are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Engage in simple dramatic play experiences** 1. Participate in simple pretend play experiences (e.g., stirring pretend soup, talking on pretend phone) 2. Engage in play with dolls, toy animals, and pretend people	**Engage in dramatic play as a means of self-expression and creativity** 1. Participate in simple pretend role-play experiences (e.g., pretending to be a parent or pet) 2. Engage in play with dolls, toy animals, and pretend people 3. Stay in pretend role while playing alone 4. Use simple pretend props 5. Share feelings through role-playing	**Engage in socio-dramatic play as a means of self-expression and creativity** 1. Initiate pretend role-playing experiences 2. Stay in pretend role while alone or with peers 3. Experience perspective of others through sociodramatic play (taking on roles such as farmer during play) 4. Tell a story through dramatic play 5. Use pretend props in play 6. Develop deeper understanding of daily life through play

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Communicate through drama 1. Engage in fantasy play 2. Initiate play with props, costumes, and stage pieces or using symbolic props 3. Imagine, pretend, play with others, observe and copy 4. Participate with a group of peers	**Communicate through drama** 1. Engage in fantasy play including sociodramatic play (taking on roles) 2. Demonstrate a character (real or imaginary) 3. Participate in theater games with peers 4. Identify and label moods through dramatic play and theater games	**Communicate through drama** 1. Demonstrate a character (real or imaginary) 2. Participate in theater games with peers 3. Identify and label moods through dramatic play and theater games	**Communicate through drama** 1. Demonstrate a character based on literature 2. Develop a character with a script 3. Repeat for an audience something already created 4. Speak with clarity before an audience 5. Improvise a character with a prop 6. Accept or give a cue 7. Read a part in a script

Comment [CSL160]: It may be a bit early to expect children to engage in pretend play.

Comment [CSL161]: Perhaps this is not clear—do you mean miniature toy people, or taking on pretend roles during play, or including imaginary people in their play? The first option seems appropriate for this age, but not the latter two.

Comment [CSL162]: See comment above.

Comment [CSL163]: It may not be clear what "simple pretend play props" are—do you mean "use objects for their intended purpose during pretend play" or perhaps "use common objects during pretend play"?

Comment [CSL164]: I applaud how the standards for older children continue to include some indicators related to dramatic play.

Domain: Creative Arts
Sub-Domain: Music
Goal: Children use music to creatively communicate their ideas and feelings.

Some of the indicators of young children's developing ability to use music to communicate their ideas and feelings are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Respond to music** 1. Sway or clap to music 2. Show interest in voices, sounds, tones 3. Respond to simple songs with repeating and rhyming words	**Respond to music** 1. Sing simple songs 2. Move body to music 3. Use simple musical instruments to explore rhythm and sound 4. Respond to a variety of types of music	**Respond to and engage with music** 1. Sing simple songs 2. Echo short melody 3. Move body to music 4. Maintain a steady beat by clapping, tapping, or using an instrument 5. Show an interest in music

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Respond to and engage with music** 1. Sing simple songs 2. Echo short melody 3. Maintain a steady beat by clapping, tapping, or using an instrument 4. Show an interest in music	**Communicate through music** 1. Sing alone and in unison, using developmentally appropriate repertoire in rhythm, maintaining a steady beat 2. Play instruments, alone and with others, using developmentally appropriate instruments, in rhythm, maintaining a steady beat	**Communicate through music** 1. Sing alone and in unison, using developmentally appropriate repertoire in rhythm, maintaining a steady beat 2. Play instruments, alone and with others, using developmentally appropriate instruments, in rhythm, maintaining a steady beat	**Communicate through music** 1. Sing alone and with others, using developmentally appropriate repertoire, on pitch, in rhythm, maintaining a steady beat, singing simple two part music 2. Play instruments, alone and with others, using developmentally appropriate instruments, on pitch, in rhythm, maintaining a steady beat, using pitched and non-pitched instruments.

Comment [CSL165]: See first comment on DAP under visual arts.

Domain: Creative Arts
Sub-Domain: Movement
Goal: Children use movement to creatively express their ideas, feelings.

Some of the indicators of young children's developing ability to use movement to communicate their ideas and feelings are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
	Moves to communicate 1. Use gestures to communicate (e.g., lifting arms to be held, pointing to identify needs) 2. Smile to communicate 3. Mimic adult actions	**Moves to express concepts, ideas, and feelings** 1. Use gestures to communicate (e.g., lifting arms to be held, pointing to identify needs) 2. Point to identify needs 3. Smile to communicate 4. Mimic adult actions 5. Dance and clap to music 6. Enjoy big body movement and small body movement such as finger plays	**Move to express concepts, ideas, and feelings** 1. Create movements showing balance through concentration and muscle control 2. Dance, clap, and engage in learned motions to music 3. Demonstrates feelings through music 4. Move to show understanding of a concept (e.g., move as a seed being watered, growing into a flower) 5. Show interest in developing skills in movement and/or dance 6. Enjoy big body movement and small body movement	

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Move to express thoughts, concepts, and feelings** 1. Create movements showing balance through concentration and muscle control 2. Dance, clap, and engage in learned motions to music 3. Move to show understanding of a concept (e.g., move as a seed being watered, growing into a flower) 4. Show interest in developing skills in movement and/or dance 5. Enjoy big body movement and small body movement 6. Use movement and dance to express a simple idea 7. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	**Move to express thoughts, concepts, and feelings** 1. Use movement and dance to express a simple idea and share it with their peers 2. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	**Move to express thoughts, concepts, and feelings** 1. Use movement and dance to express a simple idea and share it with their peers 2. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	**Move to express thoughts, concepts, and feelings** 1. Use movement and dance to express complex ideas and narrative 2. Use improvisation to discover and invent movement and dance 3. Communicates through dance by demonstrating qualities/dynamics/levels of movement (e.g., fast/slow, hard/soft, heavy/light)

ADDITIONAL COMMENTS BEGIN HERE

Learning About the World:
Mathematics, Science and Social Studies

This Area of Development and Learning, *Learning about the World*, focuses on what children do as they explore, make observations and analyze relationships in the world in which they live. The VELS identifies three Domains in this area: Mathematics, Science and Social Studies.

Young children make simple observations about their environment. They begin to examine various objects (shapes) and begin to reason spatially about the relative size and position of the objects in their world. They also begin to recognize simple quantitative relationships by discovering how to use the word *more*. VELS explores how these early experiences become the underpinnings for developing and learning about *number, operations, measurement, geometry and spatial reasoning*.

Brief Science intro

Brief Social Studies intro

Mathematics

Mathematics is the *active process* of making sense of the world around us, discovering regularities and patterns, and exploring big ideas related to number, operations, measurement, geometry, and spatial reasoning. "The process of constructing meaning is the process of learning. We actually create our knowledge; we do not discover it." (Fosnot and Dolk, 2001). Children naturally engage in mathematics as they solve problems in their environment within a community. They interact with peers and adults in their world and make sense of their discoveries. Mathematics should not be viewed as a list of facts to memorize and procedures to practice, while it is true that many facts will eventually be entered into memory, and many procedures will become fluent over time, making sense and creating new knowledge through exploration, solving problems and communicating and sharing ideas with others should be the focus of mathematics instruction. By providing intentional, well-designed learning opportunities young children will be successful in learning mathematics and understanding the big ideas and concepts that will provide a strong foundation for continued learning throughout their lives.

VELS and the Common Core State Standards for Mathematics (CCSSM)

All kindergarten through third grade mathematics standards in this document are copied in full from the Common Core State Standards for Mathematics (CCSSM) which were adopted by the State of Vermont for all grades K to 12 in August, 2010 (For a full copy of the CCSSM please go to http://www.corestandards.org). The birth through prekindergarten standards were written to bridge toward the CCSSM and to provide a consistent approach to developing mathematics understanding from birth to grade 3. Current cognitive research was examined in order to fully understanding the development from birth to prekindergarten and careful analysis of the research helped to tie the two sets of standards together. The CCSSM Writing Team added these opening statements to the CCSSM to state the purpose of the Standards which applies to all the K-3 Standards in the VELS. These statements are summarized below (refer to the CCSSM, pg. 4 to read the statements in full).

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from...

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to

participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs ...No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

Standards for Mathematics Practice

The Common Core State Standards for Mathematics (CCSSM) provides a set of Standards for Mathematics Practice that are intended to connect with the Standards for Mathematical Content. These Standards for Mathematics Practice, "describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." These are student practices that must be encouraged and fostered by parents, caregivers, educators and others while children are actively engaged in discovering and learning new mathematics concepts. These Standards for Mathematics Practices are summarized below (refer to the CCSSM, pg. 6-8 to read the statements in full).

1. Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They can use the context of the problem when needed or the can take the numbers out of context to consider the quantitative relationships in choosing strategies for solving problems.

3. Construct viable arguments and critique the reasoning of others.
Elementary students can construct arguments (to prove the correctness of their solutions) using concrete referents such as objects, drawings, diagrams, and actions. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. Mathematically proficient students are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams and tables. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include concrete models, pencil and paper, a ruler, a protractor, or a calculator. Proficient students are sufficiently familiar with tools appropriate for their grade to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

Comment [CSL169]: The Common Core addresses standards for mathematics practice. I would encourage you to think about whether you think all of the mathematical processes that children need to learn are included, and whether you think describing mathematics practices separately from the indicators and grade levels is the best approach to help teachers pay attention to mathematical processes such as problem solving, reasoning, etc.

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Sub-domains of Mathematics

The following VELS for Mathematics are organized into Sub-domains. To be consistent with the Common Core State Standards for Mathematics (CCSSM), VELS uses the same language to identify each of its Sub-domains in this section. These Sub-domains include *Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations in Base-Ten, Numbers and Operations—Fractions, Measurement and Data,* and *Geometry.* Along with these Sub-domains, the *Standards for Mathematics Practice* are also summarized above and should be implemented alongside the Mathematics Content Standards below.

> **Comment [CSL170]:** It would be helpful to articulate what this means, particularly for the younger children.

For the indicators that are for infants through preschoolers, I would encourage you to consult the National Research Council's publication titled *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity* if you haven't. It is an excellent resource that provides great descriptions of children's mathematical knowledge and skills, and useful charts to show precisely what skills children should have at the different age levels. I have noted a few indicators that caught my eye as perhaps being a bit advanced for the age group, but would encourage you to look carefully at the charts in this NRC report just to double check that the indicators are appropriate for each age group.

Domain: Mathematics
Sub-domain & Goal: Counting and Cardinality

This sub-domain focuses on counting and includes: rote counting (knowing the number names and saying them in the correct sequence), object counting (including one-to-one counting correspondences when counting, and knowing the cardinality of a group of objects), reading and writing numerals, and comparing quantities. While the counting process may appear to be a simple task, children need to make connections between what they know and what they know how to do. To be a

> **Comment [CSL171]:** This statement may need a bit more explanation. The sentence that follows is designed to provide an illustration of this point, but doesn't necessarily show how children make connections between what they know and what they know how to do.

successful counter, children need to know the number words and the correct sequence, have a way to keep track of the objects they are counting (which have been counted and which still need to be counted), understand one-to-one correspondence, synchronize the words they say to one and only one object, and know that the last number said after they have counted tells the number of objects that have been counted and answers "how many?" questions.

The many standards in the sub-domain address the connections between the number words, the symbols (numerals), and the quantities they represent. These connections are often thought of as a triangle (Fuson, Clements & Beckmann, 2009; Shane, 2000).
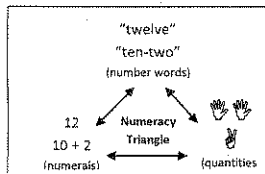
There are many connections to be made when expressive and receptive language are considered while analyzing this triangle. "Show me *three* fingers," requires children to hear and understand (receptive language) the word *three* and then to show (expressive) the correct quantity of fingers. The reverse is true if three fingers are held up and children are asked, "How many fingers do you see?" This requires the children to say the word *three* (expressive language). These same connections can be made between any two vertices (points) of this triangle: connections between word and numerals, numeral and words, numerals and quantities, and quantities and numerals. Opportunities for children to make sense of numbers and make strong connections to these fundamental components of quantitative understanding are a priority for young children.

As indicated in the above triangle, this sub-domain also includes correct numeral formation and numeral recognition and identification. By the end of kindergarten, children should have the fine motor ability to correctly form all the digits from 0-9 and have many exposures to numerals including various forms of the numerals (the straight and curvy 9, the open and closed 4, etc.). Numeral recognition and identification are addressed in the early years and addressed in Sub-domain: Number and Operations in Base-ten in later years when there is an increased focus on place value.

The final cluster of standards in this sub-domain involves connecting numerals to quantities and comparing quantities to determine which of two groups have *more* or *less* than the other or if they are the *same* (equal). Opportunities to compare quantities arise in other sub-domains such as when sorting objects by color, size, shape etc. and comparing group size (Sub-domain: Measurement and Data and Sub-domain: Geometry)

The Standards in Sub-domain: *Counting and Cardinality* end after kindergarten. The Standards in the years leading up to and including kindergarten heavily focus on counting and cardinality. Beyond kindergarten, counting is embedded in other domains most notably in the Sub-domain: *Numbers and Operations in Base-ten* when first graders explore the base-ten system by grouping and counting by tens and ones and build an understanding of place-value notation.

Comment [CSL172]: This point may need some additional explanation. Readers who are not familiar with the triangle may not get the point. The following paragraph moves to address how language factors into children's ability to demonstrate their mathematical knowledge, but readers may need a bit more explanation about the mathematics connections that are illustrated in the triangle. Perhaps just saving the paragraph on language until after the explanation that's offered in the last few paragraphs of this section would be helpful.

Domain: Mathematics
Sub-domain: Counting and Cardinality
Goal: Children rote count, recognize numerals, and connect numerals with quantities.

Some of the indicators of young children developing knowledge of counting and cardinality are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)

Standards	**Know number names and the count sequence.**
	1. Use a few number words and some parts of the number sequence without understanding quantity (e.g., imitate a counting rhyme, song or book).
		Know number names and the count sequence.
		1. Understand the words *one* and *two* (e.g., distinguish *one* and *two* from *many*; identify pairs of objects as two; identify three or more objects as *many* rather than a *one* or *two* of something; respond appropriately to the request, "Take just one." or "Give me two.").
		2. Know their age.
		3. Understand the words *three* and/or other counting words.
		Count to tell the number of objects.
		4. Determine the number of objects in a group of up to five objects by using one-to-one counting (i.e., labeling each object in a group with one and only one number word from the counting sequence to determine the total number of objects in a group, as in finger counting, and counting out snack items).
		Compare numbers.
		5. Use the word *more* to identify the larger of two groups. and *less* for smaller groups.
		6. Recognize some numerals and connect them to the quantities they represent.
			Know number names and the count sequence.
			1. Count to 29 and understand that numbers come before or after one another.
			2. Give the next number in a sequence 1-10.
			3. Identify numerals to 5 by name.
			Count to tell the number of objects.
			4. Recognize number and quantities in the everyday environment.
			5. Finger count to 10 and shows 1–5 fingers when named (e.g., "show me 3 fingers.").
			6. Count a group of up to 5 objects.
			   a. Point to or move objects when counting.
			   b. Understand that the last number tells how many in all.
			7. Connect numerals 1-5 to a group of counted objects.
			8. Identify small groups of objects without counting (subitize a group of 1-3 objects). e.g., can answer the question, "How many crackers are on your plate?" without counting when there are 1-3 crackers.
			Compare numbers.
			7. Compares groups of up to 10 objects and identifies which group has *more* or *less*, or if they are the *same* (equal).

Domain: Mathematics
Sub-domain: Counting and Cardinality
Goal: Children rote count, recognize numerals, and connect numerals with quantities.

Some of the indicators of young children developing knowledge of counting and cardinality are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	**Know number names and the count sequence.**
	1. Count to 100 by ones and by tens.
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
	
	Count to tell the number of objects.
	4. Understand the relationship between numbers and quantities; connect counting to cardinality.
	   c. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
	   d. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	   e. Understand that each successive number name refers to a quantity that is one larger.
	5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
	
	Compare numbers.
	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
	7. Compare two numbers between 1 and 10 presented as written numerals.
		No standards in this domain.	No standards in this domain.	No standards in this domain.

Domain: Mathematics
Sub-domain & Goal: Operations and Algebraic Thinking

This sub-domain focuses on the understanding the four operations of addition, subtraction, multiplication and division of whole numbers; the relationships between addition and subtraction; and in later years the relationship between multiplication and division; and the properties of operations including the *commutative and associative properties* of addition and multiplication, the *additive identity of 0* and the *multiplicative identity of 1*.

