1 BALDWIN STREET,
MONTPELIER, VT 05633-5701

PHONE: (802) 828-2295
FAX: (802) 828-2483

STATE OF VERMONT
JOINT FISCAL OFFICE

MEMORANDUM

To: Joint Fiscal Committee members

From: Sorsha Anderson, Senior Staff Associate

Date: July 25, 2023

Subject: LSP Request – JFO #3155

Enclosed please find one (1) item, which the Joint Fiscal Office has received from the Administration. ***This request is being held for the Joint Fiscal Committee meeting scheduled for Monday, July 31, 2023.***

JFO #3155: Fourteen (14) limited-service positions: seven (7) at Department for Children and Families, two (2) at Department of Health, one (1) at Department of Mental Health, three (3) at Agency of Education, and one (1) at the Office of Racial Equity. Funded through the previously approved Preschool Development Grant, JFO #2970. All positions funded through 12/20/2025. *[Received July 19, 2023]*

Please review the enclosed materials and notify the Joint Fiscal Office (Sorsha Anderson: sanderson@leg.state.vt.us) if you have questions.

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VERMONT
AGENCY OF HUMAN SERVICES

Department for Children and Families
Commissioner's Office
280 State Drive, HC 1 North
Waterbury, VT 05671-1080
(802) 241-0929 Fax (802) 241-0950
www.dcf.vermont.gov

MEMO

TO: Jenney Samuelson, Secretary, Agency of Human Services

FROM: Chris Winters, Commissioner, Department for Children and Families (DCF)

DATE: April 21, 2023

RE: Preschool Development Grant (PDG) Limited Services Positions

Please find enclosed a request for a limited-service position required to carry out the work required for the Preschool Development Grant (PDG). The Joint Fiscal Committee previously authorized acceptance of funds from this source via JFO #2970 in 2019.

Justification for the Request:
The new positions across AHS (DCF, VDH, DMH) in partnership with AOE, AOE (Office of Racial Equity) and ADS will carry out the large scope of the work towards strengthening Vermont's early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality.

This request includes 10 new positions across AHS (7 at DCF, 2 at VDH, and 1 at DMH).

Thank you in advance for your favorable consideration of this request.

Cc: Rich Donahey, AHS Chief Financial Officer

ID: 3F7640D3-2067-4CB5-A8DF-C3A13BD1E131

STATE OF VERMONT
Joint Fiscal Committee Review
Limited Service - Grant Funded
Position Request Form

This form is to be used by agencies and departments when additional grant funded positions are being requested. Review and approval by the Department of Human Resources must be obtained prior to review by the Department of Finance and Management. The Department of Finance will forward requests to the Joint Fiscal Office for JFC review. A Request for Classification Review Form (RFR) and an updated organizational chart showing to whom the new position(s) would report **must** be attached to this form. Please attach additional pages as necessary to provide enough detail.

Agency/Department: Agency of Human Services Date: 1/5/23

Name and Phone (of the person completing this request): Megan Smeaton (802) 798-9893

Request is for:

☐ Positions funded and attached to a new grant.

☑ Positions funded and attached to an existing grant approved by JFO # 2970

1. Name of Granting Agency, Title of Grant, Grant Funding Detail (attach grant documents):

   Department of Health and Human Services / Administration for Children and Families
   Preschool Development Grant Birth to Five Renewal Grant -- Notice of Award attached and application narrative/budget

2. List below titles, number of positions in each title, program area, and limited service end date (information should be based on grant award and should match information provided on the RFR) position(s) will be established only after JFC final approval:

Title* of Position(s) Requested	# of Positions	Division/Program	Grant Funding Period/Anticipated End Date
See attached for detail.			

*Final determination of title and pay grade to be made by the Department of Human Resources Classification Division upon submission and review of Request for Classification Review.

3. Justification for this request as an essential grant program need:

   Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements. See attached spreadsheet for more detail.

I certify that this information is correct and that necessary funding, space and equipment for the above position(s) are available (required by 32 VSA Sec. 5(b).

DocuSigned by: Anne O. Dalzy
18498AF5B5A29455...

☐ Signature of Agency or Department Head — Aimee Pope — Digitally signed by Aimee Pope Date: 2023.05.24 16:49:02 -04'00' — 5/18/2023 Date

Approved/Denied by Department of Human Resources — Adam Greshin — Digitally signed by Adam Greshin Date: 2023.06.07 15:24:25 -04'00' — Date

Approved/Denied by Finance and Management — DocuSigned by: Douglas Farnham 41948B1C0A36415... — Date

Approved/Denied by Secretary of Administration — Date 6/12/2023

Approved/Denied by Governor (required as amended by 2019 Leg. Session) — Date July 18, 2023

Comments:

DS JO 5/15/2023

Title	Pay Grade	# of Positions	Department	Division	Anticipated End Date	Justification
DCF Grants and Contracts Manager	25	2	DCF	BO	12/30/2025	Oversee all grants and contracts awarded by CDD, as well as support federal fiscal reporting
Business Application Support Specialist	25	1	DCF	CDD		Provides subject matter expert level support to staff and users of the business' application systems that support users' jobs of providing eligibility determination and case management.
Child Care Quality Program Administrator	27	1	DCF	CDD	12/30/2025	(ACCESS and Onbase)
Early Childhood and After School System Specialist	25	1	DCF	CDD	12/30/2025	Development and support of state wide quality systems in early childhood development and learning and afterschool services
Process and Performance Analyst	25	1	DCF	CDD	12/30/2025	Planning, policy, and program development related to Vermont's Quality Rating and Improvement System
CDD Process/Policy Administrator	25	1	DCF	CDD	12/30/2025	Support workforce and professional development projects; partner on data integration and evaluation efforts related to CDD's Improvement System
Grants Management Specialist	23	1	DMH			Oversee all programmatic aspects and monitoring of entire PDG award; coordinate across Agencies and Departments; complete all federal programmatic reporting
Public Health Specialist I or II	22/23	1	VDH	MCH	12/30/2025	NOTE: This position was originally planned to be at VDH/MCH, but will now still at DCF/CDD; this change is budget neutral.
Public Health Analyst III	26	1	VDH	HSI	12/30/2025	Provide business support for all grants and contracts awarded by DMH
					12/30/2025	Provide day-to-day support for PDG, PDG outgoing grants and contracts, and management of Maternal and Child Health early childhood programs
					12/30/2025	Provide analytic support to Help Me Grow (supported under PDG), and support early childhood data integration and linking efforts across Agencies/Departments
Total positions		**10**				

STATE OF VERMONT
Joint Fiscal Committee Review
Limited Service - Grant Funded
Position Request Form

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Agency/Department: Agency of Education Date: 1/5/23

Name and Phone (of the person completing this request): Megan Smeaton (802) 798-9893

Request is for:

- ☐ Positions funded and attached to a new grant.
- ☑ Positions funded and attached to an existing grant approved by JFO # 2970

1. Name of Granting Agency, Title of Grant, Grant Funding Detail (attach grant documents):

   Department of Health and Human Services / Administration for Children and Families
   Preschool Development Grant Birth to Five Renewal Grant -- Notice of Award attached and application narrative/budget

2. List below titles, number of positions in each title, program area, and limited service end date (information should be based on grant award and should match information provided on the RFR) position(s) will be established only after JFC final approval:

Title* of Position(s) Requested	# of Positions	Division/Program	Grant Funding Period/Anticipated End Date
See attached for detail.			

*Final determination of title and pay grade to be made by the Department of Human Resources Classification Division upon submission and review of Request for Classification Review.

3. Justification for this request as an essential grant program need:

   Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements. See attached spreadsheet for more detail.

I certify that this information is correct and that necessary funding, space and equipment for the above position(s) are available (required by 32 VSA Sec. 5(b).

DocuSigned by: Heather Bouchey
Signature of Agency or Department Head — 2/23/2023 Date

Aimee Pope — Digitally signed by Aimee Pope, Date: 2023.05.24 16:49:17 -04'00'
Approved/Denied by Department of Human Resources — Date

Adam Greshin — Digitally signed by Adam Greshin, Date: 2023.06.07 15:25:02 -04'00'
Approved/Denied by Finance and Management — Date

DocuSigned by: Douglas Farnham 41948B1C0A36415...
Approved/Denied by Secretary of Administration — 6/12/2023 Date

Approved/Denied by Governor (required as amended by 2019 Leg. Session) — Date July 18, 2023

Comments:

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Title	Pay Grade	# of Positions	Department	Division	Anticipated End Date	Justification
ACIS Monitoring Consultant Limited Position	24	1	AOE	Student Support	12/30/2025	Support collaborative quality improvement efforts in monitoring Universal Prekindergarten Education
Early MTSS Coordinator Limited Position	24	1	AOE	Student Support	12/30/2025	Support the implementation the Early MTSS Pyramid Model framework in early childcare and education programs
Education Data Analyst I	23	1	AOE	Student Support	12/30/2025	Work in partnership towards linking Vermont's State Longitudinal Data System to other early childhood data systems to support data integration and evaluation efforts
Total positions		**3**				

STATE OF VERMONT
Joint Fiscal Committee Review
Limited Service - Grant Funded
Position Request Form

This form is to be used by agencies and departments when additional grant funded positions are being requested. Review and approval by the Department of Human Resources must be obtained prior to review by the Department of Finance and Management. The Department of Finance will forward requests to the Joint Fiscal Office for JFC review. A Request for Classification Review Form (RFR) and an updated organizational chart showing to whom the new position(s) would report **must** be attached to this form. Please attach additional pages as necessary to provide enough detail.

Agency/Department: Agency of Administration/Office of Racial Equity Date: 1/5/23

Name and Phone (of the person completing this request): Megan Smeaton (802) 798-9893

Request is for:

- ☐ Positions funded and attached to a new grant.
- ☑ Positions funded and attached to an existing grant approved by JFO # 2970

1. Name of Granting Agency, Title of Grant, Grant Funding Detail (attach grant documents):

   Department of Health and Human Services / Administration for Children and Families
   Preschool Development Grant Birth to Five Renewal Grant -- Notice of Award attached and application narrative/budget

2. List below titles, number of positions in each title, program area, and limited service end date (information should be based on grant award and should match information provided on the RFR) position(s) will be established only after JFC final approval:

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See attached for detail.			