An early focus in this sub-domain is causality or the relationship between cause and effect. For very young children the understanding of causality develops when they discover that one thing can cause another thing to happen. This is understanding is important for developing quantitative relationships and becomes apparent when children begin to understand and use the term *more*. If they say or sign, "more," they receive additional items (e.g., more crackers at snack time or more toys during playtime). Their request results in a change of quantity which is a foundational understanding of addition. Further on, young children discover the connections between counting and addition and subtraction. Each successive *number* in the count sequence represents *one more*; when counting backward it represents one *less*; and when skip counting each number represents the total when repeatedly adding the same amount leading to understanding the relationship between addition and multiplication. In fostering these connections parents, caregivers, educators and others can help by using supportive language during counting activities and say, "We have 3 right now. I'm going to add one more (add one). Now, how many do we have? Let's add another..." Similar language can be used when removing objects and counting backward, or when repeatedly adding the same amount to the pile. The connection between counting and addition and subtraction is a critical understanding as children begin to construct, invent or reinvent (as Kamii calls it) their own strategies for solving problems.

The CCSSM recognizes several common addition, subtraction, multiplication and division situations. In the early years children begin to understand addition as *adding to* (a start amount) and subtraction as *taking from* (a start amount); addition as *putting together* (two or more groups) and subtraction as *taking apart* (one group into two); and *compare* situations in determining the difference between two quantities (more of fewer). Having a deep understanding operations and the relationships between them are foundational concepts for later algebraic thinking—a major focus of the CCSSM. For more detail about these operational situations and the common multiplication and division situations, please refer to the glossary of the CCSSM on pages 88-90.

Comment [CSL183]: I am not familiar with a description of children's knowledge and skills related to mathematics that refers to "causality". It may be that I'm just not familiar with this terminology and explanation of mathematics thinking, but I did wonder if a better way to describe what you are getting at would be "reasoning". I think this area may be more commonly associated with children's progress in reasoning abilities than understanding of "causality".

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Comment [CSL184]: I'm not sure that it is clear what this phrase is trying to communicate.

Domain: Mathematics
Sub-domain: Operations and Algebraic Thinking
Goal: Children understand operations and the relationships between them.

Some of the indicators of young children developing knowledge of operations and algebraic thinking are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Understand causality, and understand addition as adding to and understand subtraction as taking from. 1. Discover that one thing can cause another thing to happen. 2. Understand *more* (e.g., "do you want *more*?"). 3. Use the term *more* to get additional objects (e.g., asking for *more* when eating snack or playing with toys)	Understand causality, and understand addition as adding to and understand subtraction as taking from. 1. Determine that *one* object added to another makes *two* and that *one* object taken away from *two* make *one*. 2. Recognize that adding to a group of objects increases the total, and taking some from a group decreases the total. 3. Recognize that if you change the size of a part of a group, then you also change the size of the whole group.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Understand the more you add to a group the greater the total. 2. Understand the more you take away, the less you have, and the less you take away, the more you have. 3. Put two groups together to form one larger groups and find the total of up to 5. 4. Separate one group into two smaller groups and know the size of the parts (beginning with a total of up to 5), e.g., "I can give 2 blocks to my friend and still have 3 to play with."

Comment [CSL185]: Some of the indicators at this age level seem a bit advanced.

Comment [CSL186]: This may not be the best word to use here. Perhaps the word "subsets" would be preferable.

Domain: Mathematics

Sub-domain: Operations and Algebraic Thinking
Goal: Children understand operations and the relationships between them.

Some of the indicators of young children developing knowledge of operations and algebraic thinking are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5.	Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 3. Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8. Add and subtract within 20. Understand and apply properties of operations and the relationship between addition and subtraction. 4. Apply properties of operations as strategies to add and subtract.2 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Add and subtract within 20. 2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?

Domain: Mathematics
Sub-domain: Operations and Algebraic Thinking

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards		**Add and subtract within 20.** 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Work with addition and subtraction equations.** 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ − 3, 6 + 6 = _.	**Work with equal groups of objects to gain foundations for multiplication.** 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**Understand properties of multiplication and the relationship between multiplication and division.** 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) 6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. **Multiply and divide within 100.** 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.3 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Domain: Mathematics

Sub-domain & Goal: Numbers and Operations in Base-Ten

The standards in this sub-domain focus on our base-ten system and place-value notation. In kindergarten, children discover that teen numbers are composed of one group of ten and some more. First and second grade standards extend the counting sequences focusing on the connection between skip counting, the base-ten system and place value. They also begin to record the results of comparisons with the symbols >, =, and <. Students explore multiple tens and ones and use correct place-value notation for numbers up to 120 in first grade moving to numbers to 1000 by then end of second grade. Second grade students gain an even deeper understanding of place value when they begin to discover strategies for adding and subtracting 2- or 3-digit numbers which include counting in units or multiples of hundreds, tens and ones and using expanded notation or place value. Third graders continue to deepen their understanding of place value even further when they explore multiplying by multiples of 10.

Domain: Mathematics
Sub-domain: Numbers and Operations in Base-Ten
Goal: Children understand our base-ten system and place-value notation.

Some of the indicators of young children developing knowledge of base-ten and place-value notation are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	No standards in this domain.	No standards in this domain.	**Recognize patterns in the counting sequence.** 1. Count beyond 29 by repeating the 1-9 pattern when given a new decade name (e.g., when given the next decade name the count continues, 28, 29... "30", 31, 32, 33...).

Domain: Mathematics
Sub-domain: Numbers and Operations in Base-Ten
Goal: Children understand our base-ten system and place-value notation.

Some of the indicators of young children developing knowledge of base-ten and place-value notation are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	**Work with numbers 11-19 to gain foundations for place value.**
	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
		Extend the counting sequence.
		1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		
		Understand place value.
		2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
		  a. 10 can be thought of as a bundle of ten ones — called a "ten."
		  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
		  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
		3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
			Understand place value.
			1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
			  a. 100 can be thought of as a bundle of ten tens — called a "hundred."
			  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
			2. Count within 1000; skip-count by 5s, 10s, and 100s.
			3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
			4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
			Use place value understanding and properties of operations to add and subtract.
			5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
			6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
			7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
			8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
			9. Explain why addition and subtraction strategies work, using place value and the properties of operations.
				Use place value understanding and properties of operations to perform multi-digit arithmetic.
				1. Use place value understanding to round whole numbers to the nearest 10 or 100.
				2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
				3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Domain: Mathematics

Sub-domain & Goal: Number and Operations—Fractions (3rd grade only)

The standards in this sub-domain focus on developing and understanding of the symbolic notation for fractions and connecting this understanding to the geometry standards found in the kindergarten, first and second grades where students compose shapes using equal sized parts and decompose shapes into equal parts. While there are no formal standards for fractions in birth to preschool, frequent opportunities to explore fair shares present themselves during play and snack time, e.g., when breaking a cracker in half. Word of caution—There is no such thing as 'the big half' or the 'little half.' If one piece is larger than the other, they are two pieces, not halves. Halves are equal in size.

Domain: Mathematics
Sub-domain: Numbers and Operations-Fractions
Goal: Children understand fractions as numbers.

Some of the indicators of Third Graders understanding fractions as numbers are as follows:

Third Graders (3)
(8- and 9-year olds)

Develop understanding of fractions as numbers.
1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
    a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
    b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
    b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
    c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
    d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Domain: Mathematics
Sub-domain & Goal: Measurement and Data

As young children begin to crawl exploring more of their environment and traveling greater distances, they are discovering the concepts of *here* and *there*, and *near* and *far*. These early discoveries led to examining their world in terms of space and distance. They also begin to explore how objects vary in size, the passing of time as they notice regularity in their daily routines, and new language to support communicating their new discoveries. Preschoolers and kindergarteners begin to directly compare objects, holding one object next to another to determine which is taller, longer, heavier, etc. In first grade, "students develop an understanding of the meaning and processes of measurement" and begin to explore how to use smaller items of equal size (non-standard units such as popsicle sticks, or blocks) to measure length or distance by lining up the items from one end to another (CCSSM, p. 13). During first and second grade, student begin to formalize their concepts of time and accurately tell time by the end of second grade providing the foundation needed to solve problem involving elapsed time and time interval in later grades. Second graders also "recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration (repetition) of units. They recognize that the smaller the unit, the more iterations they need to cover a given length" (CCSSM, p.17). Repeated experiences with standard measuring tools provide second graders with the concepts necessary to understand the number line and how it can be used as a tool to model addition and subtraction strategies. However, NCTM (2009) has found that "number lines are not appropriate for children before grade 2" (Fuson, Clements & Beckman p. 43). In third grade, "students recognize area as an attribute of two-dimensional regions,...by decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle" (CCSSM, p. 21). Third graders also solve problems involving time, liquid volumes, and masses of objects, and apply their knowledge of fractions to measurement.

This sub-domain also includes collecting and exploring data—the foundation of which is developed in the early years as young children begin to recognize how objects are similar and/or different from one another. As they begin to recognize various attributes of objects they sort and classify. This provides the opportunity to count the number of objects in each group and compare the results of the counts. These early experiences lay the foundation for collecting representing and comparing data in later grades.

Domain: Mathematics
Sub-domain: Measurement and Data
Goal: Children learn and use concepts of measurement and comparison.

Some of the indicators of young children learning about measurement and comparisons are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	**Discovers measurable attributes and explores spatial reasoning** 1. Understand concepts such as *here* and *there*, and *near* and *far*. 2. Adjusts reach based on distance and size of an object. 3. Adjusts grasp of an object based on its weight.	**Describe and compare measurable attributes.** 1. Explore objects by filling and emptying containers. 2. Discover that different-sized containers hold more or less. 3. Develop language to describe attributes such as *big* v. *small* (height/area/volume), *long* or *tall* v. *short* (length/height), *heavy* v. *light* (weight) and *fast* v. *slow* (speed). 4. Develop sense of time through participating in routine daily activities (e.g., know about when its' time to eat, nap, go home, etc.). 5. Recognize patterns in the environment (e.g., day follows night, patterns in carpeting or clothing, etc.) 6. Use terms such as *now, later, tomorrow* and *yesterday.* **Classify objects.** 7. Understand the concepts of *same* and *different*, and describe objects in these terms. 8. Classify and sort familiar objects by a known (e.g., hard v. soft, large v. small, heavy v. light). 9. Order blocks or other objects by size.	**Describe and compare measurable attributes.** 1. Explore objects by filling and emptying containers. 2. Directly compares and orders objects using attributes of length, weigh and size (bigger/smaller, longer/shorter, taller/shorter, heavier/lighter). **Classify objects and count the number of objects in each category.** 3. Sorts, classifies, and serializes objects (puts in a pattern) using attributes such as color, shape, size, etc. 4. Compare group size of sorted objects, e.g., I have more blue bears than red bears. 5. Use terms such as *before, after, now, later, tomorrow* and *yesterday.*

Comment [CSL187]: As they fill and dump, children may be exploring the volume capacity of the container they are filling rather than the objects they are putting into the container. The concept of volume is probably more relevant to this sub-domain than exploration of the objects being put into the container.

Comment [CSL191]: The skill of ordering objects (seriation) is included under "classify objects" in the older toddler and twos age group. Perhaps it should be included in the same sub-section in the two age groups?

Comment [CSL188]: This is the concept that's more relevant for this sub-domain.

Comment [CSL192]: Perhaps there's a clearer way to state this. Something like: Sort objects into two sets and compare the number of objects in each set.

Comment [CSL189]: A known what? Perhaps this means "classify and sort objects by one feature"?

Comment [CSL190]: This may be a bit advanced for this age.

Domain: Mathematics
Sub-domain: Measurement and Data

Some of the indicators of young children learning about measurement and comparisons are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	**Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter **Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**Measure lengths indirectly and by iterating length units.** 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **Tell and write time.** 3. Tell and write time in hours and half-hours using analog and digital clocks. **Represent and interpret data.** 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Measure and estimate lengths in standard units.** 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 3. Estimate lengths using units of inches, feet, centimeters, and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. whole-number units.	**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **Represent and interpret data.** 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards			**Work with time and money.**
			7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
			8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
			
			Represent and interpret data.
			9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
			10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
				a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
				b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
				6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
				7. Relate area to the operations of multiplication and addition.
				  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
				  b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
				  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × Use area models to represent the distributive property in mathematical reasoning.
				  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
				Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements
				8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Domain: Mathematics
Sub-domain & Goal: Geometry

The sub-domain focused on two- and three-dimensional shapes and spatial reasoning. In our three-dimensional world young children explore various shapes by touching, feeling, shaking, stacking, etc. Their discoveries lead to recognizing some regularity in these shapes, some shapes are "flat" and some are "round." As they hear adults in their environment use language to identify various attributes and names of shapes, they explore using the language to communicate their discoveries, beginning with informal language at first and later using more formal and precise language. As children move through their preschool and kindergarten years, they will begin to increase their understanding of two- and three-dimensional shapes and can recognize, identify and name many common shapes regardless of their orientation. They also explore composing and decomposing shapes to make new shapes. In later grades, students refine their descriptions and definitions of shapes and their attributes and explore various way to sort and categorize shapes. Composing and decomposing shapes also provides opportunities to discuss equal parts of a whole and describing each part in fractional terms. The explorations in kindergarten through second grade should focus equal shares (parts), describing the shares (parts) using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Although these students may see and use some fraction notations, the goal during these early years should focus on partitioning shapes into *equal sized* parts, indentifying how many *equal sized* parts make up the whole (four), name for each part or unit (a fourth), and counting how many parts or units you are referring to (3 fourths). Formal fraction notation will be thoroughly explored in third grade (see Sub-domain: Numbers and Operations—Fractions).

Standards focusing on spatial reasoning are also included in this Sub-domain. As young children are exploring this world, building and stacking, they explore concepts and eventually the language of physical relations and relative positions such as *over, under, above, on, beside, next to, in front, behind, in inside, outside, between, up down, top, bottom, front, back near, far, left, right* and later they are able to follow one- and two-step directions using these terms, e.g., Please put this *on* the *top* shelf and *next to* the book about dogs.

Domain: Mathematics
Sub-domain: Geometry
Goal: Children recognize two- and three-dimensional objects and use spatial reasoning.

Some of the indicators of young children learning about geometry are as follows:

		Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards		**Discover shapes in their environment** 1. Develop concept of three-dimensionality. **Reason spatially** 2. Understand that objects have fronts and backs. 3. Understand that when an object is completely hidden, it is still there and can be removed. 4. Recovers objects that have be removed from hiding and hidden again in a second position. 5. Work simple insert puzzles. 6. Remove parts from and toy (e.g., a wheel and replace them). 7. Build three-dimensional structures using one type of object.	**Identify and describe shapes** 1. Informally identify and play with solid objects (e.g., picking out a familiar object by touch when placed in a bag with two other objects). 2. Name and recognize shapes and communicate their ideas about how they are the same or different. 3. Match shapes of same size and orientations and moving towards shapes with different sizes and orientations. 4. Create pictures using simple shapes (e.g., using pattern blocks or parquetry blocks) 5. Put together and take apart shapes (e.g., understand that a whole object such as pizza can be separated into parts). 6. Build two-dimensional shapes and three-dimensional structures often exploring symmetry. **Reason spatially** 7. Complete increasingly complex puzzles 8. Understand and use some words representing physical relations or positions (e.g., *over, under, above, on, beside, next to, in front, behind, in inside, outside, between, up down, top, bottom, front, back near, far, left, right*).	**Identify and describe shapes** 1. Children name and recognize common two- and three-dimensional shapes, and their parts and attributes, and communicate their ideas about how they are the same or different. 2. Recognizes common shapes (e.g. square, rectangle, circle, triangle) regardless of orientation. 3. Compose (combine) and decompose shapes to make other shapes. **Reason spatially** 4. Communicate ideas about relative position of objects using terms such as on *top of, beside, in front, etc.* 5. Follow simple directions related to relative position (*beside, between, next to*, etc.)

Comment [CSL193]: I am not sure what this is and do not think that this is something very young children would exhibit. Perhaps a better way to express and indicator would be something like, Play with three-dimensional objects? I also wondered if the more relevant indicator might be something related to infants and young toddlers playing with objects that are different shapes (rather than a focus on three-dimensionality)

Comment [CSL194]: This seems a bit advanced for this age.

Comment [CSL195]: Note that if the expectation is that children name shapes then there is no need to say "recognize" because in order to name something it's implied that you can recognize it.

Comment [CSL196]: This is unclear.

Comment [CSL197]: This indicator and the next two are particularly good examples of indicators that describe what teachers should see children do.

Comment [CSL199]: Perhaps you might also want to include an indicator related to completing puzzles since you have one under the Older Toddlers/Twos age group.

Comment [CSL198]: It might be helpful to teachers to be a bit more specific about what you have in mind here. Rather than "increasingly complex", perhaps there is a certain type of puzzle or number of puzzle pieces you could specify.