*Final determination of title and pay grade to be made by the Department of Human Resources Classification Division upon submission and review of Request for Classification Review.

3. Justification for this request as an essential grant program need:

   Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements. See attached spreadsheet for more detail.

I certify that this information is correct and that necessary funding, space and equipment for the above position(s) are available (required by 32 VSA Sec. 5(b).

Xusana Davis — Digitally signed by Xusana Davis Date: 2023.03.16 17:52:20 -04'00'
Signature of Agency or Department Head — Date

Aimee Pope — Digitally signed by Aimee Pope Date: 2023.05.24 16:49:35 -04'00'
Approved/Denied by Department of Human Resources — Date

Adam Greshin — Digitally signed by Adam Greshin Date: 2023.06.07 15:25:44 -04'00'
Approved/Denied by Finance and Management — Date 6/12/2023

Docusigned by: Douglas Farnham 41948B1C0A36415...
Approved/Denied by Secretary of Administration — Date

Approved/Denied by Governor (required as amended by 2019 Leg. Session) — Date July 18, 2023

Comments:

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Title	Pay Grade	# of Positions	Department	Division	Anticipated End Date	Justification
DRJS Data Analyst	27	1	Office of Racial Equity		12/30/2025	Support early childhood data integration and linking efforts across Agencies/Departments
Total positions		**1**				

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Vermont Preschool Development Grant Birth Through Five (PDG B-5)
Renewal Grant Application
HHS-2022-ACF-OCC-TP-0180

Vermont Integration Project: Building Integration in Vermont's B-5 Early Childhood Systems (VIP B-5)
November 2022

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- Letter from Governor Scott
- Organizational Chart
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Project Summary/Abstract

Project Title: Vermont Integration Project: Building Integration in Vermont's B-5 Early Childhood Systems (VIP B-5)
Applicant Name: Dr. Harry Chen, AHS Dept. for Children and Families Commissioner
Vermont Agency of Human Services, Child Development Division (CDD)
Applicant Address: 280 State Drive - Waterbury, Vermont 05671-1040
Phone Number: 802-241-0927
Email: Harry.Chen@vermont.gov
Website: https://dcf.vermont.gov/cdd

The **Vermont Integration Project: Building Integration in Vermont's B-5 Early Childhood Systems** (VIP B-5) will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children. Vermont is committed to strengthening our comprehensive Early Childhood Care and Education (ECCE) system as evidenced by: strong public-private partnerships; consistent use of the Early Childhood (EC) Needs Assessment and Vermont Early Childhood Action Plan; and legislation passed in 2021 prioritizing an examination of governance and financing in our ECCE system alongside public investment in early childhood education. Building on Vermont's work conducted under the PDG Planning Grant received in 2018, the state will use this opportunity to:

- Develop a robust and replicable early childhood needs assessment and use this data to inform strategy and decision making.
- Implement and update the Vermont Early Childhood Action Plan (VECAP), the state's Strategic Plan, which articulates the following four goals for the early childhood system: 1. All children have a healthy start; 2. Families and communities play a leading role in children's well-being; 3. Children and families have access to high quality opportunities that meet their needs; and 4. The system is integrated, well-resourced, and data-informed.
- Build strong child-family relationships and increase opportunities for family engagement by engaging diverse family perspectives to inform decision making, reduce barriers, improve family choice, and increase access to EC resources, services, and supports.
- Prioritize the B-5 Workforce and the delivery of high-quality services through trauma-responsive professional development, use of the Vermont Early Learning Standards and a strengthened Vermont Quality Rating Improvement System (QRIS).
- Utilize continuous quality improvement across Vermont's ECCE mixed delivery system to build capacity and collaboration between two agencies that currently govern and administer components of the system, and collaboratively integrate and monitor EC data across sectors with an equity lens.
- Use subgrants to address some of Vermont's most persistent barriers to serving children and families including innovative pilots to support quality, access, workforce, connecting families to services, regional priorities, mental health, support for children with disabilities and specialized needs, and support for family child care homes.
- Vermont is committed to conducting rigorous evaluation to determine the impact of grant activities and the EC system.

Vermont's EC system demonstrates true partnership, commitment, and shared accountability among the state's agencies, the Building Bright Futures State Advisory Council Network, private and philanthropic partners, and community leaders across sectors. VIP B-5 will allow Vermont to build on our existing infrastructure and strong partnerships to improve equitable and inclusive access and quality in our system, positively impacting child and family outcomes.

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Expected Outcomes & Approach

Vermont's vision and ultimate goal is to improve the well-being of children and families through comprehensive and coordinated supports that achieve the long-term outcomes identified in our strategic plan and logic model: 1. Ensuring all children have a healthy start; 2. Families and communities play a leading role in children's well-being; 3. Children and families have access to high quality opportunities that meet their needs; and 4. The EC system will be integrated, well-resourced, and data-informed. To achieve these long-term goals and outcomes, the Vermont Integration Project: Building Integration in Vermont's B-5 Early Childhood Systems (VIP B-5) through the PDG Renewal Grant Opportunity will work toward the following expected short-term outcomes:

Quality Improvement: Improving quality across the ECCE mixed delivery system through collaborative, cross-sector continuous quality improvement efforts, and increasing integration and alignment to advance a common vision for the EC system. Improving equitable and inclusive access to services, resources, and supports for vulnerable children and families.

Family Engagement: Ensuring families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) services and supports. Developing strong processes to meaningfully engage, prioritize, and value families as leaders and decision-makers.

Workforce Development: Building a robust, culturally responsive, high quality, well-compensated, and stable EC workforce through evidence-based and innovative programs and strategies that are trauma informed.

Data Improvement: Strengthening the use of high-quality cross-sector data to support accountability and decision-making in policy and resource allocation.

Vermont's approach to VIP B-5: Our approach is guided by Vermont's vision for the early

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childhood system developed under the PDG Planning Grant and aligned with Vermont's Guiding Principles for Supporting Each and Every Young Child and Family's Full and Equitable Participation: *Vermont aspires to realize the promise of each and every Vermont child by ensuring that the early childhood system is an integrated, continuous, comprehensive, high quality system of services that is equitable, accessible and will improve outcomes for children in the prenatal period to age eight and their families*. Our work towards this vision is grounded in a mixed-delivery system of high-quality services that values children and families at the center of all our work; authentic connection, relationships, and partnership; diversity, equity, and inclusion; ensuring data, alongside family and community voice, inform decision-making; and shared success and accountability. These values will guide Vermont's ability to better meet the needs of vulnerable children and families.

While Vermont is consistently ranked in the top ten states for child and family well-being, these rankings do not tell the full story. Supporting vulnerable populations in accessing high quality, inclusive services across Vermont's complex Early Childhood (EC) system is paired with increased need: high rates of child poverty, longstanding shortage of early childhood care and education, increasing rates of behavioral, emotional, developmental and mental health conditions, and an escalating workforce crisis, to name just a few. The COVID-19 pandemic, on top of longstanding systemic injustice and inequity in our systems, has highlighted the significant gaps and needs of children and families in Vermont.

Target Population: Based on the PDG B-5 Planning Grant, Vermont's 2020 EC Needs Assessment defined the target population of vulnerable children as children, from birth through third grade who: 1. Are in low-income families; 2. Have developmental disabilities or delays; 3. Are English language learners; 4. Are refugees; 5. Are migrant and/or undocumented; 6. Are

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experiencing homelessness; 7. Are geographically isolated (critical given the rural nature of Vermont); 8. Have parents who are incarcerated; and/or 9. Are at risk of, or have experienced, abuse or neglect or trauma including children in foster care. Any of these children would be considered underserved when economic or environmental challenges, or lack of family or public resources limit access to services and supports that are developmentally beneficial for the child and strengthen their family. Since the needs assessment, this definition of vulnerable children has been expanded to include infants and toddlers, as well as children and families in need of mental health and emotional supports.

Mixed delivery system: Over many decades, countless EC champions in Vermont have built, invested in, and contributed to a stronger system for our children. Strong leadership from communities, public and private ECCE, schools, businesses, non-profits, advocacy, state government, philanthropy and many others have ensured the sustainability of our system. This commitment to early childhood is reinforced by the cross-sector support for this application through proposed projects for state and community-level improvements and match funding. Consequently, Vermont's current EC system is robust, including services, supports and resources in the following domains: physical health, mental health, early care, education, home visiting, nutrition, family support services, disabilities services and more.

Vermont Agency of Human Services – Child Development Division: The Child Development Division (CDD) is the state entity responsible for federal and state early childhood programs and services, including Child Care and Development Fund, IDEA Part C, Child Care Financial Assistance Program, Child Care Licensing, Parent Child Centers, Community Child Care Support Agencies, Children's Integrated Services, and the Head Start State Collaboration Office. CDD also co-administers Vermont's publicly funded Universal

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Prekindergarten with the Agency of Education. CDD has a strong track record of collaboration and coordination among the full range of programs, services, and funding streams of Vermont's early childhood care and education mixed delivery system serving children from birth through age five.

Building Bright Futures – Vermont's Early Childhood State Advisory Council: Building Bright Futures (BBF) is Vermont's early childhood public private partnership, established by executive order in 2006 and charged under Vermont Title 33 § Chapter 46 and the Federal Head Start Act (Public Law 110-134) as Vermont's Early Childhood State Advisory Council (SAC) and the backbone infrastructure for Vermont's early childhood system. BBF maintains Vermont's Early Childhood Action Plan (VECAP), a five-year vision and strategic plan. Within these legislative mandates, BBF is charged with five primary responsibilities: convening, monitoring, empowering, responding, and advising.

With a wide reach throughout Vermont's EC System, BBF's Network includes the State Advisory Council (SAC), 12 Regional Councils, and seven Committees that move the VECAP forward. The SAC brings together 23 Governor-appointed and at-large EC leaders and decision makers to advise the Governor and Legislature on the well-being of children in the prenatal period through age eight and their families. The BBF Network infrastructure engages over 450 early childhood stakeholders including families, state agency representatives, legislators, community organization representatives, advocates, funders, EC workforce professionals, and national partners. Vermont will build on the existing infrastructure to develop new partnerships and strengthen existing partnerships across sectors to ensure meaningful participation within this advisory body and network.