Domain: Mathematics
Sub-domain: Geometry
Goal: Children recognize two- and three-dimensional objects and use spatial reasoning.

Some of the indicators of young children learning about geometry are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Analyze, compare, create, and compose shapes. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Reason with shapes and their attributes. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Reason with shapes and their attributes. 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

SCIENCE

Science for young children, birth through grade 3, is focused on developing habits of mind such as curiosity, questioning, openness to new ideas, and wondering. This is a time when children are experiencing the world around them and constructing knowledge. Science should be relevant and concrete – at their fingertips allowing for understanding through their senses; it should be about where the children live, about their bodies, about aspects of the natural world they can explore themselves. The younger the child, the closer the experience needs to be to them.

The state of the world today makes it imperative to start science exploration as early as possible. As Wynne Harlen states, ". . . whether we teach science or not, they will be developing ideas about the world around them from their earliest years (Harlen, p. 2)." Children begin early to understand their relationship with the earth and nature and their place in the system. They begin early to understand healthy choices for living such as healthy foods and leading active lives with exercise and daily time outside. They enthusiastically investigate how to make things move and can thoughtfully observe living things in their habitats.

For early childhood educators, science is a relevant, exciting topic for teaching across the curriculum. Science offers opportunities for mathematical, reading, and writing experiences. It provides a meaningful context for these activities. The teacher's role in science is to provide opportunities for concrete experiences, facilitate those experience, listen to ideas, ask open-ended questions, explore along with the child, provide opportunities for problem-solving, examine early understandings, and provide information – the key is to allow for a safe, supportive environment that fosters scientific dispositions and builds science content knowledge over time .

Within VELS, science is divided into the domains of physical science, life science, the human body, and earth and space, to provide clear expectations for what children should be learning about. In each domain, outcomes are addressed that focus on both science process and content knowledge. Science and engineering practices include **planning**, **observing**, **exploring**, **problem-solving**, **using models**, **gathering** and **recording information**, and **discussing findings**. Content outcomes are focused on elements of the study of each domain and how children interact with and construct knowledge about earth and space, life science, the human body, and physical science.

Comment [CSL200]: It is probably better to use the word "sub-domain" or "sub-area" here since the "domains" for this document are the broader categories (i.e. "science" is a "domain.")

Physical Science

Children explore the physical properties of objects and materials in their everyday environment and experience. They notice that different kinds of matter exist (e.g., wood, metal, water) and that some matter can be identified as either solid or liquid, depending on their temperature. Children can observe that heating or cooling substances can cause changes. Through experimentation, children can determine what properties are best suited for specific purposes.

Physical science also includes force and motion concepts. Children investigate the cause and effect relationships of pushes and pulls. They come to realize that pushing or pulling an object can change the speed or direction of its motion. Additionally, they develop an understanding of friction as a pull that opposes the object's motion. Energy is explored through waves, which are regular patterns of motion that can be made in water by disturbing the surface. Waves, or vibrations, from sound energy can also be created and their impact observed. Children discover that light energy allows us to see objects and very hot objects give off light (e.g., a fire, the sun). Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.

Life Science

Children explore the characteristics of living things within their experience and environment. They learn that plants and animals have different parts that help them to meet their needs for survival. Through observations, children discover how plants and animals change over time and produce offspring who share characteristics of their parents. Children come to understand that all animals need food in order to live and grow while water and light are essential for plant growth. They learn how animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Finally, children need to know that some kinds of plants and animals that once lived on Earth (e.g., dinosaurs) are no longer found anywhere, although others now living (e.g., lizards) resemble them in some ways.

Human Body

Children examine the human body through exploration of movement, health, and exercise. They observe and compare physical features of themselves and their classmates. Children notice that people have different external features, such as color of hair, skin and eyes. They learn that these features are inherited from their biological parents. Children investigate their world using a variety of senses and recognize that different senses provide different information. They also begin to understand how senses help people to meet their needs for survival. With the support of adults, children identify substances in the environment that can be harmful to their bodies and strategies for keeping themselves safe. Children observe how people change over time and go through predictable stages of development.

Earth and Space Science

Children investigate the earth and sky in their environment and examine them more closely. They observe, describe, and predict patterns of the motion of the sun, moon, and stars and recognize that scientific tools like telescopes make it possible to observe celestial objects in greater detail. They learn that some events occur in cycles, like day and night, while others, like a volcano, have a beginning and an end. Additionally, children begin to understand that some events, like earthquakes, happen very quickly; others, such as the formation of the Grand Canyon, occur very slowly, over a time period much longer than one can observe. They record observations of the weather in order to notice patterns that occur over time. Children use models to explore how wind and rain can change the land and look for evidence of these changes in their own environments. The impact of plants and animals, including humans, on the land is examined and children identify options that can reduce adverse impacts on land, water, air, and other living things—for example, by reducing trash through reuse and recycling.

Crosscutting Concepts

The domains of science are fortified by concepts that are threaded throughout the physical, life, and Earth/space sciences. These crosscutting concepts can be considered the learning goals necessary to achieve science literacy. They serve as "connective tissue" across the domains of science and allow children to develop coherent, predictable views of the natural world. Patterns, cause and effect relationships, cycles, sustainability (stability and change), scale/proportion/quantity, systems, and structure/function are crosscutting concepts that need to be carefully woven into science experiences that are also rich with content and opportunities to develop science and engineering practices.
(http://www.nsta.org/about/standardsupdate/resources/201202_Framework-Duschl.pdf)

A Framework for K-12 Science (http://www.nap.edu/catalog.php?record_id=13165) identifies the following crosscutting scientific and engineering concepts:
1. *Patterns.* Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. *Cause and effect: Mechanism and explanation.* Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. *Scale, proportion, and quantity.* In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

4. *Systems and system models.* Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. *Energy and matter: Flows, cycles, and conservation.* Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. *Structure and function.* The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
7. *Stability and change.* For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.
    (A Framework for K-12 Science, p. 84)

The Role of Engineering

In addition to quality science experiences, young children should be provided with opportunities to solve engineering challenges. Look around your classroom or home. How much of what you see is part of the human-made world that was created in response to a need or problem? Engineers ask questions, imagine possibilities, and then plan, design, and construct solutions. They revisit their work and make improvements. Children are born engineers! They are fascinated by intriguing problems and delight in building, taking things apart, and investigating how things work. Engineering breathes life into mathematics and science by providing opportunities for application and integration of content. Designing pathways for balls to roll down, constructing pulley systems to move materials from one place to another, and building the "tallest" tower are examples of engaging engineering challenges that can naturally occur in early education classrooms. http://ecrp.uiuc.edu/beyond/seed/zan.html

Technology as a Tool

Technology is integral to the study of science and is considered a tool for learning. Technology offers children the opportunity to observe living things more closely such as looking at pond water through a digital microscope. It offers children the opportunity to document a plant's growth with a digital camera or to document the phases of the moon through photography. New technologies that support children's understanding of science concepts are being developed; be sure to check for streaming video, computer applications, and other technologies that help science come alive for children.

The National Research Council reports that a preschool curriculum that promotes skills such as reflecting, predicting, questioning, and hypothesizing is most effective for engaging young learners (Bowman, Donovan, & Burns, 2001)

> **Comment [CSL201]:** This sentence seems to be hanging here. Is it related to the information on technology?

Next Generation Science Standards (NGSS K-3) and the Vermont Early Learning Standards (VELS)

The performance expectations (VELS Content) as well as the Science and Engineering Practices for each grade level K-3 are taken directly from the Next Generation Science Standards (DRAFT). Crosscutting concepts identified in NGSS are also included. For additional information that will clarify the intent of the science standards, educators are encouraged to go directly to NGSS at http://www.nextgenscience.org. Explicit connections to Common Core State Standards for both Mathematics and English Language Arts/Literacy, clarification statements for performance expectations, descriptions of disciplinary core ideas, and assessment boundaries are incorporated into NGSS in order to support a common, shared interpretation of the standards.

> **Comment [CSL202]:** The final version has been released so it is important to go back through the K-3 science standards to make sure they reflect the final version of the Next Generation standards.

Domain: Science
Sub-Domain: Physical Science
Goal:

Some of the indicators of young children learning about physical science are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)

Standards	Interact with the world around them
	1. Investigate the people, things, and places in their world through exploration and play:
	  – React to sounds outside
	  – Experiment with their own ability to create sounds
	  – Observing objects that emit light
	  – Handle and mouth objects
	  – Explore own body such as grabbing foot, looking at hands
	  – Make discoveries with objects such as rattles (cause and effect)
	2. Repeat behaviors to figure out cause and effect (e.g., a toy released high always goes down (law of gravity) or enjoy filling containers and dumping contents out
		Interact with the world around them
		1. Move away from trusted caregiver to explore new things, then check back by looking or showing object
		2. Use objects in more than one way
		3. Describe patterns observed
		4. Act on the understanding that objects still exist while out of sight
		5. Ask simple questions like Why? What? Where?
		6. Use objects as a means to an end (e.g. carries blocks in a bucket)
		7. Observe and describe how items or people are the same and different
		8. Experiments with the effects of pushing and pulling on objects
		9. Creates sounds intentionally (e.g., moos like a cow, plays with instruments)
			Science and Engineering Practices:
			Use scientific practices including asking questions, observing, recording, and discussing their findings
			1. Ask questions based upon discoveries made while playing (e.g., block play, sand & water play)
			2. Use scientific practices of *planning, observing, exploring, problem-solving, gathering* and *recording information,* and discussing findings.
			3. Make simple observations, predictions, explanations and generalizations based on real-life experiences
			4. May use technology as a tool for learning (e.g., digital cameras for recording)
			5. Identify problems and use materials to create solutions. (Engineering)
			
			CONTENT:
			Use the five senses to investigate physical properties of objects and materials
			1. Identify differences in the properties of objects and materials
			2. Explore and describe how things move (force and motion)
			3. Use words to describe how objects move in different ways
			4. Explore patterns of movement and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing
			5. Explore and describe cause-effect relationships based on everyday experiences
			6. Experience the warmth of the sun
			7. Recognize that lights, TV, radios, and other electronics use energy that should be conserved.
			
			Crosscutting Concepts:
			- Scale, Proportion, and Quantity (e.g., block building)
			- Patterns
			- Cause & Effect Relationships
			- Sustainability

Domain: Science
Sub-domain: Physical Science

Some of the indicators of children learning about physical science are as follows:

Kindergartners (K)	First Graders (1)	Second Graders (2)	Third Graders (3)

Comment [CSL207]: I am wondering if you expect children to demonstrate these skills independently or with support from adults? You might want to clarify whether children are expected to carry out the scientific process independently.

Comment [CSL203]: These sub-bullets are a bit different in terms of format and a bit more detailed than other indicators.

Comment [CSL204]: This seems a little advanced for a 36 month old. Perhaps you could refer to children describing patterns with support or guidance from adults or move this to the preschool age group?

Comment [CSL205]: This indicator is a bit vague. What would you expect to observe children doing that show they have this understanding?

Comment [CSL208]: These three indicators are pretty similar. They indicate a bit of progression from one to the next, but not a lot.

Comment [CSL206]: Perhaps with adult support?

Comment [CSL209]: Perhaps the items related to crosscutting concepts should also be written in the same format as indicators under other areas? It's a little unclear how these items are supposed to be used. I recognize that this is the way the crosscutting concepts are presented in the standards for the older children, but do question whether teachers would actually know what to do with them. For instance, would it be helpful to articulate what a preschooler's knowledge of Patterns, or Cause & Effect Relationships looks like?

Comment [CSL210]: NOTE: I spot checked the Common Core content that's included in English Language Arts and Mathematics just to double check that all the Common Core is included in the VT document. I am not checking Science because a new version has been released since this VEL draft was developed.

	(5- and 6- year olds)	(6- and 7- year olds)	(7- and 8-year olds)	(8- and 9-year olds)
Standards	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** 1. Ask questions based on observations of the natural and/or designed world. **Planning and Carrying Out Investigations:** 1. With guidance, design and conduct investigations in with peers. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. **CONTENT** 1. Design and conduct an investigation of different kinds of materials to describe their observable properties and classify the materials based on the patterns observed. 2. Design and conduct investigations to test the idea that some materials can be a solid or liquid depending on temperature. 3. Ask questions, based on observations, to classify different objects by their use and to identify whether they occur naturally or are human-made.	*Science and Engineering Practices:* **Planning and Carrying Out Investigations:** 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 3. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Constructing Explanations and Designing Solutions:** 1. Use information from direct or indirect observations to construct explanations. 2. Use tools and materials provided to design a device or solution that solves a specific problem. **Obtaining, Evaluating, and Communicating Information:** 1. Record observations, thoughts, and ideas. **CONTENT** 1. Construct an explanation using observations as evidence that objects in darkness can be seen only when light travels to the objects and shines on them.	*Science and Engineering Practices:* **Analyzing and Interpreting Data:** 1. Analyze data from tests of an object or tool to determine if a proposed object or tool functions as intended. **Constructing Explanations and Designing Solutions:** 1. Use tools and materials provided to design a device or solution to a specific problem. 2. Generate and compare multiple solutions to a problem. **Engaging in Argument from Evidence:** 1. Identify arguments that are supported by evidence. **CONTENT** 1. Analyze data from tests of a student-designed tool to determine if the tool measures weight or size accurately, compared to standard measuring tools. 2. Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces. 3. Identify arguments that are supported by evidence that some changes caused by heating or cooling can be reversed and some cannot.	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** 1. Formulate questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships **Planning and Carrying Out Investigations:** 1. Design and conduct investigations collaboratively, using fair tests in which variables are controlled and the number of trials considered. 2. Make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon or test a design solution. **Constructing Explanations and Designing Solutions:** 1. Apply scientific knowledge to solve design problems. **CONTENT** 1. Investigate the motion of objects to determine when a consistent pattern can be observed and used to predict future motions in the system.

Domain: Science
Sub-domain: Physical Science

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards				
	CROSSCUTTING CONCEPTS -Patterns -Cause and Effect	2. Conduct an investigation to determine the effect of placing objects with different characteristics in the path of a beam of light and use these characteristics to meet a goal. 3. Record and communicate Observations that some very hot objects give off their own light. 4. Conduct an investigation to provide evidence that vibrating matter creates sound and that sound can cause matter to vibrate. 5. Use tools and materials to design and build a device that uses light or sound to solve the problem of sending a signal over a distance. CROSSCUTTING CONCEPTS -Cause and Effect:	4. Analyze data from testing objects made from different materials to determine if a proposed object functions as intended. CROSSCUTTING CONCEPTS -Scale, Proportion, and Quantity -Energy and Matter **Asking Questions and Defining Problems:** 1. Define a simple problem that can be solved through the development of a new or improved object or tool. **Planning and Carrying Out Investigations:** 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. **Constructing Explanations and Designing Solutions:** 1. Use tools and materials provided to design a device or solution to a specific problem. **Engaging in Argument from Evidence:** 1. Make a claim about the effectiveness of an object, tool, or solution that is based on relevant evidence. **CONTENT** 1. Carry out investigations to provide evidence that an object may stay in one place, move, or change shape when pushed/pulled. 2. Design and conduct investigations of objects moving at different speeds to compare the change of an object's motion and shape before and after a collision. 3. Make a claim about the effectiveness of a solution that applies a push or a pull to change the speed or direction of an object to solve a problem. 4. Carry out investigations to determine the relationship among friction, motion, and the warming of objects. 5. Define a problem caused by either too much or too little friction between two objects and develop solutions that address problem. CROSSCUTTING CONCEPT : - Cause and Effect	2. Carry out investigations of the motion of objects to predict the effect of forces on an object in terms of balanced forces that do not change motion and unbalanced forces that change motion. 3. Investigate the effect of electric and magnetic forces between objects not in contact with each other and use the observations to describe their relationships. 4. Apply scientific knowledge to design and refine solutions to a problem by using the properties of magnets and the forces between them. CROSSCUTTING CONCEPTS -Cause and Effect -Stability and Change:

Domain: Science
Sub-domain: Life Science
Goal:

Some of the indicators of children learning about life science are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Interact with living things around them 1. Show interest in animals and pictures of animals 2. Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby 3. Show interest in the natural world 4. Recognize self and family members	**Show curiosity about the living things around them** 1. Show interest in animals and other living things. 2. Begin to label animals by name and to identify traits (such as the sound a cow makes). 3. Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild. 4. Explore the parts of living things, such as leaves fallen from trees 5. Engage with plants and animals in a respectful way 6. Differentiate between animal and plant 7. Name some common animals and their babies	**SCIENCE AND ENGINEERING PRACTICES:** *Use scientific practices including asking questions, observing, recording, and discussing their findings* 1. Ask questions based upon discoveries made while playing (e.g., plants, animals, insects discovered outside) 2. Use scientific practices of *planning, observing, exploring, problem-solving, gathering and recording information,* and *discussing findings.* 3. Make simple observations, predictions, explanations and generalizations based on real-life experiences 4. May use technology as a tool for learning (e.g., digital cameras) 5. Create models including drawings that demonstrate understanding of science concepts. **CONTENT:** **Demonstrate knowledge of the characteristics of living things.** 1. Investigate, describe, and compare the characteristics that differentiate living from non-living things 2. Observe and describe plants and animals to notice change over time 3. Notice similarities and differences between animals and their offspring **Crosscutting Concepts:** -Patterns -Sustainability -Cause & Effect Relationships -Cycles

(Standards)

Comment [CSL211]: Would children this age have experiences with animals in the wild that they could act out? Perhaps it would be better to write indicators related to domestic animals that children would have more experience with.