Project Activities and Scope: The VIP B-5 will utilize BBF and cross-sector public and

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private partners within the mixed delivery system to: 1. Broaden and deepen our understanding of family, community, and system needs through an **updated, replicable B-5 Needs Assessment (NA)**; 2. Strengthen our collective vision and strategy through **updating the Vermont Early Childhood Action Plan (VECAP)** using lenses of equity, inclusion, and integration; 3. Develop strong infrastructure to **engage diverse families** and provide opportunities for leadership and partnership in decision-making; 4. Stabilize and **strengthen the early childhood workforce** across sectors including child care, education, and mental health through evidence-based practice, building workforce capacity, mentorship, and providing professional development; 5. **Improve the quality of our mixed-delivery system** through monitoring and CQI efforts in child care, Universal Prekindergarten Education (UPK), and early childhood data; and 6. **Build the capacity of our regional and statewide communities through subgrants** to strengthen and improve access, quality, workforce, connecting families to services, and supporting children with disabilities and special needs.

Addressing Obstacles and Challenges: Vermont has historically faced a fragmented EC system leading to barriers to integration, alignment, and coordination at the expense of equitable access to high quality services, resources, and supports. However, as outlined throughout this application, Vermont's strong EC stakeholder network, the awareness of the importance of the EC period and workforce, along with the EC focus from the legislature and governance studies, are already addressing these longstanding challenges. VIP B-5 will further strengthen, align, and integrate programs and data, leading to more efficient use of resources and service delivery in Vermont's mixed delivery system. For families, this means greater access and quality, more appropriate choices and decision-making opportunities, seamless navigation, and smoother transitions for the most vulnerable children.

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Activity One: Comprehensive Statewide B-5 Needs Assessment – Lead: BBF ($189,264)

Vermont's Current B-5 Needs Assessment

The statewide B-5 Needs Assessment (NA) funded by the PDG B-5 Planning Grant was completed in August 2020 with input from 160 stakeholders across Vermont's EC system. This timeline, although delayed from original expectations, highlighted some of the ways the COVID pandemic exacerbated gaps and challenges for children and families that would have been missed had the project been completed on its original timeline. Building Bright Futures (BBF), Vermont's Early Childhood State Advisory Council, was charged with conducting the 2020 Needs Assessment and used four primary methods to gather information: 1. Focus groups; 2. Statewide survey; 3. Agency data compilation for an unduplicated within program count; and 4. Systematic document review. Eight key themes emerged; descriptions follow and include alignment within Vermont's Early Childhood Action Plan (VECAP), or five-year Strategic Plan.

Equity and Vulnerable Populations: VECAP Goals 1 & 3. Gaps in the EC system have a greater impact on specific groups. Families living in rural communities, communities of color, and children who experience other risk factors such as poverty, homelessness, or immigrant/ refugee status, face exacerbated access, quality and affordability gaps. For example, 36% of children under age six live in households with income below 200% of the Federal Poverty Level.

Quality and Accessibility: Goal 3. Access to child care remains a significant challenge across the state, particularly for infants and toddlers. 62% of infants lack access to a child care provider, increasing up to 89% in rural counties (based on pre-COVID rates).

Early Childhood and Family Mental Health: Goals 1 & 3. Current mental health challenges of children and families reflect potential lasting secondary effects of COVID-19. One in five

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children in Vermont between the ages of six and eight has a social, emotional, or behavioral health condition, compared with 8% of children under five.

Workforce: Goal 3. Developing and sustaining a pipeline of early childhood professionals is costly and remains a challenge across the state. Only 2% of EC stakeholders reported that the workforce has the resources necessary to meet the needs of children and families.

System Integration: Goal 4. Rigid policies and funding have many services still operating in silos. Coordination and alignment remain a challenge at the system level and are necessary for success at the regional level, starting with aligned messaging in the mixed-delivery system.

Family Leadership and Engagement: Goal 2. EC stakeholders at all levels of the system need to recognize families as partners whose voices are critical to the system's success.

Resources and Funding: Goal 4. Despite increased investments in Vermont's EC system, programs are not adequately funded, and securing stable funding is a significant concern for EC programs across the state.

High Quality Data: Goal 4. Lack of high-quality data across the EC system limits knowledge of outcomes and services and undermines informed decision-making at the state and local levels. This section within the 2020 Needs Assessment included a comprehensive listing of data gaps and initiated the development of an early childhood data development agenda.

Needs Assessment Initiatives Since the PDG Planning Grant

Since the release of the 2020 Needs Assessment, numerous initiatives have supported Vermont's ability to meet the needs of children, families, and communities. Several themes arise across all assessments and reports and will be important priorities within this renewal opportunity, including: systems integration and coordination (including early childhood governance), workforce development, high quality data, family partnership, equity, and

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supporting Vermont's most vulnerable populations. Example indicators resulting from these assessments are included in the Strategic Plan Inventory in Activity 2.

These assessments have supported routine and one-time assessments including: the annual State of Vermont's Children report; the 2020 Family Engagement Assessment completed by BBF under the PDG B-5 Planning Grant and updated 2022 Family Needs Assessment; a Systems Asset and Gap Analysis (required under the Early Childhood Comprehensive Systems Grant funded by HRSA); the development of an early childhood spending inventory to establish a baseline of the current investments; the Stalled at the Start report analyzing the supply of and demand for full-day, full-year, regulated child care; a report on child care program closures, capacity, and enrollment by the Child Development Division; a Vermont Early Childhood Wage and Fringe Benefit Report; a Head Start Needs Assessment; and Vermont's Child Care and Early Childhood Education Systems Analysis, which examined the governance and administration of Vermont's early care and education system.

Additionally, Vermont's early childhood Regional Councils work together monthly to collectively identify gaps for children and families and problem solve how to improve access to services. The RCs top needs identified in 2022 were: workforce development, mental health, family engagement, equitable access to services, access to basic needs, building resilience in families and communities, and building an integrated EC system.

Finally, two studies currently underway will provide additional insight on pressing needs and opportunities for children and families by March 2023: Vermont's Family Needs Assessment, designed by the VECAP Families and Communities Committee to document families' experiences with EC services and the barriers to access and quality that they face, and Vermont's Early Childhood Finance Study, overseen by Vermont's Joint Fiscal Office to develop a model to

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capture the true cost of providing high quality early care and education to all children who need it in Vermont and identify mechanisms to fund the state's ECE system.

Updating the EC Needs Assessment

Building Bright Futures (BBF) is named in state statute as the entity responsible for conducting periodic needs assessments for Vermont's EC system. In order to ensure meaningful engagement of key EC partners and stakeholders, BBF will utilize their 450+ stakeholder network to support continued assessment of the needs of children and families in Vermont as outlined in the activities below, including families, community organizations, and with child and family serving state agencies, departments, and divisions.

Year 1 Meta-Analysis: In Year 1, BBF will conduct a meta-analysis of the recently completed needs assessments, reports, and analyses to examine current needs, barriers, gaps, and opportunities for the birth through grade three population. BBF will then determine whether additional data is needed to inform the project's objectives and implement a survey or focus group activities accordingly. BBF will convene discussions with key stakeholders to determine the ideal mechanisms to capture data on the true need, program capacity by region, slots, enrollment, etc. Additional areas to be addressed in Year 1 follow.

Development of a Replicable B-5 Early Childhood Needs Assessment: Information from the meta-analysis will be used to develop a new, replicable, robust, and inclusive Early Childhood Needs Assessment across sectors, regions, and populations. BBF will partner with state agencies, community-based organizations, families, direct service providers, schools, and vulnerable and marginalized populations to develop a new data collection strategy that prioritizes a systematic and sustainable solution for identifying the needs in Vermont's early childhood system including the ECCE workforce. Vermont will also review the timing and scope of other federally required

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assessments and data collection efforts statewide to reduce duplication and survey fatigue, and ensure alignment with the EC Needs Assessment.

Unduplicated Count: Vermont will prioritize capturing the distinct number of children B-5 being served within and across key programs throughout the broad EC system, and the distinct number of children B-5 awaiting service in such programs by age, including infants and toddlers, and the capacity of existing programs. Vermont has developed a plan for identifying the unduplicated count of children and will utilize the VECAP Data and Evaluation Committee to document data gaps and limitations related to this effort.

Review of the EC Spending Inventory: A thorough review of the EC Spending Inventory will be undertaken to determine next steps for collectively understanding resources dedicated to children and families. The findings of this review will inform the financing elements for inclusion within the replicable needs assessments.

Assess EC Workforce Needs: Both the meta-analysis (Year 1) and the replicable Needs Assessment (NA) (Year 2) will include a focus on the EC workforce. The development of the replicable NA will include a review of existing qualitative and quantitative data sources (e.g. Vermont's ECCE Workforce Registry, Vermont's Early Childhood Wage and Fringe Benefit Report; Workforce Report, professional development surveys, Child Care Capacity Building Report, turnover and vacancies in designated MH Agencies, Children's Integrated Services (CIS) Recruitment and Retention, impact of COVID recovery investments etc.) to determine where gaps remain, where there is duplication, and the impact of the pandemic. This review will inform the replicable Needs Assessment, the Data Development Agenda, and the 2025 VECAP.

Year 2 Needs Assessment: In Year 2, BBF will partner with state agencies and community partners to systematically conduct Vermont's Needs Assessment. This data collection effort will

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be analyzed alongside the meta-analysis completed in Year 1 to update priorities, indicators, outcomes, objectives, and strategies for the updated VECAP.

Year 3 Continuous Identification and Documentation of Needs: In Year 3, while the formal Needs Assessment will have been completed, continuous identification and documentation of needs will be sustained through the BBF Network. BBF will continue to update and disseminate the NA every five years, one year before the 5-year strategic plan update.

***Activity Two: B-5 Statewide Strategic Plan* – Lead: BBF ($382,415)**

Vermont aspires to realize the promise of each and every Vermont child by ensuring that the early childhood system is an integrated, continuous, comprehensive, high-quality system of services that is equitable, accessible and will improve outcomes for children in the prenatal period to age eight and their families. This vision is the foundation upon which Vermont's Early Childhood Action Plan (VECAP), the five-year Strategic Plan, is based. To continue progress toward this vision, Vermont will execute two phases in updating the VECAP. The first phase is continued use, monitoring, and documentation of the goals, objectives, and strategies outlined in the current five-year plan across the multi-sectoral early childhood system. The second phase is to formally update the VECAP using stakeholder engagement, lessons learned from the first four years of utilizing the VECAP, a strategic plan crosswalk, indicator review, and data from the needs assessment.