Domain: Science
Sub-domain: Life Science

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

	Science and Engineering Practices:	*Science and Engineering Practices:*	*Science and Engineering Practices:*	*Science and Engineering Practices:*
Standards	**Asking Questions and Defining Problems:** 1. Ask questions based on observations of the natural and/or designed world. **Planning and Carrying Out Investigations:** 1. With guidance, design and conduct investigations in with peers. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. **CONTENT** 1. Design and conduct an investigation of different kinds of materials to describe their observable properties and classify the materials based on the patterns observed. 2. Design and conduct investigations to test the idea that some materials can be a solid or liquid depending on temperature. 3. Ask questions, based on observations, to classify different objects by their use and to identify whether they occur naturally or are human-made.	**Planning and Carrying Out Investigations:** 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 3. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Constructing Explanations and Designing Solutions:** 1. Use information from direct or indirect observations to construct explanations. 2. Use tools and materials provided to design a device or solution that solves a specific problem. **Obtaining, Evaluating, and Communicating Information:** 1. Record observations, thoughts, and ideas. **CONTENT** 1. Construct an explanation using observations as evidence that objects in darkness can be seen only when light travels to the objects and shines on them.	**Analyzing and Interpreting Data:** 1. Analyze data from tests of an object or tool to determine if a proposed object or tool functions as intended. **Constructing Explanations and Designing Solutions:** 1. Use tools and materials provided to design a device or solution to a specific problem. 2. Generate and compare multiple solutions to a problem. **Engaging in Argument from Evidence:** 1. Identify arguments that are supported by evidence. **CONTENT** 1. Analyze data from tests of a student-designed tool to determine if the tool measures weight or size accurately, compared to standard measuring tools. 2. Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces. 3. Identify arguments that are supported by evidence that some changes caused by heating or cooling can be reversed and some cannot.	**Asking Questions and Defining Problems:** 1. Formulate questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships **Planning and Carrying Out investigations:** 1. Design and conduct investigations collaboratively, using fair tests in which variables are controlled and the number of trials considered. 2. Make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon or test a design solution. **Constructing Explanations and Designing Solutions:** 1. Apply scientific knowledge to solve design problems. **CONTENT** 1. investigate the motion of objects to determine when a consistent pattern can be observed and used to predict future motions in the system.

Domain: Science
Sub-domain: Life Science

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)		Third Graders (3) (8- and 9-year olds)

Standards	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** **Analyzing and Interpreting Data:** 1. Use and share pictures, drawings and/or writings of observations. **Constructing Explanations and Designing Solutions:** 1. Use information from direct or indirect observations to construct explanations. **Obtaining, Evaluating, and Communicating Information:** 1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information. 2. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers.	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** 1. Define a simple problem that can be solved through the development of a new or improved object or tool. **Developing and Using Models:** 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. **Constructing Explanations and Designing Solutions:** 1. Use information from direct or indirect observations to construct explanations.	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** 1. Define a simple problem that can be solved through the development of a new or improved object or tool. **Developing and Using Models:** 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. **Planning and Carrying Out Investigations:** 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons.	*Science and Engineering Practices:* **Analyzing and Interpreting Data:** 1. Display data in tables and graphs, using digital tools when feasible, to reveal patterns that indicate relationships. 2. Use data to evaluate claims about cause and effect. **Constructing Explanations and Designing Solutions:** 1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem. **Obtaining, Evaluating, and Communicating Information:** 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information. 2. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media, and may include tables, diagrams, and charts. **CONTENT** 1. Analyze and interpret data about changes in the environment of different areas and describe how the changes may affect the organisms that live in the areas. 2. Use evidence about organisms in their natural habitats to design an artificial habitat in which the organisms can survive well. 3. Analyze and interpret data from fossils to describe the types of organisms that lived long ago and the environments in which they lived and compare them with organisms and environments today. 4. Use multiple sources to generate and communicate information about the size, stability, and specialization of groups animals may form, and how different types of groups may help the members survive in their natural habitats.

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

<table>
<tr><th rowspan="2">Standards</th><td>

CONTENT
1. Collect, analyze, and use data to describe patterns of what plants and animals (including humans) need to survive.
2. Obtain information to describe the relationship between the needs of different plants and animals (including humans) and where they live on the land or in the water.
3. Construct an explanation for how plants and animals (including humans) can change their environment while meeting their basic needs.
4. Communicate and discuss solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment using models and/or drawings.

Crosscutting Concepts
-Patterns
-Cause and Effect
-Systems and System Model

</td><td>

Obtaining, Evaluating, and Communicating Information:
1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information.
2. Record observations, thoughts, and ideas

CONTENT
1. Use diagrams and physical models to support the explanation of how the external parts of animals and plants help them survive, grow, and meet their needs.
2. Define a human problem and design a solution to the problem based on how animals use external parts to meet their own needs.
3. Use information from observations to support the explanation that different individual plants and animals of the same type have similarities and differences.
4. Record observations and communicate about the ways young plants and
5. Use information from text and other reliable media about the behaviors of parents and offspring and communicate about how those behaviors help offspring survive.

Crosscutting Concepts
-Patterns
-Structure and Function

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Constructing Explanations and Designing Solutions:
1. Use tools and materials provided to design a device or solution that solves a specific problem.

CONTENT
1. Make observations about the variety of plants and animals living in an area and identify the specific places they live in order to make comparisons between different areas.
2. Develop and use models to compare how living things depend on their surroundings to meet their needs in the places they live.
3. Design a solution to a problem caused when a habitat changes and some of the plants and animals may no longer be able to live there.
4. Define a simple problem and test solutions to determine which better fulfills the function of an animal necessary for the reproduction of a flowering plant.

Crosscutting Concepts
-Cause and Effect
-Stability and Change
-Systems and System Models

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Crosscutting Concepts
-Systems and System Models:
-Stability and Change

Constructing Explanations and Designing Solutions:
1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem.
2. Identify the evidence that supports particular points in an explanation.

Obtaining, Evaluating, and Communicating Information:
1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information.
2. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.

CONTENT
1. Construct explanations from evidence that life cycles of plants and animals have similar features and predictable patterns.
2. Use evidence to support explanations that traits are inherited from parents, as well as influenced by the environment, and that organisms have variation in their inherited traits.
3. Construct explanations for how differences in characteristics provide an advantage to some individuals in the same species in surviving, finding mates, and reproducing.
4. Communicate information about how some characteristics of organisms have been used to inspire the design of technology that meets people's changing needs and wants.

Crosscutting Concepts
Patterns:
-Cause and Effect:

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</table>

Comment [CSL212]: These indicators seem to be the ones that are most relevant for the sub-section on the human body. See comments under human body for suggestions on how best to tie the I/T and Preschool indicators more closely to these science indicators.

Domain: Science
Sub-domain: Earth and Space

Goal:

Some of the indicators of children learning about the earth and space are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Children interact with their environment 1. Use more than one sense at a time, such as when looking at, feeling, and shaking a rattle 2. Show curiosity about things and try to get things that are out of reach 3. Interact daily with the outdoors	Children exhibit curiosity towards their environment 1. Look at and handle things to identify what's the same and what's different about them 2. Explore nature using the senses, such as looking at and feeling different leaves 3. Ask simple questions about the natural world (Where does the snow come from?) 4. Show interest in animals and other living things. 5. Observe and identify weather change such as sun, rain, snow 6. Identify that people and animals can live in different kinds of places, such as fish living in the lake	SCIENCE AND ENGINEERING PRACTICES: Use scientific practices including asking questions, observing, recording, and discussing their findings 1. Ask questions based upon discoveries made while playing (e.g., plants, animals, insects discovered outside) 2. Use scientific practices of *planning, observing, exploring, problem-solving, gathering and recording information,* and *discussing findings.* 3. Make simple observations, predictions, explanations and generalizations based on real-life experiences 4. May use technology as a tool for learning (e.g., digital cameras for recording, digital microscopes for observing) 5. Create models including drawings that demonstrate understanding of science concepts. CONTENT: Demonstrates knowledge of the Earth's environment. 1. Identify the characteristics of weather based on first-hand observations using related vocabulary 2. Name objects seen in the day or night sky (e.g., clouds, lightning) 3. Collect, describe, and sort rocks. Crosscutting Concepts: -Patterns -Cause and effect relationships -Cycles -Sustainability (stability and change)

Comment [CSL213]: Seems like what's being described in this indicator is features of the weather rather than changes in the weather (i.e., the examples are not necessarily about changes in the weather).

Domain: Science
Sub-domain: Earth and Space

	Kindergartners (K)	First Graders (1)	Second Graders (2)	Third Graders (3)

	(5- and 6- year olds)	(6- and 7- year olds)	(7- and 8-year olds)	(8- and 9-year olds)
Standards	*Science and Engineering Practices:* **Asking Questions and Defining Problems:** 1. Ask questions based on observations of the natural and/or designed world. (K-ESS3-c) *Planning and Carrying Out Investigations:* 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. **Analyzing and Interpreting Data:** 1. Use and share pictures, drawings, and/or writings of observations. (K-ESS2-a) 2. Use observations to describe patterns and/or relationships in the natural and designed worlds in order to answer scientific questions and solve problems. **Constructing Explanations and Designing Solutions:** 1. Use tools and materials provided to design a device or solution to a specific problem.) **Obtaining, Evaluating, and Communicating Information:** 1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information.	*Science and Engineering Practices:* **Planning and Carrying Out Investigations:** 1. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Analyzing and Interpreting Data:** 1. Use and share pictures, drawings, and/or writings of observations. 2. Use observations to describe patterns and/or relationships in the natural and designed CONTENT 1. Record and share observations of locally occurring natural events to identify patterns that are cycles and those that have a clear beginning and end. 2. Use observations to describe patterns of objects in the sky that are cyclic and can be predicted.	*Science and Engineering Practices:* **Developing and Using Models:** 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. **Planning and Carrying Out Investigations:** 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 2. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Constructing Explanations and Designing Solutions:** 1. Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence or ideas in constructing explanations and designing solutions. 2. Use information from direct or indirect observations to construct explanations. **Obtaining, Evaluating, and Communicating Information:** 1. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers. 2. Record observations, thoughts, and ideas. **Constructing Explanations and Designing Solutions:**	*Science and Engineering Practices:* **Analyzing and Interpreting Data:** 1. Display data in tables and graphs, using digital tools when feasible, to reveal patterns that indicate relationships. **Using Mathematics and Computational Thinking:** 1. Use mathematical thinking and/or computational outcomes to compare alternative solutions to an engineering problem. 2. Organize simple data sets to reveal patterns that suggest relationships. 3. Describe, measure, estimate, and graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. **Constructing Explanations and Designing Solutions:** 1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem. **Obtaining, Evaluating, and Communicating Information:** 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information. **Obtaining, Evaluating, and Communicating Information:** 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information.

Domain: Science
Sub-domain: Earth and Space

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8- year olds)	Third Graders (3) (8- and 9-year olds)

Standards	2. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers. CONTENT 1. Observe, record, and share representations of local weather conditions to describe changes over time and identify patterns. 2. Obtain information from text and other media about different types of local weather, including severe weather, and identify the most common types of weather in the local region. 3. Ask questions and communicate information about the purpose of weather forecasting to prepare for, and respond to, problems caused by weather and how life would be different without forecasts. 4. Carry out investigations using observations to determine the effect of sunlight on Earth's surface. 5. Use tools and materials provided to design and test a structure that will reduce the warming effect of sunlight on Earth's surface. **Crosscutting Concepts:** -Patterns -Cause and Effect	3. Make and share observations about tools to determine if they solve the problem of allowing people to see more objects in the sky and see some objects in greater detail. **Crosscutting Concepts** -Patterns	1. Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence or ideas in constructing explanations and designing solutions. 2. Use information from direct or indirect observations to construct explanations. CONTENT 1. Develop and use models to describe patterns of kinds and shapes of landforms and of bodies of water. 2. Use observations to construct explanations about how landforms and bodies of water provide homes for living things. 3. Use observations to construct explanations that water exists in different forms in natural landscapes, determining the variety of life forms that live in a particular location. 4. Develop models to investigate how wind and water can move Earth materials from one place to another and change the shape of the land quickly or slowly. 5. Communicate information about possible design solutions to the loss of homes on land for living things resulting from wind or water resulting in change in the shape of the land. 6. Use drawings and physical models to test, compare strengths and weaknesses, and communicate design solutions that slow or prevent wind and/or water from changing the shape of the land. **Crosscutting Concepts:** -Patterns -*Cause and Effect* -*Stability and Change*	2. Combine information in written text with that contained in corresponding tables, diagrams, and/or charts. 3. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts CONTENT 1. Organize simple weather data sets to record local weather data and identify day-to-day variations, as well as long-term patterns of weather. 2. Display simple data sets in tables and graphs to describe typical weather conditions expected during a particular season and identify variations over years. 3. Obtain and communicate information about the similarities and differences between weather and climate. 4. Use evidence to evaluate and refine design solutions that reduce the environmental and/or societal impacts of a weather-related hazard.* 5. Obtain and communicate information about new and/or improved technologies, developed as a result of increased scientific knowledge of weather or related hazards, which have changed the way people live or interact with one another. **Crosscutting Concepts:** -Patterns

Domain: Science
Sub-domain: Human Body
Goal:

Some of the indicators of children learning about the human body are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
S Standards	Children feel confident, safe, and healthy physically and psychologically 1. Explore own body; grab foot, clap hands, stick out tongue 2. Use senses of sight, hearing, taste, touch, and smell to explore the world 3. Grasp and reach for objects 4. Has periods of contentment when needs are met 5. Experiment with different ways of moving	Children feel confident, safe, and healthy physically and psychologically 1. Increase in confidence in taking reasonable risks like climbing up and down one or two stairs 2. Recover from small falls while walking 3. Clap for self and looks around for others to share in pride 4. Help with dressing by pushing arms or legs into clothing 5. Enjoy daily outdoor time 6. Begin to recognize safe situations and avoid unsafe ones 7. Assert preferences	**SCIENCE AND ENGINEERING PRACTICES:** Use scientific practices including asking questions, observing, recording, and discussing their findings 1. Ask questions based upon discoveries made while playing (e.g., role playing dentist, doctor, nurse) 2. Use scientific practices of *planning, observing, exploring, problem-solving, gathering* and *recording information*, and *discussing findings*. 3. Make simple observations, predictions, explanations and generalizations based on real-life experiences 4. May use technology and props as a tool for learning (e.g., stethoscope, blood pressure cuffs, x-rays, wheel chairs, crutches) 5. Create models including drawings that demonstrate understanding of science concepts. **CONTENT:** **Demonstrates knowledge of the human body, health, and exercise** 1. Coordinate complex movements in play and games (e.g., runs quickly, changes direction, stops, starts again, skips) 2. Manage routines such as dressing self, using toilet alone, using utensils 3. Identify and attend to personal hygiene needs 4. Identify healthy food choices 5. Articulate what to do in an emergency 6. Recognize everyday dangers **Crosscutting Concepts:** -Cause and effect relationships -Cycles

Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Human body concepts are incorporated into the life science standards in grades K-3.			

Comment [CSL214]: This statement includes concepts that cross multiple domains and, therefore, it seems that the concepts and the indicators for this goal are quite different from the other science areas. Since this is science, I would have expected the focus to be on knowledge of the human body (body parts, how the body works, etc.) and perhaps knowledge related to what the body needs to stay healthy, but would not expect this area to include mental health issues, as these are concepts that seem to be quite different from other science areas and to fit better in the social/emotional and physical domains. Perhaps physical safety would fit here and knowledge of how body parts move, but psychological issues seem to fit better in social-emotional and actually moving/motor development (vs. knowledge related to movement of the body) might fit better in physical.

Comment [CSL216]: Most of these indicators seem to fit better in another domain.

Comment [CSL215]: The first three indicators seem to be more closely related to science content related to the human body. The last two may be introducing content that might fit better in another domain.

Comment [CSL217]: This statement seems to fit better here in science than the statements at the younger ages, and it is different in both how it is stated (this focuses on "knowledge" while the statement at the two younger ages focuses on feelings) and in the aspects of development that are the focus (the body, health and exercise vs. mental health concepts).

Comment [CSL218]: The first three indicators are describing skills that typically are found in the physical domain. I wonder if there are any skills and/or knowledge that would be unique to science that should be addressed.

Comment [CSL219]: When you look at the K indicators in life science that are related to the human body, they are about knowledge of the needs of living organisms (including humans). Perhaps the preschooler indicators should address children's knowledge of the needs of humans (and maybe the toddler/twos indicators as well).

Social Studies

From the moment they are born, children begin exploring their world. At each development stage—infant, toddler, preschool and early elementary—children look around and try to make sense of their social and physical environments. They begin by making connections to family, then friends. As they enter preschool they begin to explore their community and by the time they begin their early elementary school years, they see themselves as citizens in a big world (Gayle Mindes, 2005).

Social Studies is about helping children become involved and responsible citizens. Educators and researchers agree: now more than ever, there is a need for Social Studies programs to prepare children for the future (Sief, 2003). In the elementary classroom Social Studies should be given as much attention as reading and writing, as conceptual knowledge from Social Studies makes reading and writing easier (Johnson 2000).

Within the school curriculum, Social Studies draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (NCSS). This interdisciplinary integration of the social sciences and humanities leads to practicing problem-solving and decision-making for the purpose of developing citizenship skills on critical social issues (Zarillo, 2004). Children are then able to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS).

The function of Social Studies is to develop students' understanding of the society in which they live. Social Studies for young children must be concrete, involving children in doing and experiencing; they should have direct, hands-on experiences allowing for exploration, experimentation and inquiry (Sunal, 1990). From preschool on, they are then able to gather information and increase their understanding of Social Studies content (Bruner, 1960).

Social Studies should be the thread that ties all elements of the curriculum together throughout the entire school day (Charlesworth and Miller 1997). Educators can help children explore Social Studies every day by:
• Relating Social Studies topics to real-life experiences (read diverse fiction and non-fiction, encourage role-playing, take field trips, invite family and community members to the classroom);
   • Helping children articulate their own Social Studies questions and pursue answers (Allemman, 2003, Levstik, 2001);
   • Talking with children in ways that require thinking about people and how they live;
   • Ensuring children understand and use inquiry processes (NCSS, 2010);
   • Providing opportunities for collaboration, decision-making and problem solving (NCSS, 2010);
   • Observing and recognizing Social Studies learning when children demonstrate it.

The Social Studies domain is divided into five sub-domains: Self, Family and Community; Geography; Civics; History; and, Economics. In each of the sub-domains, there are standards and practices outlined for: infants and young toddlers (birth to 18 months); older toddlers and twos (18 months to 36 months); preschool (three- and four-year-olds); Kindergarten (five- and six-year-olds); first grade (six- and seven-year-olds); second grade (seven- and eight-year-olds); and; third grade (eight- and nine-year-olds). You will see "emerging" noted in the age groups where appropriate. You will also see appropriate and suggested practices outlined for each of the subdomains.

Overarching Practices for Learning About Our World: Social Studies

➢ Read and discuss books that promote understanding of social studies content and skills and promote critical thinking/problem solving skills (Hilke, 1999 and McGowen, 1996).

- Select both historical and contemporary fiction and non-fiction books that are authentic, accurate, multicultural, historical and contemporary.
- Ask and prompt children to ask open-ended question that promote discussion (Levstik, 2001)
- Initiate projects that promote understanding of social studies content and skills and promote critical thinking/problem solving skills (Doolittle, 2003)
- Provide opportunities for students to research Social Studies topics on the Internet
- Teach quantitative skills necessary to read and interpret charts and graphs (Johnson, 2000)
- Use scaffolding techniques of knowledge-building to continually support Social Studies learning (Levstik, 2001)
- Use classroom projects and experiences to engage students in real life social studies inquiry and experiences (Galston, 2003)
- Use a variety of methods and props (puppets, dramatics play, role playing) to discuss social studies topics (Maxwell, 2001)

The domain introduction provides a good overview of why this subject area is important and the points about how children begin to understand social studies content first by learning about the community and environment that they experience directly is important. Some of the content within this introduction may provide information that readers would already have been introduced to because it addresses aspects of the VELS (i.e., the age groups) that are true for all domains/subject areas. I also noticed that the description of teaching practices that support children's development in this area is a bit different from the content included in the introductions to other domains/subject areas.

Many of the indicators in this subject area are examples of indicators that describe observable behaviors. The writers have done a nice job of including indicators that address things children say, do or make. I have pointed out that the indicators also use the language "begin to", "understand", and "recognize" quite frequently. Because it's more difficult to observe behaviors that children "begin to" do, to know if children understand something, etc. I'm suggesting that the standards writers consider deleting or replacing these words.

My main suggestion related to content for this subject area is to think about how this subject area overlaps with content that could be included in the social-emotional domain. Children's knowledge of and feelings about themselves and their sense of belonging in their family, classroom and community are concepts that relate to both the social-emotional domain and the social studies domain. In this VELS draft, children's knowledge of and sense of belonging is addressed in the social-emotional domain and their knowledge of and feelings about themselves as an individual is addressed in social studies. The committee seems to have purposefully decided to divide this content between the two domains and tried to avoid duplication. It is a good idea to try to minimize duplication across domains so that the document can be shorter, and there are no hard and fast rules about what should go in one domain vs. another domain. It is, however, more common to find content related to children's understanding and feelings about themselves as individuals (i.e., self-confidence, a sense of independence, knowledge of one's own characteristics such as gender, abilities, and preferences) in the social-emotional domain because the focus is on the child's knowledge of his/her own self vs. others. Knowledge of community/culture (which currently is found under the goal related to a sense of belonging) is usually found in the social studies area. The sense of belonging with family, the classroom group, and/or community can be found in either social-emotional (because the sense of belonging is important for social-emotional development and a part of a child's self-identity) or within social studies. If the sense of belonging is "couched" as something that contributes to a child being a "good" member of the community, it is usually found in social studies because it contributes to a child's later development of the concept of citizenship. If the

sense of belonging is "couched" more as something that contributes to a child's own individual well-being (self-identity, positive feelings about self and attachment relationships with others), it is often found in the social-emotional domain. I think you can leave the content where you have it (sense of belonging, including knowledge of cultural traditions in social-emotional, and self-concept-related content in social studies), but it is a bit different from what's typically found in ELDS so I wanted to make sure you've had the opportunity to think about these points as you make decisions about what goes in each domain/subject area.

Domain: Social Studies
Sub-domain: Self, Family and Community
Goal: Children demonstrate an understanding of themselves, their families, friends and communities.

Some of the indicators of children learning about themselves, their families, friends and communities are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)

Comment [CSL220]: I have highlighted words that are less precise and may not be the best choice for standards in yellow. Typically it's good to stay away from saying "begin to" because teachers may have different ideas of what it means. Many times when the words "begin to" are used, they are followed by a very that would be appropriate for standards (an action verb such as "talk" "describe", etc.). In these cases, you may just need to look at the indicator without "begin to" and decide if it is an age appropriate expectation if you take the words "Begin to" out. If so, just delete "begin to" and leave it where it is. If not, consider taking the words "begin to" out and moving the indicator to the next age group or adding something like "with support" to show that the expectation is that the child can do the action with help.

For the words "understand" and "know" you might want to think about what children do that indicates they understand the specific concept and replace "understand" or "know" with the action verb. It may be OK to leave "understand" in the goals, but I would try to write the indicators in a way that describes the behaviors children exhibit that indicate they understand the concept.

Standards	Begin to demonstrate an understanding of themselves and their families and caregivers. 1. Begin to respond with movement and/or sounds when someone speaks child's name. 2. Show interest in people. 3. Begin to notice repeated routines (i.e. lifting arms to be picked up). 4. Begin to notice physical characteristics, respond to emotional expressions of adults and imitate facial expressions.	Demonstrate an understanding of themselves and their families and caregivers. 1. Is eager for recurring events. 2. Begin to connect new experiences to past experiences. 3. Experiment with physical relationships (on/under, inside/outside, etc.). 4. Begin to understand roles of various people in the community.	Demonstrate a further understanding of themselves and their families and caregivers. 1. Can name family members by relationship and make a drawing of his/her own family as the child sees it. 2. Begin to understand that people live in families in which individuals have different roles. 3. Begin to understand that families are the same and different in many ways. 4. Begin to understand that rules and responsibilities differ from family to family. 5. Begin to understand that families have different traditions, routines and foods. 6. Recognize whose parent is whose when parents come for their children or in photos of each other's families. 7. Begin to understand that people are the same and different in many ways. 8. Describe own unique characteristics and those of others. **Begin to demonstrate an understanding of community.** 1. Begin to understand that a community is a group in which a person may belong. 2. Recognize a variety of jobs and the work associated with them. 3. Begin to recognize various cultural groups within a community (churches, etc.).

Comment [CSL222]: I am not sure if this indicator is directly related to children's knowledge of other people.

Comment [CSL225]: This is a good example of an indicator that describes something children do/a behavior that can be observed that indicates they are developing "understanding" of relationships.

Comment [CSL223]: I wonder if this concept will be clear to readers—will they know what this means?

Comment [CSL221]: Does this directly relate to their knowledge of self and others?

Comment [CSL224]: I am not clear how this indicator relates to children's understanding of themselves, their families and others. It seems that this is more relevant to their understanding of geography (precursors to spatial awareness) or vocabulary (knowledge of the concepts associated with the words).

Comment [CSL226]: This is an example of an indicator that overlaps with content that is also addressed in the social-emotional domain.

Domain: Social Studies
Sub-domain: Self, Family and Community
Goal: Children demonstrate an understanding of themselves, their families, friends and communities.

Some of the indicators of children learning about themselves, their families, friends and communities are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9- year-olds)

Comment [CSL227]: Within these age groups, many of the indicators under this goal overlap a great deal with content that often is included in the social-emotional domain (emotional expression, self-regulation, and social skills such as taking another person's perspective and working with other children). There is also one indicator that overlaps with content that's often found in approaches toward learning (making and implementing plans).

<table>
<tr><th rowspan="2">Standards</th><td>

Demonstrate an understanding of themselves and friends.
1. Identify emotions and use words to describe them.
2. Able to express own preferences, thoughts and feelings.
3. Be able to wait (for a turn, treat, etc.)
4. Adapt to new environments by behaving and displaying emotions in ways expected.
5. Begin to recognize how own actions affect others.
6. Begin to make and follow, some of the time, multi-step plans for completing a task.
7. Show understanding of others' feelings (in school, on playground, etc.).
8. Make decisions and solve problems with other children.

Demonstrate an understanding of community.
1. Participate in discussions about family and community customs and traditions.
2. Begin to understand the cultures represented by the classroom and in the community.

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Demonstrate an understanding of themselves, friends and families.
1. Understand how body and face show different emotions.
2. Understand how families in the community are the same and different.
3. Talk about families and the ways families live and work together in a neighborhood.
4. Begin to understand that people and families have different cultures and customs all over the world.
5. Understand that telling and listening is a way that people can learn from others.
6. Understand that people often choose to do certain things their own way.
7. Understand that people often choose to dress, talk, and act like their friends.
8. Understand that disagreements occur between friends.

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Demonstrate an understanding of themselves, friends and families.
1. Understand impact of different emotions on others. (Being happy might help others feel happy, etc.).
2. Share a family or cultural tradition, dance, song or practice with classmates, friends and family.

Demonstrate an understanding of community.
1. Understand that people belong to some groups because they are born into them and some because they join them.
2. Learn how the local community works, and a variety of ways that communities organize themselves.

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Demonstrate an understanding of themselves, friends and families.
1. Know and use strategies to deal with different emotions, such as using self-control when angry.
2. Have a better understanding of others' feelings.
3. Understand that various factors contribute to the shaping of a person's identity.
4. Understand that human beings have different interests, motivations, skills, and talents.

Demonstrate an understanding of community.
1. Show interest in learning about the different people living in his/her community and state.
2. Understand that family, groups and community influence the individual's daily life and personal choices.
3. Understand the role of cultural unity and diversity within and across groups.

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> **Comment [CSL228]:** The indicators that are included under the understanding of community seem to be more consistent with content that is typically addressed in social studies. There is some overlap with indicators that are currently included within the social-emotional domain of the VELS.

Domain: Social Studies
Sub-domain: Geography
Goal: Children demonstrate an understanding of people, places and their environment.

Some of the indicators of children learning about people, places and their environment are as follows:

> **Comment [CSL229]:** The indicators in this section include many that are good examples of indicators that describe behaviors children demonstrate that are related to this goal.

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)

Begin to investigate environment	Investigate environment	Begin to demonstrate an understanding of environment
1. Move to explore surroundings by rolling over, crawling, beginning to use arms and legs purposefully. 2. Explore spaces, such as trying to fit into an open cardboard box. 3. Begin to recognize some familiar places, such as home or a grandparent's house. 4. Begin to know where favorite toys or books are kept.	1. Experiment with physical relationships, such as on/under, near/far, inside/outside. 2. Begin to use words to indicate location and position. 3. Begin to recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water or land formations. **Investigate moving in the environment.** 1. Explore different ways of moving, including how animals move. 2. Begin to talk about and dramatize transportation (cars, trucks, trains). 3. Begin to answer questions about where they went on a trip. 4. Begin to talk about things they see on the way to and from school.	1. Use words to indicate relative location and use spatial and locational words. 2. Use personal experiences as a basis for exploring geographic concepts and skills. 3. Engage in play where one item represents another (miniature vehicles, people, blocks). 4. Follow directions related to movement, e.g. make and walk on paths between objects from the door to the window. 5. Build and navigate a simple obstacle course. 6. Identify and describe prominent features or landmarks of the classroom, school, neighborhood and community. 7. Begin making simple maps of the classroom and neighborhood (teacher-directed). 8. Begin to recognize that roads have signs or a name, and houses and apartments have numbers to help identify their location. 9. Explore similarities and differences between their own environment and other locations.

Comment [CSL231]: I'm not clear how this phrase is distinct from the first part of the indicator.

Comment [CSL230]: Remember that not all families will be able to go on trips and that children of this age may not remember/have the concept of going on a trip. Perhaps this could be related to discussion of where the group went on a class field trip, which would be an experience all of the children could relate to and would be something the teacher could help the children discuss because she/he would know what the child experienced.

Domain: Social Studies
Sub-domain: Geography
Goal: Children demonstrate an understanding of people, places and their environment.

Some of the indicators of children learning about people, places and their environment are as follows:

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9- year-olds)

Demonstrate an understanding of environment.	Understand environment.	Understand environment.	Understand environment.
1. Use terms to describe relative location (i.e. above/below, etc.)	1. Able to write name and address.	1. Use cardinal directions to locate places on maps and places in the classroom, school and community.	1. Describe characteristics and use of various maps.
2. Can verbalize name and address.	2. Able to locate places in the school and community and describe their relative location.	2. Sketch a simple map related to the classroom, school or community (mental map).	2. Use maps, charts and pictures to describe how places in Vermont are different (land use, vegetation, etc.).
3. Recognize that neighborhood spaces are defined by boundaries (fences, yard, sidewalk).	3. Identify and use simple map symbols and key/legend.	3. Identify examples of various land forms (e.g. continents, islands).	3. Sketch a simple map of Vermont from memory (mental map).
4. Identify location and physical characteristics represented on maps and globes (e.g. land, water, roads, cities).	4. Able to create maps to describe the relative location of places in the school and community.	4. Describe how location, weather and physical environment affect where and how people live.	4. Begin to understand political, topographical and historical maps.
5. Understand that a globe is a kind of map and is like a picture of the whole world.	5. Explain representations of the earth such as maps and globes.	5. Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.	5. Begin to understand the use of mental maps to organize information about people, places and environments in a spatial context.
6. Use a simple map to find something (for example: a treasure map).	6. Begin to know the differences among a bar, pictograph and circle graph and begin to interpret graphs, charts and diagrams.	6. Identify the types of settlement and patterns of land use in the local community.	6. Understand how geographic processes and human actions modify the environment and how the environment affects humans.
7. As a group, draw a simple map of the neighborhood after taking a walk.	7. Know that the physical features of an area determine the type of home in which people live.	7. Explain how people's actions affect the community's environment (e.g. pollution, recycling, gardening).	7. Know the difference between a bar, pictograph and circle graph.
		8. Use simple charts and graphs to represent given geographical information.	8. Interpret a graph, chart and diagram.
		9. Participate in inquiry investigations to learn about other parts of the world.	9. Participate in inquiry investigations to learn about other parts of the globe.

Comment [CSL233]: Will readers know what this is?