Overview and Current Status of Vermont's Early Childhood Action Plan (VECAP)

The PDG B-5 Planning Grant supported BBF to update Vermont's Early Childhood Action Plan (VECAP) through an extensive two-year process with participation of over 450 stakeholders culminating in fall 2020. The VECAP was developed through examination of the

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gaps, challenges, and barriers identified in the 2020 NA; stakeholder engagement; and review of existing cross-sector Strategic Plans.

Since the adoption of the 2020 VECAP, decision- makers and EC stakeholders have used the VECAP as a guide for understanding priorities and strategies to best meet the needs of Vermont's most vulnerable children and families. The 2020 VECAP centers around four goals: 1. All children have a healthy start; 2. Families and communities play a leading role in children's well-being; 3. All children and families have access to high-quality opportunities that meet their needs; and 4. The Early Childhood system will be integrated, well-resourced, and data-informed.

Each VECAP goal is operationalized through objectives, strategies, actions, and more than 40 intermediate and five-year indicators to measure progress. A dashboard prototype to monitor indicators is available at https://vermontkidsdata.org/vecap-dashboard/.

Progress and lessons learned and shifts in strategy since the COVID-19 pandemic: As identified in the 2020 NA, the COVID-19 pandemic exacerbated challenges and gaps facing families and the EC system. The pandemic also impacted progress on the strategic plan and reduced the capacity of the majority of stakeholders to participate in strategic plan efforts which led to a focused scope rather than addressing multiple objectives and strategies as outlined in the 2020 VECAP. The adjustments made during the pandemic highlight: 1. The agility required to meet the emerging needs of Vermont's EC system; and 2. The importance of discrete scopes of work to measure the impact and make progress on the broad VECAP goals. While the COVID-19 pandemic altered plans, the ultimate impact has been to adapt such that areas of focus are tighter, while systems have become more flexible and agile. Vermont's work under the PDG B-5 Planning Grant was continued through support from numerous funding sources in the absence of a PDG Renewal award during that time. Since the fall of 2020, Vermont has

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documented significant accomplishments along with challenges and lessons learned. Examples from key activities and strategies are outlined in the table below by the four VECAP goals.

Strategic Plan Inventory

VECAP Goal 1: All Children Have a Healthy Start
Progress, Accomplishments, and Shifts in Strategy Since the COVID-19 Pandemic ● Increase in perinatal physical and mental health access through Vermont's expanded Medicaid coverage ● Increased alignment in developmental screening through the ASQ Online across home visiting, Head Start, primary care offices, and ECCE and UPK settings.
Lessons Learned ● American Rescue Plan Act funds made an immediate and lasting impact on children and families, and sustaining the investments are needed. ● Marginalized and vulnerable populations were disproportionately impacted by the pandemic. ● There is a need for a centralized, coordinated intake and referral system to ensure families have equitable access to needed services and messaging is aligned.
Goal 1 Indicators: ⬇ 12% of children in Vermont lived in food insecure households in 2020, 33% of whom are likely ineligible for federal nutrition programs. (US - 16% and 21% respectively). ⬆ The percentage of children (1-3 years) receiving at least one developmental screening in the first 3 years of life increased from 46.6% in 2015 to 57.5% in 2020.
VECAP Goal 2: Families and Communities Play a Leading Role in Children's Well-being
Progress, Accomplishments, and Shifts in Strategy Since the COVID-19 Pandemic ● Two family representatives serve on the State Advisory Council (SAC). ● Families make up a majority of the VECAP Families and Communities Committee ● The Committee led the 2020 Family Engagement Assessment resulting in policy recommendations to the SAC.
Lessons Learned ● Creating a culture that invites and supports family engagement and partnership will take time, accountability, and will challenge existing structures. ● Compensation for families' time is required. ● Providing leadership opportunities in inclusive and culturally and linguistically appropriate ways is critical to engagement efforts.
Goal 2 Data: ✔ VECAP Families and Communities Committee membership exceeds 51% primary caregivers (participating without a professional hat.) ⬇ 521 children under age nine in out-of-home protective custody in 2021 (from 659 in 2019).

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VECAP Goal 3: All Children and Families Have Access to High-Quality Opportunities That Meet Their Needs
Progress, Accomplishments, and Shifts in Strategy Since the COVID-19 Pandemic ● Significant public investments to expand CCFAP eligibility to increase equitable access. ● Supported the ECCE workforce through retention bonuses, childcare stabilization grants, loan repayment, and reduced barriers to professional development. ● Increased Medicaid billing rate for mental health services allowed designated agencies to increase wages with an immediate impact on workforce retention. ● Legislative action to prohibit exclusionary discipline practices for children under age eight (Act 35 and S. 283).
Lessons Learned ● The workforce must be valued, compensated, and supported to protect against burn-out. ● There is an opportunity to align Vermont's QRIS with national best practice. ● It is essential that policy and policy changes are clearly conveyed.
Goal 3 Indicators: ⬆ 5,794 children received CCFAP (2021) with 60% (3,517) of those being under age 5 ⬇ 7,148 individuals working with children in regulated child care settings (2020) = 84% of children are ready for kindergarten (no significant change)
VECAP Goal 4: The EC System will be Integrated, Well-resourced, and Data-informed
Progress, Accomplishments, and Shifts in Strategy Since the COVID-19 Pandemic ● Development of Vermont's Early Childhood Data and Policy Center to centralize and disseminate data, policy recommendations, and publications ● Development of a baseline early childhood system spending inventory ● Legislative action (H.171/Act 45) prioritized an examination of early childhood governance (completed) and financing (forthcoming Jan. 2023)
Lessons Learned ● Change is catalyzed with a clear vision and public pressure. ● Technological infrastructure takes time to build, but capturing needs is urgent. ● Vermont's current EC system is fragmented and negatively impacts child and family outcomes.
Goal 4 Indicators: ✔ Vermont has developed a cross-sector baseline Early Childhood Spending Inventory. ✘ Vermont can produce an unduplicated count of children receiving EC services. ✔ Vermont decision-makers report and/or demonstrate using evidence and data to inform decision-making.

Key Indicators to Measure Progress: For the 2020 VECAP, the VECAP Data and Evaluation Committee supported the identification of intermediate and long-term outcomes to track progress

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toward the goals identified in the VECAP. Agency and community data stewards provide data on a regular basis, and partner with BBF to ensure high-quality, reliable, and valid data for the annually produced State of Vermont's Children, and the VECAP data dashboard. See more below on the annual process for reviewing and revising these indicators.

Updating Vermont's Early Childhood Action Plan (VECAP)

In Years 1 and 2, Vermont will continue to use the existing VECAP, which outlines a clear commitment to developing policies, allocating resources, collecting data, and improving access to service provision to improve the well-being of all children, especially those most vulnerable. Updating the VECAP will include two phases, both of which will apply an equity lens and ensure that children and families are held at the center of decision-making and using a continuous quality improvement (CQI) framework. The first phase is continued use, monitoring, and documentation of the goals, objectives, and strategies outlined in the current 5-year plan across the multi-sectoral early childhood system. The second phase is to formally update the VECAP using stakeholder engagement, lessons learned from the first four years of utilizing the VECAP, a strategic plan crosswalk, indicator review, and data from the needs assessment.

Phase 1

Continued use of the 2020 VECAP: Vermont will continue to utilize the goals, objectives, and strategies outlined in the 2020 VECAP (alongside new data) to guide activities outlined. Progress, lessons learned, and indicators will continue to be documented as part of the next Needs Assessment and inform the development of the 2025 VECAP.

Indicator Review & Revision (Annually): Each year, the BBF Network will conduct a review of current indicators to determine whether data is currently available; where progress has been made; whether indicators are still appropriate and meaningful; and if new data is available to

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support in monitoring the goals. This review will prioritize indicators focused on equity and determining how to best disaggregate data for marginalized populations and subpopulations. An up-to-date list of indicators by VECAP Goal will be produced and continuously monitored through the Vermont Early Childhood Data and Policy Center's VECAP Data Dashboard.

VECAP Inventory - Monitoring Strategic Plan Progress and Challenges (Annually): Starting in 2014, BBF has held a VECAP Summit where early childhood partners convene to celebrate the successes and troubleshoot the challenges toward our common goals. During the spring of 2022, BBF developed a monitoring protocol which has been used with groups across the state, including small group sessions during the 2022 VECAP Summit, which resulted in a robust inventory table (examples of key strategies and educators are included in the table above), which will be continuously updated and monitored. This protocol will continue to be used throughout the grant period, providing qualitative and quantitative data to guide annual work of the VECAP Committees. In addition, this protocol and the summit itself will inform the annual recommendations from Vermont's Early Childhood State Advisory Council Network.

Strategic Plan Crosswalk (Years 1& 2): The 2020 VECAP will be reviewed alongside the following plans and data sources to identify opportunities for alignment, increase the use of common language, and update priorities: Vermont's Strategic Plan, Maternal and Child Health Strategic Plan, State Health Improvement Plan, Head Start State Collaboration Office Strategic Plan, needs assessment data, VECAP indicators, and the State of Vermont's Children. The VECAP will also be reviewed alongside the Early Childhood Spending Inventory to assess gaps and opportunities.

Communicating the Vision and Strategic Plan (Years 1 & 3): BBF will develop and implement a VECAP communications strategy to help stakeholders understand the goals,

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outcomes, and how to take action. Vermont participated in the PDG TA Center's Early Childhood Systems Workshop Series focused on developing strong visuals to communicate about systems and strategic plans. Vermont will leverage progress made during the workshop series and lessons learned from other PDG recipients to inform our communication strategy. In Year 1, this plan will focus on the 2020 VECAP, and in Year 3, the 2025 VECAP.

Phase 2

Strategic Plan Update & Meaningful Stakeholder Engagement (Year 3): In Year 3, BBF will formally update the VECAP using stakeholder engagement, lessons learned from the first four years of utilizing the VECAP, the strategic plan crosswalk, indicator review, and data from the needs assessment. Stakeholder engagement will take place through statewide convenings of each level of the BBF Network (Regional Councils, Strategic Plan Committees, and the State Advisory Council). Specific attention will be paid to ensuring that families, providers, and those who have been traditionally marginalized are meaningfully engaged by partnering with cultural liaisons, the Vermont Interagency Coordinating Council, the Vermont Office of Racial Equity, and other statewide and community entities. This strategic plan update will align with the five-year cycle for continuously updating the VECAP.

Ensuring Equity and Child-centered Vision and Strategy (Years 1-3)

BBF will hire a Diversity, Equity, and Inclusion (DEI) consultant to advise at all levels of decision- making to ensure that Vermont is using an equity lens to inform the work, and that children and families are held at the center of decision-making. This consultant will provide organizational change management coaching; conduct an equity audit alongside the strategic plan crosswalk (Years 1-2) to ensure strategic priorities are developed with an equity lens; help build diverse engagement across the BBF Network to support meaningful participation and the

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voices of marginalized populations; and develop diversity, equity and inclusion competencies to make institution-level changes (hiring practices, evaluation measures, outreach strategies, organization culture). BBF will also partner with Vermont's Office of Racial Equity to ensure the VECAP update is aligned with existing recommendations and statewide priorities related to racial equity.

Through these activities, Vermont will update its comprehensive statewide B-5 strategic plan with broad stakeholder engagement, aligned vision, and routine monitoring and evaluation to document progress and success.

Activity 3: Maximize Parent and Family Engagement in the B-5 System

Vermont has made significant progress in increasing opportunities for family engagement and partnership over the past several years. Including families as partners in decision-making at all levels of the EC system and supporting families and caregivers to serve as their child's first and most important teacher are key objectives outlined in the VECAP, and critical tenants of ongoing work including a HRSA funded Early Childhood Comprehensive Systems Grant. The work of BBF's Families & Communities Committee plays a central role in expanding family leadership, however, as identified in the 2020 NA, barriers to participation and access continue to persist for many families, particularly for families of the most vulnerable children. The following projects will collectively support Vermont's ability to increase family knowledge of, and engagement with, Vermont's EC system, thereby 1. Improving family choice within the mixed delivery system; 2. Ensuring equitable access to services, resources, and supports, and effective response when a concern or need is identified; and 3. Supporting shared decision-making and family leadership in culturally and linguistically responsive ways.

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Project 3.1 Supporting Family Leadership to Improve Vermont's EC System – Lead: BBF ($132,621)

The BBF Network is actively leading in the state by providing opportunities for family leadership through the Families and Communities Committee (FCC) infrastructure to improve Vermont's EC system. BBF's FCC serves as a table for parents, caregivers, and stakeholders to develop a statewide approach that expands family partnerships at the provider, agency, and community levels. The Committee provides parents and caregivers opportunities to bring forward thoughts and concerns, and provides a forum to involve families in systems conversations and decision-making. To strengthen Vermont's capacity to improve engagement and leadership opportunities, the BBF FCC will build strong infrastructure, directly support family leaders through a Family Leadership Navigator, and produce an inventory of existing family leadership and engagement programs.

FCC Infrastructure and Family Ambassadors: Vermont is committed to ensuring that the FCC table is as welcoming and accessible as possible and is able to successfully play a key role in statewide family-led decision-making. Three strategies will be used to recruit family ambassadors and strengthen the infrastructure of the FCC: 1. Training for co-chairs and FCC members focused on equity, cultural competence, leadership, facilitation, and empowerment; 2. Supporting recruitment, engagement, and retention of families, parents, and community members to diversify FCC membership and family engagement efforts statewide in partnership with cultural liaisons and interpreters; 3. Stipends for expenses related to child care, transportation, and professional development opportunities will be offered to ensure families can meaningfully participate in meetings, legislative testimony, and other decision-making venues.

Family Leadership Navigator: In addition to two parent co-chairs staffing the FCC, a

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full-time Family Leadership Navigator will support the training and mentoring outlined above. This navigator will also support alignment and collaboration between the FCC, the Vermont Interagency Coordinating Council (Vermont's federally required body for IDEA Part C), the Vermont Head Start Association and Collaboration Office, and other entities supporting family engagement. Strengthening these partnerships will improve coordination across entities, support resource sharing, and strengthen family voice.

Inventory of Family Engagement and Leadership Programs: To ensure efforts are not duplicative and that opportunities are being sufficiently leveraged, an inventory identifying all the entities and programs that support or facilitate family engagement, family leadership, and family advisement statewide will be developed. This work will include identifying where there are opportunities for leadership, what resources are available, how best to make those connections and communicate about opportunities across Vermont.

Project 3.2 Coordinated Intake and Referral (Help Me Grow) – Lead: VDH ($609,497)

Vermont will improve awareness of, and equitable access to, existing resources and services for young children and their families through Help Me Grow Vermont (HMG), the state's evidence-based centralized information and referral system (CIRS).

Expanding Family Knowledge and Engagement: Help Me Grow's team of trained child development specialists connect families with young children to basic needs, high quality parent education information, and developmental resources - including tools to support conversations with families about their child's development and learning. The CIRS maintains a network of community resources across sectors and coordinates services across the network to better connect families to what they need. HMG's CIRS connects children and families to needed developmental supports as early as possible which improves equitable access to resources. HMG

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also offers ongoing coordination for families and a closed loop referral process to mitigate barriers to accessing services.

Connection to IDEA Services: HMG hosts and promotes the ASQ Online system as a key strategy to screen all children for development at recommended intervals in ECCE programs and health settings. For each positive screen, the closed loop referral process will ensure that families are aware of, and have access to IDEA services, resources, and supports. The ASQ Online will be integrated with Universal Developmental Screening Registry for sharing developmental screening information across providers and over time.

Project 3.3 Building Strong Family-Child Relationships – Lead: VDH ($181,984)

As outlined in VECAP Goal 2: "*A child's sense of self and how they interact with the world depends on the quality and stability of their relationships with family and their community. Strong families make strong children*." One way Vermont will support strong family-child relationships and build a stronger community infrastructure is by developing a cadre of Touchpoints facilitators and trainers. Touchpoints is an evidence-based approach to building strong family-child relationships from before birth through age five that provides a practical, preventive approach that supports professionals in forming strength-based, trauma-informed partnerships with families. Touchpoints facilitators will train professionals across the early childhood system including childcare educators, family child care providers, home visitors, pediatricians and pediatric nurse practitioners, early interventionists, and child welfare workers, and more to bring a cohesive and strengths-based voice to all families.

Activity Four: Support the B-5 Workforce and Disseminate Best Practices

Vermont's Needs Assessment (NA) identified a critical workforce shortage across ECCE, a need that was exacerbated by the COVID-19 pandemic. Through the proposed activities,

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Vermont will prioritize strategies to increase the availability of qualified providers, primarily infant toddler and licensed ECCE across Vermont by: 1. Reducing barriers to recruitment and retention; delivering high quality, trauma-responsive professional development and coursework; 2. Developing strong systems for practice-based coaching to support social emotional development, health, and mental health across early childhood settings focused on inclusion and limiting suspension and expulsion; 3. Strengthening the use of the Vermont Early Learning Standards to ensure the high quality delivery of services, which is a critical foundation to Vermont's Quality Rating Improvement System (QRIS); and 4. Mentorship to increase the number of licensed ECCE. Projects will build on Vermont's strong public-private partnership that has long prioritized quality workforce development including VTAEYC, Let's Grow Kids, Northern Lights at the Community College of Vermont (CCV), the Vermont Early Childhood Higher Education Consortium, and the Vermont Higher Education Collaborative.

Alignment of Activities 4, 5, and 6: In order to prioritize sustainability and address the needs and existing infrastructure of communities and regions in our very rural state, the proposed strategies in Activity 4 align with Activity 6.1 related to recruitment, retention, and professional development, and provide the foundation for projects in Activity 6 to be successful. Vermont will prioritize innovative projects in activity 6.1 to address key barriers to recruiting and retaining the workforce initially identified in the Needs Assessment including: 1. Increasing wages and compensation (supplemental wages, insurance or other benefits, etc.); 2. Strengthening career pathways, promotion, and recruitment, for a qualified diverse workforce; 3. Refining a career ladder for ECCE professionals; and 4. Developing linguistic and culturally supportive pathways across PD and coursework activities. Finally, because the workforce is so intertwined with

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Vermont's work to improve quality in our system, Activities 5.1 and 5.2 will support our ability to update ECCE competencies and use CQI to monitor and evaluate those competences.

Project 4.1 Identifying Barriers to Recruiting the Early Childhood Workforce – Lead: CDD ($139,904)

Given the acute workforce shortage in Vermont, the Child Development Division (CDD) is committed to identifying the barriers to entering the workforce through an evaluation of the Vermont Early Childhood Apprentice Program and reducing duplication in background checks and fingerprinting. First, Vermont will conduct an evaluation and redesign of the Vermont Early Childhood Education Apprenticeship Program, aimed at early childhood educators seeking education and experience in the field. The program serves to prepare the ECCE workforce; apprentices document 4,000 hours of supervised on-the-job training and complete a specific sequence of six college courses. The program is currently administered in partnership with the Vermont Department of Labor and Vermont Association for the Education of Young Children (VTAEYC) and in Year 1, an evaluation will be conducted focused on ways to improve the program and make it more accessible to potential Early Childhood Educators.

Additionally, Vermont recognizes the urgent need to align program standards and reduce administrative burden of workforce requirements across the mixed delivery system through innovative solutions to reducing duplication. Vermont will convene appropriate public and private partners to determine the best strategies for streamlining fingerprinting and background checks, where permissible, and establish necessary MOUs and data sharing agreements to promote flexibility.

Project 4.2 Expanding Access to High-Quality Professional Development – Lead: CDD ($180,947)

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Vermont will expand access to high-quality professional development with a particular focus on systems for practice-based coaching, and updating curricula with equity, inclusion, and trauma-responsive approaches for target populations. This work addresses a gap identified in the 2020 Needs Assessment and 2021 Early Childhood Professional Development System Evaluation. Northern Lights (NL) at the Community College of Vermont is the hub of the professional development system for the early childhood and afterschool workforce in Vermont and will execute this project. NL serves a lead role in the ECPDS system and convenes partners across the B-5 ECCE mixed delivery system, including parents and caregivers, through the BBF Professional Preparation and Development Committee to disseminate best practices. Vermont also has strong partnerships with institutions of higher education through the Vermont Early Childhood Higher Education Consortium and the Vermont Higher Education Collaborative to support professional preparation programs.