Comment [CSL234]: This indicator seems to repeat an expectation included in first grade. You might want to look at the progression in knowledge of graphs across the grade levels.

Comment [CSL232]: This sounds more like an instructional strategy that a teacher would see to teach concepts related to geography rather than an indicator that describes something a child is expected to know and/or be able to do.

Domain: Social Studies
Sub-domain: Civics
Goal: Children demonstrate an understanding and behaviors of what it means to be a responsible citizen.

Some of the indicators of children understanding what it means to be a responsible citizen are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Emerging Understand words such as "no" or "stop"	Begin to learn about rules and responsibilities. 1. Help with class routines (e.g. clean-up, putting toys away, etc.). 2. Follow rules with teacher support. 3. Make choices about food, toys, (clothing, etc.) 4. Begin to enjoy small group activities facilitated by an adult 5. Try a variety of approaches to solve a problem	Learn about rules and responsibilities. 1. Begin to understand rules and follow rules with adult support 2. Begin to respect of the rights and opinions of others 3. Cooperate with others in a joint activity 4. Participate in creating classroom rules and participate in discussions about fairness. 5. Know the authority figures who make, apply and enforce rules 6. Help make plans for classroom activities (learning centers, field trips, projects, etc.) 7. Think about a problem and try different solutions and participate in discussing and generating solutions to class problems and conflicts 8. Demonstrate responsible behaviors in caring for toys and materials 9. Recognize the needs of other people by helping them 10. Participate in voting as a way of making choices

Comment [CSL235]: Perhaps this should be "talk about ideas" or some other language that refers to a behavior that a teacher can see since the teacher would not know what a child is thinking unless the child demonstrates or talks about his/her thinking.

Domain: Social Studies
Sub-domain: Civics
Goal: Children demonstrate an understanding and behaviors of what it means to be a responsible citizen.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9- year-olds)

Understand the balance between rights and responsibilities.	Understand what it means to be a citizen.	Understand what it means to be a citizen.	Demonstrate what it means to be a citizen.
1. Begin to understand cause and effect and how they relate to personal experience 2. Explore ways to balance the needs of individuals and groups 3. Understand there are different rules within different contexts 4. Understand the consequences of complying or not complying with different rules 5. Demonstrate ways of improving the quality of life in the classroom or school 6. Demonstrate how an individual can make a positive difference in the community 7. Begin to understand the election process by participating in voting (mock elections, boo selections, field trips) as a way of making choices 8. Work cooperatively in a group to set goals, complete a project and solve conflicts	1. Demonstrate an understanding of rights and responsibilities. 2. Demonstrate an understanding of and respect for other people's points of view. 3. Recognize the purpose of rules and practicing self-control. 4. Begin to understand the meaning of political symbols and concepts: flags, patriotic songs, the Pledge of Allegiance, laws and rules 5. Describe feelings and situations that might lead to conflict 6. Describe and explore ways that people solve problems 7. Participate in setting classroom rules 8. Participate in classroom decision-making through voting 9. Take responsibility for own actions 10. Recognize and give examples of fairness 11. Begin to understand the tensions between wants and needs of individuals 12. Demonstrate positive interaction with group members (e.g., working with a partner to complete a task) 13. Begin to demonstrate empathy, social responsibility and consideration of others	1. Take part in voting to make classroom decisions 2. Know that rules and laws are established by people, explain why they are written down and explain the consequences of not following them. 3. Identify examples of interdependence among individuals and groups (e.g., family, sports teams) 4. Describe his/her role as a member of various groups 5. Demonstrate an understanding of the meaning of political symbols and concepts: flags, patriotic songs, the Pledge of Allegiance, laws and rules 6. Demonstrate self-discipline and self-reliance 7. Explain own point of view on issues that affect them 8. Demonstrate empathy, social responsibility and consideration of others **Understand that people participate in government.** 1. Describe what it means to be a responsible member of a group 2. Begin to understand and explain the purpose of government 3. Understand that state, local and national officials are elected 4. Begin to recognize that communities have a government that provides services such as schools, libraries, fire and police protection) 5. Describe actions that can improve the school and community.	1. Demonstrate how people can participate in their government 2. Demonstrate the roles individuals have in the voting process 3. Describe behaviors that foster cooperation among individuals 4. Describe different types of conflict among individuals and groups 5. Explain different ways in which conflict has been resolved 6. Identify the men and women who've made contributions to enhance and promote the ideal of "freedom and justice for all" 7. Understand that communities benefit from volunteers **Demonstrate an understanding of government.** 1. Understand how government protects the rights and property of individuals 2. Explain the purpose of rules and laws and compare similarities and differences (e.g., how are bike helmet and seat belt laws similar?). 3. Demonstrate an understanding that the basic purposes of government are to make laws and decide if laws have been broken 4. Describe political ideas and traditions important to the development of the United States e.g. democracy, individual rights, concepts of freedom

Domain: Social Studies

Sub-domain: History

Goal: *Children will demonstrate an understanding of time and begin to understand the historical concepts that give meaning to past and present events.*

Some of the indicators of children understanding time and historical concepts are as follows:

> **Comment [CSL236]:** It seems that this skill may have been addressed in other areas as a skill children demonstrate at an earlier age than first grade.

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
Begin to notice the passage of time. 1. Begin to notice daily routines. 2. Begin to recognize beginning and ending of event (clapping at the end of a song, etc.).	**Begin to understand sequences, routines and passage of time.** 1. Begin to connect new experiences to past experiences. 2. Begin to help with routines (setting table for meals, etc.).	**Understand sequences, routines and time.** 1. Begin to predict what comes next in the day. 2. Begin to remember and follow directions. 3. Begin to understand the measurement of time and demonstrate an awareness of time by using and responding to words such as yesterday, today and tomorrow, before, after, now and then. 4. Begin to observe and document changes that take place over time in their environment. 5. Become aware of changes in self and others over time. 6. Understand that people of different ages have different appearances and behaviors. 7. Begin to talk about changes they've noticed in themselves since they were babies.	

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Understand time. 1. Begin to talk about the past and future, such as what the child did this morning or will do on the weekend. 2. Compare past and present events. 3. Use words to describe the chronology of the day (first, next, last). 4. Identify ways in which people are same and/or different (past vs. present).	**Understand time.** 1. Use words to describe time (past, present, future). 2. Identify similarities/differences in people, places and events over time. 3. Create a primary source of personal information (journal, diary, autobiography) through pictures and/or writing. 4. Use a calendar to measure time.	**Understand time.** 1. Begin to ask questions about family history and culture. 2. Develop a personal timeline. 3. Identify similarities/differences in communities over time. 4. Identify an important event in their lives and discuss changes that resulted (after library got flooded, we had to get new books). 5. Identify sources where historical information can be found and how it can be used. 6. Locate general areas on maps and globes referenced in historical stories.	**Understand time.** 1. Begin to learn about the history and customs of other parts of the world. 2. Complete a timeline based on given information. 3. Use information on a map, table or graph to describe the past. 4. Identify primary and secondary sources and differentiate among fact, interpretation and opinion. 5. Collect information about the past through interviews, photos and artifacts. 6. Identify ways different cultures record their histories.

Standards

Domain: Social Studies
Sub-domain: Economics

Comment [CSL237]: I wondered if perhaps you would like to introduce some indicators related to children's knowledge of Vermont specifically, but perhaps state-specific content is covered in later grades.

Goal: Children demonstrate an understanding of how individuals in societies make choices in order to satisfy their needs and wants.

Some of the indicators of children understanding how individuals in societies make choices are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Emerging	Emerging	**Begin to understand the difference between needs and wants** 1. Draw pictures showing the difference between their needs and wants. 2. Participate in role play in problem-solving situations about needs and wants. 3. Role play purchasing and other situations where choices must be made **Describe various community workers and understand what people do in their work.** 1. Match tools to jobs. 2. Participate in role play showing jobs of community workers. 3. Help create a mural of community workers. **Demonstrate an understanding of producers and consumers.** 1. Work together as a group making something to sell, setting up a store and selling the product.

Domain: Social Studies
Sub-domain: Economics
Goal: Children demonstrate an understanding of how individuals in societies make choices in order to satisfy their needs and wants.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Understand the difference between needs and wants. 1. Demonstrate though discussion, representation and role play that people make choices because they cannot have everything they want. 2. Begin to distinguish between the items that meet needs and meet wants in a store. **Understand money and how it is used.** 1. Role play purchasing and other situations. 2. Investigate ways people earn money in order to buy things. 3. Participate in money-saving activities: set a goal, make a plan, save money, meet goal. 4. Discuss and represent the benefits of saving money. **Demonstrate an understanding of producers and consumers.** 1. Research community businesses and services. 2. Work as a group to decide what to produce and how to sell it. 3. Begin to recognize where food products come from.	**Recognize the difference between needs and wants.** 1. Know that food and shelter are more important than toys and sweets. 2. Understand that people make choices because they cannot have everything they want. 3. Distinguish between the items that meet needs and meet wants in a store. **Understand money and how it is used.** 1. Understand the difference between barter and money. 2. Describe ways in which people exchange money for goods. 3. Explain why people earn, spend and save money. **Demonstrate an understanding of producers and consumers.** 1. Participate in activities as buyer or seller and describe where goods come from. 2. Begin to identify economic activities that use local resources. 3. Explain the difference between goods and services and describe the goods and services that are provided in their school and community. 4. Identify community workers and the value these jobs provide.	**Recognize the difference between needs and wants.** 1. Explain ways that people decide what is a need and what is a want. 2. Understand that people make choices because they cannot have everything they want. 3. Distinguish between the items that meet needs and meet wants in a store. **Understand money and how it is used.** 1. Understand why people need to be responsible about saving and spending money. **Demonstrate an understanding of production and consumption.** 1. Describe natural resources (water, soil, wood, etc.), human resources (people at work), and capital resources (machines, tool and buildings) 2. Describe how these resources are used to produce goods and services 3. Understand that scarcity (limited resources) requires people to make choices about producing and consuming goods and services 4. Describe what goods and services are an important part of a person's daily life 5. Identify goods and services provided by the government	**Recognize the difference between needs and wants.** 1. Explain ways people meet their basic needs and wants **Understand money and how it is used.** 1. Explain with specific examples how and why people save money 2. Understand the differences between the use of barter and the use of money in the exchange of goods **Demonstrate an understanding of production and consumption.** 1. Identify goods and services provided by local and state governments 2. Understand and discuss how goods and services (specifically products and services students use) are marketed and the purpose and effect of advertising 3. Participate in community service activities.

Comment [CSL239]: Perhaps this indicator is too specific? Maybe it could be written to address the concept that you are addressing?

Comment [CSL238]: These may be instructional strategies more than expectations for what individual children will know and be able to do.

Growing, Moving and Being Healthy

The "Growing, Moving and Being Healthy" section of the Vermont Early Learning Standards outlines age-appropriate expectations in three inter-related domains: Motor Development and Coordination, Health and Personal Care, and Safety. In order for children to develop to their full potential, they need to play indoors and outdoors, have good nutrition, feel safe, and be loved and protected. Children who are active, feeling good about themselves, and are physically healthy will be better learners.

As children grow from newborns to toddlers, and beyond, their nervous system matures which, in turn, enables them to perform increasingly complex movements. This maturation process happens in a predictable way, although the exact sequence and rate of physical growth may vary. Hence, infants typically roll over, and then sit up, crawl, and walk. The general pattern of physical growth is that large muscles (body core, legs, arms) develop before small muscles (hands, fingers, dexterity). Additionally, muscular strength and coordination grow from the center of the child's body out to her extremities.

A description of the milestones of children's healthy growth and development would not be complete if no mention of the alarming problem of childhood obesity is made. "Over the past three decades, childhood obesity rates in America have tripled. Today, almost one in every three children in our nation is obese or overweight." (www.letsmove.gov). Childhood obesity is a product of poor nutrition and a lack of exercise. Children need a healthy diet children and ample opportunities to move their bodies. Children who get exercise have stronger muscles and bones, a leaner body because exercise helps control body fat, and be less likely to become overweight or obese. Besides enjoying the health benefits of regular exercise, kids who are physically fit sleep better and are better able to handle physical and emotional challenges.

> Comment [CSL240]: Awkward phrasing.

Motor Development and Coordination
Developing and practicing motor skills are essential for lifelong healthy living and learning. Large or gross motor skills refer to the ability for children to move and control large muscle groups and move the entire body or large portions of the body (e.g., legs, body core). Small or fine motor skills refer to the child's ability to use the smaller muscles in the body, such as her hands and fingers. In combination with gross motor and fine motor skills, the body uses the senses to help guide motion thus creating sensorimotor skills. Developing physical health through gross motor skills, fine motor skills, and sensorimotor skills is essential to the development of the child as a whole.

Health and Personal Care
Learning and practicing healthy habits and safe choices in early childhood and the primary years are foundational for lifelong healthy living. Children who are feeling good and feeling good about themselves develop key self-management skills. Good nutrition, personal hygiene, basic personal care practices (e.g., healthy sleep patterns, bathing, dressing, dental hygiene) and the ability to recognize and appropriately address acute and chronic illness are essential to promoting optimal health.

Being Safe
Being Safe includes protecting children from exposure to harmful substances and situations, and helping children develop the behaviors and habits they need in order for them to keep themselves safe by avoiding harmful objects, environments and circumstances. Safety begins as an adult's responsibility, but it increasingly becomes a set of skills children need to learn and independently use. The continuum in this area moves from the attentive, nurturing caregiver providing an environment free of harmful objects and moves through to the adult providing intentionally planned activities and experiences to help children acquire the skills they need to have. These skills include knowing how and when to ask for help, and recognizing the boundary between safety and danger. The following outlines the age expectations for the development of safety skills, ranging from what adults can do to keep children safe and progressing to the skills children acquire to help them build the foundation they need to make healthy and safe choices across varied environments with both their peers and adults.

As I looked through the indicators included in this domain, there were a couple of areas that have not been addressed. I thought I would mention them so you can decide if you want to include them (if you haven't already discussed them and decided not to include them). The first is the notion of strength, endurance and general physical fitness. The indicators below address motor skills, coordination and balance, but not necessarily skills associated with physical fitness. I also wondered if there are any indicators specific to physical education that you would like to include. Skills and knowledge related to sportsmanship, use of equipment, how to play a few sports, how to follow rules of games that are played in P.E., etc. could be included at the older grade

levels in order to facilitate successful participation in P.E. You may have decided not to include these aspects of children's knowledge, but some states address P.E. related skills and knowledge in their standards for the elementary grades.

Domain: Motor Development and Coordination
Sub-domain: Large Motor Development
Goal: Children demonstrate increasing strength and coordination of the large muscles (e.g., arms, legs, trunk).

Some of the indicators of young children's large motor development are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Hold head erect and steady when held on a shoulder 2. Lift head and chest when lying on stomach 3. Kick and reach for feet with hands 4. Roll from side to side, then back to front, and front to back 5. Sit with support and then without supports 6. Move by rolling, scooting, creeping or crawling 7. Pull up to stand and then walk while holding onto something or someone 8. Walk independently 9. Stoop over to explore things on ground increasingly maintaining balance 10. Begin to run 11. Dance	1. Carry objects while walking 2. Pull toys while walking 3. Climb up and down from low objects (ex. chair, bed, coffee table) 4. Walk and run with increasing skill; is able to change speed and direction 5. Walk backwards 6. Jump up and down in place 7. Kick ball that's not moving and throws a ball but with little control of direction or speed 8. Catch a large ball against the body 9. Coordinate using a hammer to hit a peg with increasing accuracy 10. Can briefly balance standing on one foot 11. Can bend down from waist while standing and still maintain balance 12. Walk up and then down stairs one at a time without alternating feet	1. Use both hands to grasp and or to catch 2. Balance standing on one foot 3. Walk along a straight line or beam 4. Demonstrate body and space awareness to move and stop with control 5. Climb on play equipment with balance 6. Exhibit motor control and balance when moving the whole body in a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping 7. Demonstrate motor control and skill when using objects for a range of physical activities such as pulling, throwing, catching, kicking, bouncing or hitting balls, riding a tricycle 8. Jump over obstacles with two feet 9. Hop short distance on one foot 10. Walk up and down stairs alternating feet 11. Gallop

Comment [CSL241]: Would you also want to include the earlier stages of climbing stairs (i.e., first children crawl up and down stairs)

Domain: Motor Development and Coordination
Sub-domain: Large Motor Development

Some of the indicators of young children's large motor development are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Run with an even gait 2. Run forward, backward, slide to the side, and pivot without pausing 3. Hop on each foot separately without support 4. Maintain balance while bending, twisting, or stretching 5. Walk up and down stairs while holding an object 6. Able to stop and start on a signal 7. Move their bodies into position to catch a ball, and then throw the ball in the right direction 8. Kick a large ball to a given point with some accuracy 9. Alternate weight and feet while skipping or using stairs 10. Move to a rhythm 11. Demonstrate momentary stillness in a various balance activities 12. Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance.	1. Demonstrate progress toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping, and sliding) 2. Demonstrate progress towards the mature form of selected manipulative skills (throwing, catching, bounding, striking, kicking, rolling and object) 3. Show the ability to stop with control at a boundary, and the ability to change direction, quickly and safely, without falling. 4. Control the force of personal movement in general space (ex. tagging) 5. Demonstrate contrast between fast and slow movement.	1. Demonstrate competency toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping, and sliding) 2. Demonstrate competency towards the mature form of selected manipulative skills (throwing, catching, bounding, striking, kicking, rolling and object) 3. Control force of personal movement and while moving objects (ex. striking a pinata) 4. Demonstrate a simple rhythmic movement (ex. hopping in time to an independent or imposed beat) 5. Follow simple rhythmic movements led by the teacher 6. Combine two fundamental skills (e.g., bounce and catch, jump and turn)	1. Solve simple movement challenges in a group (3-4 people) 2. Adjust movement to work successfully with a partner. 3. Solve more complex movement challenges (ex. moving in general space changing direction and pathways). 4. Move with others (ex. do-si-do) 5. Balance with control on a variety of pieces of equipment (ex. large apparatus, skates, stilts). 6. Demonstrate the contrast between fast, medium and slow movement. 7. Move rhythmically when using various objects (ex. balls, ribbons, sticks, parachute) 8. Demonstrate smooth transitions between sequential motor skills (ex. smoothly running into a jump) 9. Show good form in basic movement (locomotor skills) and in skills with the hands (manipulative skills), even when participating in fast-moving games.

Comment [CSL245]: I am not sure if this phrase is the best to use. I'm not sure you can demonstrate competency TOWARD a skill.

Comment [CSL243]: Consider providing a definition or description for this term or describing what the skills and behaviors look like at this age rather than including an indicator that addresses "progress toward" a later stage.

Comment [CSL242]: Would this be with alternating feet?

Comment [CSL244]: Perhaps this indicator should come at an earlier age level?

Comment [CSL246]: Will the audience know what "good form" is?

Domain: Motor Development and Coordination
Sub-domain: Small (or Fine) Motor Development
Goal: Children demonstrate increasing strength and coordination of the small muscles.

Some of the indicators of young children's small/fine motor development are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Grasp caregivers' fingers 2. Reach and swipe at a dangled objects. 3. Reach for a toy, mouth open, and bring object to mouth for exploration. 4. Grasp and release an object 5. Use both hands to grasp toy and bring towards self 6. Shake a rattle 7. Transfer small object from hand to hand 8. Pick up small objects (ex. Cheerios) with thumb and forefinger 9. Bang objects together 10. Mimic hand clapping or a good-bye wave 11. Empty objects from containers 12. Turn pages of a board book independently 13. Point at object that is out of reach 14. Hold fat crayon with a full-hand grasp and scribble on large paper 15. Fit two cups together, one inside the other 16. Hold toys in one hand and explore them with the other hand 17. Make attempts to stack objects	1. Use some eating utensils appropriately (ex. spoon) 2. Open doors, with assistance, by turning and pulling doorknobs 3. Scribble with crayons and begin to imitate marks (e.g., a circle) 4. Use a paintbrush 5. Coordinate eye and hand movements, such as when putting objects into a container 6. Turn book pages one page at a time, most of the time 7. Stack two to three objects so they balance 8. Complete simple insert puzzles 9. Use shape sorter box or put large pegs into peg board 10. Pour liquid from a small pitcher to a cup. 11. Imitate hand motions of simple finger plays or songs.	1. Eat with utensils (scoops, spears, and spreads food) 2. Use various drawing and art materials 3. (ex. crayons, markers, brushes, finger paints) 4. Open and close blunt scissors with one hand 5. Fasten large buttons and use large zippers independently 6. Demonstrate eye-hand coordination when using everyday tools, such as pitchers for pouring or utensils for eating 7. Copy shapes and geometric designs 8. Cut a piece of paper on a straight line and on a curve with some accuracy 9. Manipulate small objects with ease (ex. strings beads, fits small objects into holes) 10. Operate a stapler or hole punch 11. Complete increasingly complex puzzles (ex. single, cut-out figures to 10-piece puzzles) 12. Write some recognizable letters or numbers

Domain: Motor Development and Coordination
Sub-domain: Small (or Fine) Motor Development

Some of the indicators of young children's small/fine motor development are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Remove and replace easy-to-open container lids 2. Cut, draw, use glue with materials provided 3. Tie knots and shoe laces, with assistance 4. Print some letters in own name 5. Put together and pull apart manipulatives such as Legos 6. Thread small beads on a string 7. Draw a person with six parts 8. Demonstrate the ability to lace a card or sewing with age appropriate materials	1. Cut soft foods with a knife 2. Copy designs and shapes, letters and numbers 3. Tie a knot and bow 4. Manage buttons, zippers, laces and other closures 5. Sweep and dust, make bed	1. Print many words 2. Manage many tasks that require dexterity 3. Draw pictures with increasing number of details 4. Create spontaneous drama, music and dance, with other children or alone	1. Write in cursive 2. Manage any task that requires dexterity 3. Draw pictures with increasing number of small details

Comment [CSL251]: It may not be clear how this indicator is related to small/fine motor skills.

Comment [CSL250]: This indicator seems to address behaviors that might be more likely to be seen in a home setting (at least the make the bed), which is different from other indicators that could be observed in a classroom.

Domain: Motor Development and Coordination
Sub-domain: Sensorimotor Development
Goal: Children demonstrate the ability to use their senses of sight, hearing, smell, touch, and taste to guide and integrate their actions.

Some of the indicators of young children's sensorimotor development are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
Standards	1. Respond by turning toward sound, movement, and touch 2. Focus eyes on near and far objects 3. Enjoy sensation of swinging and rocking 4. Become calm with caregiver assistance 5. Explore the environment with mouth and hands 6. Move objects from one hand to the other 7. Coordinate eye and hand movements (ex. pick up and put objects into large container) 8. Explore and respond to different surface textures such as soft toys, hard table tops	1. Perform basic creative movements, with adult guidance or alone (e.g., dances to music) 2. Demonstrate awareness of own body in space (e.g., walk around table without bumping into it) 3. Eat food with a variety of textures 4. Exhibit eye-hand coordination (ex. build with blocks, complete simple puzzles, string large beads) 5. Enjoy climbing, walking up inclines, sliding, and swinging 6. Play with materials of different textures (e.g., sand, water, leaves)	1. React appropriately to the environment (ex. bends knees to soften a landing, moves quickly to avoid obstacles) 2. Demonstrate concepts through movement (ex. imitate an animal through movement, sounds) 3. Improve eye-hand coordination (ex. catch a bounced ball) 4. Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding 5. Move to different patterns of beat and rhythm	
	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
	1. Hit a medium-size ball (6" to 8") with a bat with some consistency 2. Catch a ball thrown from a distance of five to ten feet 3. Manipulate simple puppets 4. Carry a glass of water or juice across the room without spilling it 5. Enjoy vigorous, active play combined with social contact and games with basic rules (ex. freeze tag) 6. Move a variety of body parts to different beats and rhythms of music 7. Combine two fundamental movement skills	1. Maintain balance while stopping and starting movements 2. Control force of personal movement while moving objects 3. Demonstrate a simple rhythmic movement 4. Identify physiological signs of exercise	1. Demonstrate the ability to change direction quickly and safely without falling. 2. Demonstrate contrast between fast and slow movements 3. Demonstrate simple rhythmic movements 4. Combine up to 3 movements with or without equipment	1. Create and perform movement, showing balance through concentration and muscle control. 2. Understand and demonstrate static and dynamic balance 3. Control personal movements while moving objects. 4. Create a movement sequence combining movements and concepts that incorporate speed, force, levels, directions, and pathways 5. Identify physiological effects of the different levels of exercise and how they relate to the body

Comment [CSL252]: I've noted that many of the indicators in K – 3rd grade levels do not seem to have a connection to the senses. They address guiding and integrating actions, but do not necessarily have a connection to the senses.

Comment [CSL254]: It may not be clear what a "basic" creative movement is, but the example is helpful in that it illustrates what you have in mind.

Comment [CSL255]: Perhaps this indicator could be re-worded to more clearly describe the skill you have in mind. The examples are somewhat helpful, but it may still not be clear what this indicator is referring to. For instance, covering one's ears when there is a loud noise might be an example of "react appropriately to the environment" but I'm not sure if that would fit within the skill that this indicator addresses.

Comment [CSL256]: Could the indicator include a descriptor so that it's more apparent what types of concepts are referenced?

Comment [CSL253]: This indicator may need a bit more explanation in order for the connection to sensorimotor development to be clear.

Comment [CSL257]: This indicator seems to have a direct connection to the senses and sensorimotor development. As written, the other indicators within the kindergarten grade level seem more like motor skills than sensorimotor development because there is no explicit "link" to the senses within the indicators. The same observation seems to hold for many of the indicators in the first, second and third grade levels.

Domain: Health and Personal Care
Sub-domain: Nutrition and Feeding
Goal: Children will recognize and eat a variety of nutritious foods.

Some of the indicators of young children's learning about nutrition are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)		Preschoolers (P) (3- and 4-year olds)
Standards	1. Suck and swallow 2. Connect breast or bottle (and food) with getting fed 3. Help caregiver hold the bottle 4. Chew and bite; explore and eat finger foods 5. Regulate the speed/intensity of eating 6. Consume a variety of nutritious foods from all food groups 7. Drink and eat until satisfied/show feelings of hunger and fullness 8. Grasp and drink from cup 9. Begin to feed self with a spoon	1. Distinguish between food and non-food items 2. Feed self with a spoon, without help 3. Feed self a sandwich, taking bites 4. Recognize and eat a variety of healthy foods and choose among food options 5. Name five or six of own body parts 6. Try new foods when offered 7. Consume age appropriate amounts of nutritious beverages (e.g., water, milk, occasional 100% juice 8. Drink from a cup		1. Distinguish food on a continuum from most healthy to less healthy 2. Choose to eat foods that are better for the body than others, with assistance 3. Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style 4. Try different healthy foods from a variety of cultures 5. Help prepare healthy snacks 6. 6. Eat a variety of nutritious foods and eat independently.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
	1. Explain the primary function of certain foods (e.g., milk helps to build strong bones) 2. Recognize foods from different food groups, with assistance 3. Provide simple explanations for own and others' food allergies 4. Help prepare meals and snacks 5. State food preferences. 6. Try most new foods.	1. Select a variety of foods that can be eaten for healthy snacks. 2. Create a list of foods that should be limited. 3. Identify a variety of nutritious food choices. 4. Describe the benefits associated with a healthy diet	1. Explain the importance of eating a variety of nutrient-rich foods. 2. Set a short-term personal health goal for healthy eating and physical activity. 3. Understand health-related fitness concepts and the benefits of physical activity. 4. Begin to understand the consequences of health behaviors and choices that may prevent illness. 5. Create healthy fruit and vegetable snacks.	1. Choose a variety of healthy foods in appropriate portions. 2. Identify and classify foods, including recommended amounts to eat according to choosemyplate.gov 3. Identify major nutrients supplied by food groups necessary for growth and maintenance. 4. Describe strategies to improve or maintain personal health.

Domain: Health and Personal Care
Sub-domain: Daily Living Skills
Goal: Children demonstrate an understanding of how daily activity and hygiene promote their health and general well-being.

Some of the indicators of young children's learning about nutrition are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Have periods of contentment when needs are met 2. Soothe selves and fall asleep 3. Respond to vocalizations during routines including diaper changing, eating, and dressing 4. Relax during bathing routines 5. Begin to be aware of and indicate own needs and wants (cry/vocalize when need changing or hungry, get blanket when tired, etc.) 6. May help adult when dressing, undressing and diapering 7. Wash and dry hands, with help 8. Begin to brush gums and teeth with assistance	1. Want to take care of self and show increasing participation/independence in personal care (e.g., pull at pants or give signs of needing toilet, assert independence "me do it!") 2. Participate in sleeping routines, such as getting and arranging soft toys to take to bed 3. Sleep well. Wake up rested and ready to be active. 4. Dress and undress completely (except for fasteners), with help 5. Participate in bathroom routine and show interest in toilet training. Use the toilet by about age 3, with help. 6. Participate in healthy care routines (e.g., bathing, brushing teeth, washing hands, using tissue to wipe nose) and use personal care objects correctly and regularly, sometimes with assistance 7. Communicate with caregiver when not feeling well	1. Dress and undress with help. Take off coat and put it where it belongs. 2. Begin to take care of own toileting needs 3. Participate easily and know what to do in routine activities (such as meal time, nap time) 4. Communicate need to rest, drink and eat 5. Brush teeth with limited assistance 6. Cover mouth when coughing 7. Increase understanding of the use of their eyes, ears, fingers, nose, and mouth, and how the senses work together 8. Begin to understand and communicate how daily activity and healthy behavior promote overall personal health and safety 9. Know what self-care items are used for (e.g., comb and toothbrush) and complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently. 10. Recognize the importance of doctor and dentist visits and cooperate during these visits. 11. Participate in the prevention and management of acute and chronic health conditions. 12. Avoid toxins, such as lead 13. Identify health products (e.g., shampoo, toothpaste, soap) 13. Recognize and communicate when experiencing pain or symptoms of illness

Domain: Health and Personal Care
Sub-domain: Daily Living Skills
Goal: Children demonstrate an understanding of how daily activity and hygiene promote their health and general well-being.

Some of the indicators of young children's learning about nutrition are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Continue to use practices to be safe and healthy, with minimal adult help 2. Understand the importance of taking care of self and growing strong 3. Brush teeth and attempt flossing with supervision, and then allow assistance to complete process 4. Wash face without assistance. 5. Cover mouth and nose when coughing and sneezing with elbow or tissue. 6. Explain the benefits associated with exercise	1. Begin to understand how own decisions can impact health and wellness now and in the future 2. Show interest in learning about body systems and a variety of health topics 3. Identify health service providers (nurse, dentist, paramedic, physician) that can help with personal health issues. 4. Brush teeth and floss with some assistance	1. Understand health-related fitness concepts and the benefits of physical activity 2. Begin to understand the consequences of health behaviors and choices, such as ways to prevent illness. 3. Recognize signs and symptoms of common illnesses 4. Brush teeth and floss with little or no assistance	1. Brush teeth at least twice daily and floss once a day i 2. Understand how health habits impact growth and development 3. Take responsibility for making healthy life choices

Domain: Personal Health & Well-Being
Sub-domain: Being Safe
Goal: Children will be able to demonstrate an awareness and understanding of safety rules and knowledge about harmful objects and situations and how to avoid them.

Some of the indicators of young children's learning about being safe are as follows:

|	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Prefer caregiver over stranger. Will be able to discriminate between his/her main caregiver and family, and strangers. 2. Stop/wait when caregiver says "no" or gives a nonverbal cue for alarm/danger. 3. Follow some consistently set rules and routines. 4. Watch familiar adults for appropriate reactions. 5. Accept comfort from others. 6. Explore own body: grabs foot, puts finger in ear, pulls hair, and finds mouth to suck on thumb/fingers.	1. Begin to avoid dangers, but cannot be relied on to keep themselves safe. 2. Know to hold caregivers' hand when walking in public places. 3. Communicate to an adult when someone hurts or makes them feel bad. 4. Recognize safety rules, but may not follow them. 5. Recover from small falls when walking. 6. Take care of toileting needs in a variety of ways. 7. Assert preferences in a positive manner. 8. Anticipate consequences for not following rules. 9. Pay attention to safety instructions, with assistance. 10. Verbally offer simple rules.	1. Hold adults' hands when walking in public places. 2. Begin to learn safety rules of daily activities. 3. Engage in play as a means to understand healthy behavior and develop their bodies. 4. Begin to practice safe and healthy behaviors: recognize danger and poison symbols and avoid those areas. 5. Begin to understand how daily activity and healthy behavior promote overall personal health and safety. 6. Demonstrate safety awareness when purposefully using materials(e.g., carry scissors and pencils with points down to avoid accidents). 7. Increasingly perform self-care skills independently. 8. Care for personal belongings. 9. Show safe behavior for self and others by applying established rule, procedures and safe practices with adult guidance. 10. Communicate to peers and adults when seeing dangerous behaviors. 11. Do not touch or take medicine, without adult assistance; but know that medicine can improve health when used properly. 12. Look both ways before crossing street or road, and know to cross with adult assistance. 13. Understand the difference between safe and unsafe touch. 14. Identify appropriate clothing and sunscreen for various weather conditions. 15. Recognize safety issues with guns, fire, water and strangers.