Vermont will expand access to high quality professional development and coursework focusing on systems improvements and expanded offerings to promote access, equity and inclusion through: 1. Review of criteria and curricula to increase equity, inclusion, and trauma-responsive approaches including master classes for those delivering the PD/TA; 2. Develop the MATCH registry to better support Vermont's investment in practice based coaching; and 3. Expand Professional Development Offerings to promote access, equity and inclusion (e.g. dual language learner, culturally appropriate developmental screening, Strengthening Families/Strong Families curriculum, trauma-informed care, and strategies to build anti-racist early childhood spaces, and VELS curriculum development).

Project 4.3 Early Multi-Tiered System of Supports Implementation – Interagency Leads: AOE and CDD ($726,014)

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Early Multi-Tiered Systems of Support (Early MTSS) is an evidence based, data driven, practiced-based coaching model that advances equity, diversity, and the full inclusion and participation of each and every child in their community, school/program and home. It is a trauma-responsive approach Vermont will use to limit suspension and expulsion of young children. Vermont's Early MTSS project will expand state capacity across ECCE settings (e.g. child care, HS/EHS, Early Childhood and Family Mental Health, public and private UPK programs). Building on the statewide infrastructure that was established under the Race to the Top Early Learning Challenge Grant (RTT-ELCG) and the PDG Planning Grant, Vermont will expand its cadre of Early MTSS implementation/system and practice-based coaches which is imperative for sustainability and positive outcomes. Funding through the VIP B-5 project will support the scale up and sustainability of Early MTSS through professional development training and coaching for social and emotional/Pyramid Model practices. Implementation of Early MTSS will: 1. Establish and maintain state, regional and local Early MTSS Leadership Teams; 2. Develop infrastructure needed to support the expansion of Early MTSS (state/regional cadre of Early MTSS implementation coaches, practice-based coaches, trainers, MATCH registry, etc.); 3. Expand demonstration and implementation sites across diverse ECCE settings, prioritizing high-need areas; and 4. Develop a robust model of program evaluation using a CQI lens.

Project 4.4 Early Childhood Care and Education Health Consultation – Lead: VDH ($67,807)

VDH will provide expert health and safety consultation through a Child Care Health Consultant to support the use of health and safety standards and best practices within ECCE programs. Training and consultation will be provided to the ECCE workforce on a wide range of health and safety topics that promote early relational health and family well-being (e.g.

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developmental monitoring, safe sleep, perinatal mood and anxiety disorders, nutrition and healthy eating habits, physical activity, and healthy habits at home). Consultation on health and safety resources for the ECCE workforce will be provided through web-based information, training webinars, and on-site consultation visits. VDH will build its staff capacity through a program nurse coordinator and regional Maternal and Child Health Coordinators.

Project 4.5 Improving Professional Development and Quality using the Vermont Early Learning Standards – Lead: AOE ($38,027)

The Vermont Early Learning Standards (VELS) describe the knowledge and abilities children should have from infancy through Grade 3. ECCE programs are required to align curriculum and instruction with VELS under Vermont Act 166 (Vermont's 2014 UPK legislation) and child care licensing regulations. Use of VELS is instrumental for the implementation of developmentally appropriate practices and integral to Vermont's QRIS and improving equitable access to high quality, inclusive ECCE. Vermont will improve professional development and quality of ECCE programs through expanding support of VELS to: guide curriculum and instructional practice; emphasize the importance of play as a primary vehicle in learning opportunities; support referral of children to qualified specialists when concerns about development are raised; and contribute to a shared knowledge about child developmental milestones. AOE will support program quality and the use of VELS by: 1. Updating standards with multiple national organizations; 2. Promoting VELS and messaging to ECCE professionals and families in collaboration with the Child Development Division, and Help Me Grow to ensure aligned communication across sectors for children under the age of five; 3. Partnering with Northern Lights at CCV and the EC Higher Education Consortium to ensure professional development and coursework opportunities

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are messaged to the field and recognition of professional development completion of VELS training and/or e-learning modules is recorded and aligned.

Project 4.6 Provisional License Mentoring – Lead: AOE ($86,920)

Vermont's early childhood education workforce is in crisis, a challenge that has been exacerbated by the COVID-19 pandemic. Specific to UPK, Vermont Act 166 requires each licensed provider to 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 (ECE/ECSE). In March 2021, the Vermont Standards Board for Professional Educators approved an AOE ECE/ECSE provisional license waiver specifically for qualifying individuals who are employed or contracted with private UPK programs as one way to address the shortage of early childhood educators in UPK programs. The AOE ECE/ECSE Provisional License Waiver requires licensed ECE/ECSE mentors to support, coach and advise the educators with provisional licenses, as part of the educator licensing process. The VIP B-5 project will allow Vermont to address an urgent need to recruit and retain new mentors to support ECE and ECSE providers throughout the licensing process through coaching and advisement, while also promoting the early childhood profession statewide. Funds will also build AOE's capacity to manage the required mentorship components including connecting mentors with mentees, dissemination of contracts, distribution of stipends, and monthly technical assistance meetings in collaboration with the AOE UPK Coordinator.

Activity Five: Support Program Quality Improvements

The VIP B-5 project prioritizes continuous quality improvement across the mixed delivery system for Vermont's ECCE programs. Because two agencies (AHS and AOE) currently govern and administer components of the system, proposed projects in this activity include building

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capacity of, and collaboration between state agencies. Further, all partners referenced play significant roles in data monitoring for quality improvement, as well as the Program Performance Evaluation Plan. As noted above, Activities 4, 5, and 6 are closely aligned given the links between professional development and workforce support and program quality. With regard to the outline for activity 5, several priorities have been previously addressed in activity 4. Specifically, the promotion of the Vermont Early Learning Standards (VELS); the development, expansion, and evaluation of workforce supports; development and dissemination of best practices; the promotion of the VELS; and expansion of developmental and social and emotional learning supports.

In alignment with the findings of the needs assessment related to improving quality, building workforce and equitable access to services, and building high quality data integration, Vermont will expand interagency capacity to collaboratively monitor UPK; update Vermont's Quality Rating Improvement System using CQI; and build capacity to integrate early childhood data.

Project 5.1 Continuous Quality Improvement and Monitoring in Universal Prekindergarten Education: Interagency – Interagency Leads: AOE and CDD ($180,592)

In 2014, Vermont passed Act 166, jointly administered by AOE and AHS, ensuring all 3- and 4-year-olds, as well as 5-year-olds not enrolled in kindergarten, up to 10 hours a week of publicly-funded prekindergarten education for 35 weeks within the academic year in school-based programs, prequalified UPK centers, and family child care programs. To ensure cross-agency collaboration and coordination, aligned vision and strategy, and strong partnerships to monitor through the UPK Accountability and Continuous Improvement Monitoring System (UPK ACIS) across the mixed delivery system through continuous quality improvement, CDD and AOE will increase staff capacity. Vermont's focus on improving quality across UPK

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programs will help improve school readiness, reduce suspensions and expulsions, and support equitable access to early childhood education, especially for the most vulnerable children.

To improve quality and monitoring of the 420+ UPK programs, AOE and CDD will build capacity to better meet the needs of UPK providers and ensure they have the resources and training necessary to increase inclusion and reduce suspensions and expulsions as required in 2022 legislation that prohibits the use of exclusionary discipline for children under age 8. Staffing will support the development and implementation of high-quality UPK data collection and analysis; quality improvement efforts within UPK programs; aligned communications; and capacity to better support educators.

Project 5.2 Continuous Quality Improvement and Monitoring in Child Care – Lead: CDD ($146,292)

Vermont's STep Ahead Recognition System (STARS) is the state's Quality Rating and Improvement System (QRIS) and provides a quality framework for licensed and registered child care centers and preschools, family child care homes, and school-age programs. STARS has undergone a process and evaluation study which identified gaps and strengths within the current system. The VIP B-5 project will support Vermont's ability to take the next steps in revising the system to promote child well-being, learning, and development and support continuous quality improvement. The Continuous Quality Improvement model is foundational to the revised system with a focus on promoting equity and inclusion for children and families. The planned revision will support development of a strong definition of quality, a system that is accessible, evidence-based, includes technical assistance to support programs across the mixed-delivery system, and will use data to inform program and system improvements with a commitment to active stakeholder engagement and national best practices. Vermont is also promoting quality by

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contracting with a community partner to expand technical assistance and quality coaching across settings. This work is aligned with Vermont's Child Care and Development Fund to expand equitable access to high quality ECCE settings.

Project 5.3 Early Childhood Data Monitoring and Integration – Interagency ($725,307)

Vermont's vision for early childhood data is to examine long-term outcomes for children who participate in various early childhood programs, and improve equitable access to, and the quality of programs and outcomes using data-informed decision-making. The following agencies, departments and divisions supporting children and families will add staff capacity to address this critical data gap and evaluate VIP B-5: ADS, AOE, DMH, VDH, ORE, led by BBF . This will strengthen Vermont's ability to: 1. Collect, analyze, share, and use data, which includes using a continuous quality improvement lens to monitor data practices; 2. Participate in committee meetings (VECAP Data and Evaluation Committee) related to data governance, priorities, gaps, and opportunities; 3. Develop strategies to link data across sectors and data collection repositories; and 4. Support the evaluation of VIP B-5 activities. This work will support Vermont's ability to examine the system of services with an equity lens, understand short and long-term child and family outcomes, and ensure EC stakeholders have access to up-to-date data to guide best practices and decision-making. Data stewards will partner with Vermont's Early Childhood Data and Policy Center through Building Bright Futures to ensure high quality data is continuously disseminated and publicly available.