Domain: Personal Health & Well-Being
Sub-domain: Being Safe
Goal: Children will be able to demonstrate an awareness and understanding of safety rules and knowledge about harmful objects and situations and how to avoid them.

Some of the indicators of young children's learning about being safe are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Explain the reasons for safety rules. 2. Show safe behavior for self and others by applying established class rules, procedures and safe practices with adult guidance. 3. Explain when not to accept rides, food or money from strangers. 4. Understand that some practices may be personally dangerous. 5. Identify adults who can assist in dangerous situations. 6. Recognize personal privacy in relation to their body.	1. Understand that some game rules are for safety. 2. Recognize risky situations and explain how to avoid them. 3. Recognize what unwanted touch is. 4. Show safe behavior for self and others by applying established class rules, procedures and safe practices with limited teacher guidance. 5. Express self in safe and appropriate ways. 6. Show ability to control destructive impulses with guidance. 7. See teachers and adults outside of family as trusted resources.	1. Demonstrate understanding of the harmful effects of drugs. 2. Show safe behavior for self and others by applying established class rules, procedures and safe practices with limited teacher guidance. 3. Express self in safe and appropriate ways. 4. Show control of destructive impulses with guidance. 5. See teachers and adults outside of family as trusted resources.	1. Continue to expresses self in safe and appropriate ways. 2. Show control of destructive impulses with guidance. 3. Show safe behavior for self and others by practicing personal and group safety when applying class rules, procedures and practices. 4. Know and use ways to keep safe from strangers. 5. Know appropriate responses to harassment, bullying, intimidation and abuse.

STARS

STep Ahead Recognition System
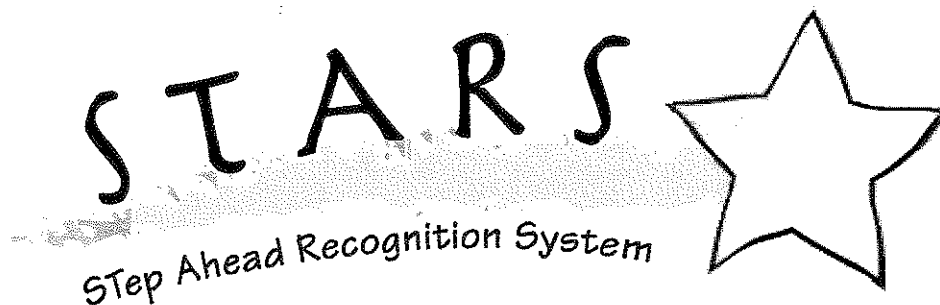
Vermont's
STep Ahead Recognition System
for
Child Care, Early Education and Afterschool Programs

Application and Instructions
for programs eligible for 5 stars

see the next page to see whether your NAEYC accredited or
Head Start program qualifies for this achievement
2011

STARS is a quality initiative of the Child Development Division of the Department for Children and Families of the Agency of Human Services, 103 S. Main Street, Waterbury, VT 05671. It is administered under contract with Mary Johnson Children's Center, 81 Water Street, Middlebury, VT 05753. Questions or comments about this system can be directed to the Child Development Division at 1 (800) 649-2642 or to STARS at 398-2037, or email *stars@mjccvt.org*. The STARS website is *www.STARSstepahead.org*.

Vermont's Statewide Report on Kindergarten Readiness 2013-2014

Introduction

Since 2000, Vermont has gathered information on the readiness of children entering kindergarten by surveying kindergarten teachers about their students' knowledge and skills within the first six to ten weeks of school. The effort to measure school readiness is a collaborative project of the Vermont Agency of Education (AOE), the Department for Children and Families, and the Department of Health.

There are many interpretations of what constitutes "readiness". Vermont's concept of children's readiness is multidimensional; it includes social and emotional development, communication, physical health, as well as cognitive development, knowledge, and approaches to learning (e.g., enthusiasm for learning, persistence, curiosity). Vermont's concept also reflects the belief that "school readiness" is interactional: children need to be ready for schools, and schools need to be ready to accommodate the diverse needs of children. Since 2000, surveys for assessing schools' readiness have been conducted several times. The Ready Schools survey asks principals and teachers to report on their school's transition practices, connections to families of young children and the community, and other related issues. Despite the importance of this information, the Ready Schools survey has not been conducted for several years now.

Methodology

- *Data Collection:*

Kindergarten teachers from around the state were asked to complete a Kindergarten Readiness Survey (KRS) for each of their students during the fall of 2013. The KRS consists of 30 items across the domains of "Social and Emotional Development," "Approaches to Learning," "Communication," "Cognitive Development and General Knowledge," and "Physical Development and Wellness." The teacher rates each child's skills as either "beginning", "practicing" or "performing independently" on the first 27 items and judges if hunger, illness, or fatigue inhibit the child's learning on the last three items. The KRS is not a direct assessment of children; rather it relies on the accumulated observational knowledge the teacher has developed about the child during the first few weeks of kindergarten.

For the past four years, the KRS was delivered through a secure online version of Survey Monkey; one survey per child. This year a new method for collecting survey data was used. Each kindergarten teacher received one Excel file to record survey responses for all of the kindergartners in his or her class; one row per child. The Excel file was then uploaded to a secure AOE website. Some schools encountered difficulties with the upload as well as with completing the Excel file due to software incompatibility.

- *Data Analysis*

The data were analyzed at the item level producing the number and percentage of children reported at each the "beginning", "practicing" and "performing independently" levels and the number and percentage of children whose learning was inhibited by illness, fatigue or hunger

"never", "seldom", "sometimes" or "often". The number and percentage of "Don't Know" or missing values were also calculated. At the item level, a child is considered "ready" if the child is rated as "practicing" and "performing independently" for the first 27 items and as "never" or "seldom" in the three inhibitor items.

Statistical Product and Service Solutions (SPSS) was used to determine "readiness" for each of the five domains and to calculate an overall readiness value. Readiness at the domain level requires that the child have a rating of "practicing", "performing independently", "never" or "seldom" on <u>all items within the domain</u>. Readiness across the five domains requires that the child is rated as "ready" on <u>all items in the survey</u>. Survey items rated as "Don't know" or missing responses are not included in the denominator when calculating domain and overall readiness percentages.

Results

A total of 5,658 Kindergarten Readiness Surveys were submitted. The total kindergarten enrollment for 2013-2014 is 6,250 children; hence, 91% of all kindergartners were surveyed. Last year the KRS participation rate was only 81.8%.

- *Characteristics of Kindergartners Surveyed*

The KRS asks teachers to identify each child's gender, the child's eligibility for specialized services (e.g., special education, Title I), if the child is an English Language Learner, and whether the child attended an early childhood program prior to kindergarten. Table 1 presents the results of these data.

TABLE 1: Characteristics of Kindergartners Surveyed[1]

	Number	Percentage
Boys	2871	51%
Girls	2754	49%
Missing Response on Gender Item	33	0.58%
Received Specialized Services:	1924	34%
• *Special Education*	695	12%
• *EST*	588	10%
• *504*	84	1.5%
• *Title I Services*	894	16%
English Language Learners	149	3%
Attended some type of Early Childhood Program (ECP):	4633	82%
• *Did not attend any Early Childhood Program*	572	10%
• *Do not Know if child attended ECP*	412	7%
• *Missing Response*	41	0.7%
• *Head Start*	396	7%
• *School-based Pre-K*	1876	33%
• *Community-based Pre-K*	464	8%
• *Private preschool*	1098	19%
• *Family-based child care*	253	5%
• *Center-based child care*	445	8%

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[1] These are self-reported data that have not been verified.

- *Readiness By Domain and Overall Readiness Rating*

The 30 items on the Kindergarten Readiness Survey" are clustered into five domains:
- Social-Emotional Development
- Approaches to Learning
- Communication
- Cognitive Development
- Wellness[2]

The number and percentages of children who were rated as "practicing" or "performing independently" (i.e. "Ready") on all of the items within a domain are presented in Table 2.

TABLE 2: Readiness by Domain & Across All 5 Domains

Domain	Number "Ready"	Valid Responses	Percent "Ready"
Social-Emotional Development	4111	5658	73%
Approaches to Learning	3881	5658	69%
Communication	4668	5658	83%
Cognitive Development	3546	5658	63%
Wellness	4693	5658	83%
Across All 5 Domains	2533	5154	49%

According to the KRS data, just under half (49.1%) of all children were rated as "ready for kindergarten" in all five domains of the survey.

- *Readiness by Item*

The number and percentage of children rated as "beginning", "practicing", "performing independently" or "don't know" for each item are presented in Appendix I. Note that the operational definition of "ready" is that the child is rated as "practicing" or "performing independently", while "not ready" is "beginning". Items in which the rating was "don't know" or the item was left blank are excluded from the denominator when calculating "readiness" percentages.

Discussion of KRS Results

The statewide results for this year's KRS assessment show an across the board decrease in the percentage of children "ready" at the item and domain levels. The overall readiness rate dropped from 61% in 2012-2013 to only 49% this year. Of the 58 supervisory unions and districts that submitted KRS data, 49 or 86% evidenced lower percentages of children ready for kindergarten.

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[2] Wellness includes children who demonstrate age appropriate self-help skills **and** who seldom or never appear to be inhibited by illness, fatigue or hunger.

The reasons for the observed decreases at the **domain level** could be due to several factors. First, the new methodology used to collect the information could have contributed to an "implementation dip". The new Excel data collection method resulted in almost three times more items left blank which tends to bias the estimate of children "ready" downwards. Secondly, the percentage of surveys submitted rose from 82% last year to 91% of all kindergartners this year. Further analysis showed that some teachers were completing the KRS for the first time without any training on the items and the rating scale. Additional analyses of the data showed that more surveys were submitted for children who are eligible for Free and Reduced Lunch (FRL) and/or are receiving special education services. In comparison to the general population, these two population subgroups are more frequently rated as "beginning". These are just a few of the possible explanations for the decrease. Undoubtedly, there may be other reasons to account for this decline. It is difficult to believe that the lower rates are due to an actual drop in readiness across the state and in 86% of school districts.

The results at the **item level** provide a more detailed picture of how this year's kindergartners were rated on the KRS. While comparisons with last year's results still indicate an overall drop, 90% or more of the kindergartners were rated as "ready" (i.e., practicing or performing independently) on 12 of the 27 items and "ready" (i.e., never or seldom) on all three wellness items. These 12 items are spread throughout the domains, although fewer are in the "Approaches to Learning Domain" (refer to Table 3 on page 5). It should be noted that 12% of all children surveyed are receiving special education services; nevertheless, the item level data suggest that most children demonstrated some knowledge and skills deemed necessary for success in kindergarten.

There were two items in which less than 80% of all children surveyed were rated as "ready". These are:

- Shows ability to discriminate and identify speech sounds (77%)
- Uses scribbles, symbols or letters to write or represent words or ideas (79%)

The apparent contradiction of the finding that only 49% of all kindergartners were found "ready" across all five domains, while 80% or more of the children were rated as "ready" on all but two out of the 30 items on the KRS, can be resolved by remembering the operational definition of "ready" for the domain levels and across all domains. As stated earlier, to be "ready" in any domain, all ratings within that domain must be "practicing" or "performing independently". To be considered "ready" across all domains, a kindergartner must be rated "ready" on all items in all domains.

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TABLE 3: KRS Items on which 90% or More of Kindergartners Were Rated "Ready"

Domain	Item	"Ready"
Social-Emotional Development	Separates easily from parent/caregiver	95%
	Adapts to transitions within the school day	90%
	Interacts positively with adults in the classroom	94%
Approaches to Learning	Appears enthusiastic and interested in classroom activities	92%
Communication	Communicates needs, wants, or thoughts in his/her primary language	92%
	Engages in conversation (e.g. complete sentences, turn-taking, etc.)	91%
	Understands simple directions, requests and information	92%
Cognitive Development	Shows awareness of how books are organized and used	90%
	Recognizes his/her most commonly used name in print	95%
	Engages in imaginative play	95%
	Shows the ability to count 5 or more objects using one-to-one correspondence	93%
Physical Health & Development (Wellness)	Demonstrates age appropriate self-help skills (e.g. dressing, toileting, wiping nose, washing hands)	97%
	This child's ability to learn is inhibited by: (Never & Seldom = Ready)	
	• Illness	95%
	• Fatigue	90%
	• Hunger	96%

Conclusion

The major question the Kindergarten Readiness Survey (KRS) is designed to answer is: How ready are Vermont's kindergartners? In order to provide the most accurate estimate of readiness, we need to use an assessment tool that truly measures readiness and is fair to all subgroups. A validation study of Vermont's KRS is currently underway. The early results from a national research group conducting this study indicate that the KRS has several strengths; however, there are areas that need to be improved. The operational definitions for "ready" in a domain and across domains are also being examined. Furthermore, we will be developing a secure web-based survey tool to avoid the technological problems we faced this past year. As these improvements are made and more information on the items and rating scales are provided to kindergarten teachers, the confidence we have in the KRS results accurately reflecting children's readiness will increase.

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Appendix I
Statewide Item Level Responses 2013-2014

Social-Emotional Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing % (N)
Plays cooperatively with different children	11% (644)	35% (1959)	54% (3035)	0.3% (20)
Separates easily from parent/caregiver	3% (154)	14% (785)	81% (4567)	2% (152)
Uses problem solving skills in social situations	19% (1074)	47% (2666)	33% (1879)	0.6% (39)
Appropriately expresses feelings and needs	16% (899)	39% (2198)	45% (2552)	0.1% (9)
Adapts to transitions within the school day	10% (553)	28% (1559)	62% (3539)	0.1% (7)
Interacts positively with adults in the classroom	6% (361)	25% (1411)	69% (3877)	0.1% (9)
Approaches to Learning	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Can persist in a self-directed activity for at least 15 minutes	12% (659)	28% (1596)	60% (3395)	0.1% (8)
Appears enthusiastic and interested in classroom activities	8% (451)	27% (1521)	65% (3675)	0.1% (10)
Uses a variety of learning strategies in the classroom	18% (1046)	43% (2450)	38% (2131)	0.4% (28)
Is able to pay attention during teacher-directed group activities for approximately 15 minutes	18% (1005)	36% (2020)	46% (2624)	0.1% (9)
Knows when and how to use adults as a resource	13% (722)	38% (2130)	49% (2777)	0.5% (29)
Initiates activities in classroom	13% (711)	32% (1786)	56% (3149)	0.1% (12)
Shows curiosity (asks questions, probes, tries new things, etc.)	11% (618)	34% (1945)	54% (3080)	0.3% (15)

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Communication	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Follows simple classroom rules and instructions with reminders	12% (674)	33% (1885)	55% (3102)	0.3% (17)
Communicates needs, wants, or thoughts in his/her primary language	7% (377)	21% (1201)	71% (4040)	0.7% (40)
Engages in conversation (e.g. complete sentences, turn-taking, etc.)	8% (474)	25% (1437)	66% (3732)	0.3% (15)
Understands simple directions, requests and information	8% (432)	24% (1351)	68% (3858)	0.3% (17)
Cognitive Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Shows awareness of how books are organized and used	9% (512)	26% (1483)	64% (3645)	0.3% (18)
Can recall and explain a sequence of events (e.g. can tell about a recent activity, can retell a story)	13% (747)	36% (2051)	50% (2827)	0.5% (33)
Recognizes his/her most commonly used name in print	5% (279)	13% (751)	82% (4617)	0.2% (11)
Engages in imaginative play	4% (215)	17% (968)	78% (4423)	0.9% (52)
Shows ability to discriminate and identify speech sounds	22% (1265)	37% (2120)	40% (2252)	0.4% (21)
Recognizes 10 or more letters of the alphabet	18% (991)	17% (968)	65% (3673)	0.4% (26)
Uses scribbles, symbols or letters to write or represent words or ideas	20% (1123)	29% (1662)	50% (2852)	0.4% (21)
Shows the ability to count 5 or more objects using one-to-one correspondence	8% (461)	16% (902)	76% (4282)	0.2% (13)
Can identify several basic geometric shapes (e.g. circle, square, rectangle, triangle)	8% (463)	28% (1571)	61% (3462)	3% (162)
Physical Health & Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Demonstrates age appropriate self-help skills (e.g. dressing, toileting, wiping nose, washing hands)	2.7% (146)	10.8% (575)	86.4% (4,597)	(7)

This child's ability to learn appears to be inhibited by:					
	Never	Seldom	Sometimes	Often	Don't Know (N)
Illness	90.0% (4,790)	5.0% (264)	4.2% (222)	0.9% (49)	n/a
Fatigue	83.3% (4,436)	6.4% (339)	8.4% (447)	1.9% (103)	n/a
Hunger	91.2% (4,855)	4.2% (225)	3.6% (194)	1.0% (51)	n/a

N.B. Row totals may not add exactly to 100% due to rounding.

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