Activity Six: Subgrants to Enhance Quality, Expand Access to Existing and New Programs and Systems Enhancement

Vermont's 2020 Needs Assessment made it clear that the levers needed to improve the lives of all children and families are intertwined and that in order to create a comprehensive B-5 system that

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promotes equitable access to high quality ECCE, Vermont must prioritize piloting flexible, creative, and innovative strategies that will fill the gaps identified in the short-term, while also evaluating successes and the potential for scalability to determine what must be sustained. Therefore, each project in Activity 6 is based on the current needs identified and will utilize Subgrant Option A to ensure that funds support services across the comprehensive early childhood system in alignment with the strategies and objectives outlined in the VECAP to meet the unique and unmet needs of Vermont children and families. Vermont is actively using the Needs Assessment, as well as ongoing identification of needs through the BBF network, to inform where resources are most critical, and prioritize improved services for the VIP B-5 target population including low-income and disadvantaged children. Vermont is focused on meeting the needs of children living in rural areas, which is particularly important given Vermont's geography. Of note, although Vermont is prioritizing Subgrant Option A, Project 6.1 will likely award subgrants to support expanding access to existing or new ECCE programs and to support quality improvement within communities and programs. Funding to subgrant recipients totals $2.9M, (37.35%) of the full VIP B-5 budget in Year 1.

Vermont's workforce crisis, highlighted in the 2020 NA, was further exacerbated by the COVID-19 pandemic. Current shortages include: mental health providers, early childhood educators, and early interventionists. As a result of the workforce crisis, Vermont does not have sufficient regulated, high quality ECCE or mental health options statewide to meet the needs of infants, toddlers, or preschoolers likely to need care, resources, services, and supports across sectors. The four projects that will be utilized in Activity 6 have at least one workforce component as it is the initial critical step to increase slots and to improve quality and access, especially for vulnerable children and families.

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The following four projects make up Activity 6 will work to address five out of the eight significant needs identified in the 2020 NA: 6.1. Innovative pilots, expansions, and projects to address key needs, which will include rigorous monitoring and evaluation to determine scalability and sustainability; Project 6.2. Increase access for children with disabilities and specialized needs to access Vermont's mixed delivery system; Project 6.3. Expand access to Infant, Early Childhood, and Family Mental Health Consultation; and Project 6.4. Supporting Family Child Care Homes to ensure families have choices within Vermont's mixed-delivery system. Taken as a whole, the four projects show Vermont's commitment to supporting a comprehensive B-5 ECCE system.

Project 6.1 Vermont Early Childhood Fund - Access and Quality Subgrants to Pilot Innovative Practices and Address Key Needs – Lead: BBF ($2,005,155)

Vermont will expand the Vermont Early Childhood Fund, an established funding mechanism, utilizing a Request for Proposals process to award up to 200 subgrants during the VIP B-5 grant period ($1.9M/year). Utilizing Subgrant Option A, Vermont will pilot innovative practices and address key priorities identified in the needs assessment to support Vermont's vulnerable and underserved children, the early childhood workforce, and improvements to Vermont's comprehensive early childhood system.

Guided by EC stakeholders and community partners as experts, these grants will provide critical funding to meet the needs and empower communities while providing opportunities for shared decision-making about how to improve Vermont's comprehensive EC system. These time limited subgrants provide a unique opportunity to pilot programs to meet the longstanding and emerging needs of Vermont's most vulnerable children and families, while ensuring that the state is not creating unsustainable systems. Each grantee will be required to include monitoring and

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evaluation as a project activity, which will be used to determine the impact and scalability of strategies. All sub-grants will address one of the following four priorities.

Priority 1: Subgrants for Equitable Access to and Improved Quality of the Comprehensive ECCE system

Projects may include: 1. Infrastructure (building improvements for existing programs, playgrounds, lead remediation, connections to water supplies, etc.); 2. Expansion or start-up of ECCE, HS/EHS, and UPK programs; 2. Staffing, training, and/or materials needed for inclusion of children with behavioral/developmental needs; 4. Professional development, practice-based coaching, and coursework; 5. Supports for trauma-responsive care.

Priority 2: Subgrants to for Workforce Innovations

Projects may include: 1. Strategies to address and remove barriers to workforce recruitment and retention (compensation, coaching, training, and recruitment). 2. Strategies to increase wages and compensation (supplemental wages, insurance or other benefits, etc.); 3. Strengthening career pathways, promotion, recruitment, a qualified diversity workforce; 4. Refine and link the wage scale and career ladder to competencies, credentials and degrees; and 5. Projects that address ECCE workforce data gaps.

Grant Priority 3: Subgrants to Connect Families to Services

Projects may include: 1. Support for transitions between programs for families and professionals; 2. Piloting coordinated/universal enrollment forms; 3. Improving resource navigation; 4. Innovative family leadership recruitment and engagement practices including compensation; and 5. Improving integration across the system of care with ECCE (Mental Health, Nutrition, Health, Special Education, HS/EHS).

Grant Priority 4: Subgrants to Support Regional Early Childhood Needs & Priorities

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Projects will continue to support creative solutions that will improve the well-being of children (prenatal-age 8), families, as well as the Vermont communities in which they live using the Vermont Early Childhood Fund model established in 2021. Regional investments will be aligned with the VECAP and priorities identified by BBF Early Childhood Regional Councils.

Project 6.2 Support for Children with Disabilities and Specialized Needs – Lead: CDD ($361,895)

Vermont will enhance equitable access to services and education for children with specialized needs by expanding opportunities for child care programs serving vulnerable populations to receive financial supports that promote inclusion utilizing Subgrant Option A. Based on data from the NA and a study on Promoting Inclusion in Educational Settings, Vermont will modify payment practices and procedures to be less burdensome and more flexible and responsive as well as providing financial supports directly to high-quality ECCE programs through Special Accommodations Grants. Financial supports can be used to hire a qualified professional to support the safe and successful inclusion of a child(ren) with special needs to maintain placement in the ECCE program. These supports provide capacity while the ECCE program works to build their capacity (e.g. professional development, coaching) to provide ongoing equitable access.

Through the VIP B-5 project, Vermont will streamline the payment process for these financial supports during Year 1. In Years 2 and 3, Vermont will administer additional financial supports. In Year 3, Vermont will evaluate use of these financial supports alongside data gathered through Project 4.3 (Early Multi-Tiered Systems of Support) to understand impacts and inform future strategies for supporting access and inclusion for children with specialized needs.

Project 6.3 Infant, Early Childhood and Family Mental Health – Lead: DMH ($689,879)

One of the eight key needs identified in the 2020 NA was early childhood and family mental

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health. The Department of Mental Health, in partnership with Designated Agencies across the state, will implement three evidence-based strategies to support infant, early childhood and family mental health utilizing Subgrant Option A.

Infant Early Childhood Mental Health Consultation (IECMHC) pairs a mental health consultant with families and adults who work with infants and young children to facilitate children's ability to manage stress and regulate their own emotions. IECMHC supports the families/adults having access to Mental Health Consultation in the setting where they engage with the child (e.g. home, childcare), rather than in a clinical setting. Consultation is also paired with Early MTSS framework and can be used to build connection/attachment; understand the impact of trauma; develop curriculum; recognize when children may need additional mental health support; support staff and/or families experiencing depression, substance use disorder or other adversity; and enhance family engagement. Vermont will implement IECMHC as a strategy to promote inclusion in the classroom and reduce suspension and expulsion.

Parent-Child Interaction Therapy (PCIT) is an evidence-based behavior parent training treatment for young children with emotional and behavioral disorders. Children and their caregivers are seen together in PCIT which works to improve the quality of the parent-child relationship and changing parent-child interaction patterns. Parents receive in-time coaching from a therapist who coaches from an observation room and uses a 'bug-in-the-ear' system to communicate. Vermont will implement three PCIT sites; deliver clinician training; provide access to trainer supervision; send clinicians to the national conference; and provide supplies/equipment for implementation.

Child-Parent Psychotherapy (CPP) is an evidence based, in-home, trauma responsive therapy model for children aged 0-5 who have experienced at least one traumatic event (e.g.

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maltreatment, the sudden or traumatic death of someone close, a serious accident, sexual abuse, exposure to domestic violence) and/or are experiencing mental health, attachment, and/or behavioral problems, including posttraumatic stress disorder (PTSD). Therapeutic sessions work to strengthen the relationship between a child and their caregiver as a vehicle for restoring the child's cognitive, behavioral, and social functioning. Vermont currently has a state-wide CPP Learning Collaborative and 30 certified clinicians and supervisors from a broad range of implementation partners (NFI Vermont, Easterseals, four community mental health agencies, University of Vermont Medical Center, Community Health Center, three Head Start mental health consultants, and private practice therapists). Vermont will expand access to public mental health centers and more private practice clinicians.

Project 6.4 Supporting Family Child Care Homes in Vermont's Mixed-Delivery System – Lead: CDD ($200,220)

Equitable access to ECCE was one of the eight key needs identified by the NA. Vermont will support Family Child Care Homes (FCCH) quality and service delivery utilizing Subgrant Option A to increase equitable access to ECCE in Vermont's mixed delivery system, especially given the rural nature of our state. Vermont will expand its support of the state's Early Childhood Networks (ECN) which are regional peer groups building collaboration and quality for FCCHs. This project will support FCCH quality and vibrancy with resources for coordination, training, mentoring, and technical assistance. It will explore and expand a staffed network model for ECNs. The CDD will subgrant $5k to the current 22 ECNs to supplement CCDF funding and support region- specific priorities and quality improvement activities.

Potential Obstacles and Barriers Across Activity Six

Vermont is committed to developing equitable and accessible processes and policies to distribute

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funding to support local and regional efforts to enhance quality and expand access to EC programs. VIP B-5 will prioritize funding for low-income and rural communities, and anticipates a need for streamlined application processes to mitigate barriers and challenges to programs accessing needed support. Identified barriers and challenges include: current ARPA funding in Vermont dedicated to ECCE programs may make it difficult to distribute full funding available in Year 1, as well as "burn-out" within the field and the reality that accessing grant funding requires energy and innovation. Vermont will create a streamlined system for local and regional funding to ensure that support does not result in frustration from the field, but rather provides greater integration in funding sources.

Organizational Capacity, Meaningful Governance, and Stakeholder Engagement

Vermont's Governance Structure

Within Vermont, the Agency of Human Services (AHS) and the Agency of Education (AOE) oversee the systems of care and education for children ages birth to 8. The Vermont Agency of Education jointly administers Universal Prekindergarten Education (UPK) alongside AHS and governs kindergarten through twelfth grade. AHS currently includes the following departments and divisions supporting children and families: the Department for Children and Families (DCF); including the Child Development Division (CDD), the Head Start Collaboration Office (HSCO), the Economic Services Department (ESD), and the Family Services Department (FSD), the Department of Mental Health, and the Maternal and Child Health Division within the Vermont Department of Health. Currently, DCF is responsible for Head Start, IDEA Part C through CIS, CCFAP and CCDF, TANF, and SNAP. In addition to state agencies, the BBF SAC Network plays a critical role in accountability and advisement within the governance structure. Vermont is currently evaluating the governance infrastructure to better serve children and families, but no

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changes have been made since the PDG Planning Grant.

Vermont's Decision-Making Map

Figure 1: Vermont's Decision-Making Map &
Building Bright Futures State Advisory Council Network

The BBF SAC Network supports the governance structure and has formal decision-making processes in place (see Figure at right). Children and families are at the center of all our work and evidence and data are used to inform decision- making at all levels. At the base of the network, regional councils identify challenges and barriers at the local and community level. The seven VECAP committees monitor and make progress toward discrete areas of the VECAP and support the development of recommendations. The State Advisory Council is the formal body mandated to advise the Governor and legislature on all matters of early childhood. The Early Childhood Interagency Coordinating Team includes Agency leaders who come together monthly to support EC systems integration across departments, divisions, and agencies. Policy and decision-makers, including the Governor, Agency Secretaries, and the Legislature use data and recommendations alongside the VECAP to inform priorities and funding decisions. The Executive Director of BBF is tasked with bringing together EC leaders and decision-makers from across sectors and levels of the network for systems-level discussions on how to best coordinate and enhance EC services. Data, priorities, recommendations, and family/community voice are elevated through the BBF Network. Once decisions are made, the BBF Network is used to disseminate decisions, information, and support problem solving within implementations.

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Overview of Organizational Capacity

The descriptions that follow provide information on the structure and capacity of the agencies and entities serving as the PDG Project Directors, and an overview of stakeholders who have been, and will be involved in VIP B-5 activities. The team of directors, leadership, staffing, and network infrastructure have the capacity and ability to implement the program requirements and meet expectations of the VIP B-5 project. The team of directors have the capacity to dedicate the appropriate time and resources to execute the scope of work outlined in this proposal and will align this work within their existing roles and responsibilities. The team of directors currently serves as the VECAP Early Childhood Interagency Coordinating Team, which comes together monthly. See File 2 for Vermont's organizational chart, and the work plan for an outline of responsibilities.

Designated Applicant/Lead Agency – AHS, Child Development Division (CDD): The Child Development Division, in the Department for Children and Families within the Agency of Human Services is focused on the B-5 population and is responsible for a number of federal and state EC programs and services and has the capacity to fulfill their role in oversight and management of the PDG B-5 Grant. CDD currently manages a complex state and federal budget distributed to community partners, including ECCE programs for the delivery of EC services across the state. CDD is responsible for key programs in the B-5 EC system including: ECCE Licensing; CCDF; ECCE quality and workforce (CCDF) including VT STARS and the ECPDS; CIS; Community-Based Child Abuse Prevention (CBCAP), Parent Child Centers and the Strengthening Families Framework. CDD has an annual budget of $39M and a staff of 50. CDD follows state procurement processes consistent with federal Uniform Federal Guidance (see details within the Plan for Oversight of Federal Award Funds section). CDD has successfully

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created and implemented state and federally approved programmatic and financial grant monitoring procedures. VT's RTT-ELCG was financially managed by AHS, CDD's umbrella organization. CDD managed or co-managed 12 of Vermont's 24 RTT-ELCG projects and provided programmatic oversight for project management of RTT-ELCG. CDD has strong leadership with expertise in EC policy development, program administration, child development, and program implementation. As part of a large human services agency, CDD has access to supports that ensure services are culturally and linguistically sensitive. These include providing interpreter services, translating documents and electronic materials; creating materials that are written in Plain Language and publishing in accessible formats. CDD has strong connections with the full range of participants administering and delivering services in the B-5 EC system, and is wholly committed to advancing integration and collaboration. Staff from CDD actively participate in the BBF SAC and seven VECAP Committees.

PDG Project Directors

Building Bright Futures (BBF) Early Childhood State Advisory Council Network: As outlined within the Outcomes and Approach, and above within the Decision-Making overview, BBF Early Childhood State Advisory Council (SAC) Network is an extensive infrastructure with the ability to effectively and efficiently support the complex health, education, behavioral health, and safety needs surrounding children in the prenatal period to age eight and their families in Vermont. BBF's staffing, committee and council infrastructure, and data and communications systems have the capacity and expertise to execute the roles outlined in VIP B-5. BBF's Executive, Deputy, and Research and Data Directors have supported Vermont in developing all components of this application to ensure alignment with the existing needs assessment and VECAP. BBF has the expertise and capacity through a robust team and infrastructure to update

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the needs assessment and strategic plan, build infrastructure to support family leadership and engagement, develop and coordinate innovative grants focused on quality and access, and to lead data integration and evaluation efforts. BBF will utilize Vermont's Early Childhood Data and Policy Center and the BBF website to consistently communicate to the field and disseminate VIP B-5 progress, findings, and data. BBF has an annual budget of $1.3M and a staff of 11.

EC State Advisory Council's role in Policy, Advisement, and Decision-Making. The BBF Early Childhood State Advisory Council (SAC) was established by executive order by the Governor in 2006, was written into statute in 2010, and has played a critical role in early childhood policy for the last 10 years. The SAC serves as the primary advisor to the Governor and Legislature on policies and decision-making for children prenatal to age eight and their families. A member of the Governor's team sits as a non-voting member on the SAC to ensure alignment and integration with the Governor and administration's vision. SAC membership details can be found in the stakeholder involvement table at the close of this section. In addition, the Project Organizational Chart in File 2 includes the EC SAC as part of the Project Directors Team, as well as the primary advisory body. In its advisory role, the SAC develops annual recommendations with input across all BBF Network gatherings, seeking to identify the current gaps and needs in policy, promote action in strategic areas for the coming year, ensure recommendations are measurable and move Vermont toward a more equitable early childhood system.

Vermont Agency of Education: AOE shares authority with CDD to oversee UPK, administers the Ready for Kindergarten! Survey, and IDEA Part B, Preschool Special Education, and is a co-lead for IDEA Part C with CDD. AOE is responsible for Title I, EMPM and the Child Nutrition program. AOE also designed and implemented the Higher Education

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Collaborative-Early Childhood/Early Childhood Special Education (ECE/ECSE) teacher licensure program. AOE has an annual budget of $163M and a staff of 159.

VDH Maternal and Child Health Division: The Division of Maternal and Child Health (MCH) sits within The Vermont Department of Health (VDH) and is Vermont's Title V Agency overseeing the Title V MCH Block Grant Program and the Maternal, Infant, and Early Childhood Home Visiting Program. MCH co-leads the HRSA Early Childhood Comprehensive Systems Grant with BBF. MCH administers key programs in the B-5 system including children with special health needs; child injury prevention; EPSDT and child preventative Medicaid services; and quality improvement in clinical care and community programs (in partnership with the Vermont Child Health Improvement Project). MCH also supports the Women, Infants and Children program, Strong Families Vermont home visiting, and Help Me Grow Vermont. VDH has an annual budget of $161 million and a staff of 528.

Department of Mental Health: The Department of Mental Health (DMH) resides under the Agency of Human Services and has the following mission: to improve the conditions and well-being of Vermonters and protect those who cannot protect themselves. DMH focuses on its vision for self-determination, empowerment, recovery, and resiliency. DMH works to challenge ourselves to change society's culture, philosophy, and values, while working to fully embrace the concepts of recovery and resiliency. DMH consists of the state-run psychiatric hospital, therapeutic recovery residence, and central office staff who provide statewide oversight of grants, contracts, the child and adult serving system of care, performance and accountability, and business office. DMH has an annual budget of $294M and a staff of 299.

Vermont's Early Childhood System Stakeholders: The table that follows summarizes the stakeholders who have been engaged in assessment, planning and implementation processes and

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who will be engaged in components of the VIP B-5 initiative. Please note that because of the robust involvement of individuals across Vermont's EC Network, all names have not been included due to page limits.

Family, community, and professional-informed decision-making: As evidenced throughout this application, Vermont has increased stakeholders' involvement in decision-making throughout the EC system. Recommendations from the SAC have consistently included the inclusion of family and community representatives to ensure that the EC system is seamless and integrated for families without undue burden on direct service providers.

Stakeholder Roles/Sectors	**Primary Representative**	**OS**	**NA**	**SP**	**FE**	**WF**	**QI**	**DE**	**SG**
Governor's Office	Kendal Smith, *Director of Policy and Legislative Affairs* **	X	X	X					
PDG Grant Directors & Primary Implementation Partners									
Vermont Department for Children and Families: Child Development Division, Vermont Head Start Collaboration Office, and Children's Integrated Services	Harry Chen, *Interim Commissioner, Department for Children and Families* **	X	X	X	X	X	X	X	X
Vermont Department of Health, Maternal and Child Health Division	Ilisa Stalberg, *MCH Division Director* **	X	X	X	X	X	X	X	
Vermont Department of Mental Health	Cheryle Wilcox, *SAC Co-Chair and Interagency Planning Director* **	X	X	X		X	X	X	
Vermont Agency of Education	Kate Rogers, *Early Education Manager* **	X	X	X		X	X	X	
Building Bright Futures	Dr. Morgan Crossman, *Executive Director*	X	X	X	X		X	X	X
Stakeholders									
Academic Partners	Leslie Johnson, *CCV*; Jesse Suter, *CDCI*; John Cipora, Springfield College; Dr. Kaitlin Northey, *UVM*; Dr. Breena Holmes, *VCHIP;* Ric Reardon, *Castleton University*		X	X	X	X	X	X	X
Advocacy Partners	Janet McLaughlin, *Executive Director for the Vermont Association of Education of Young Children* **		X	X				X	
Afterschool Partners	Nicole Miller, *Vermont Afterschool*		X	X		X			

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Stakeholder Roles/Sectors	Primary Representative	OS	NA	SP	FE	WF	QI	DE	SG
Basic Needs Partners	Paul Dragon, *Executive Director of the Champlain Valley Office of Economic Opportunity* **		X	X					
Building Bright Futures State Advisory Council Network	Flor Diaz, *SAC Co-Chair and VBSA* **		X	X	X			X	X
Business Partners	Dimitri Garder, *CEO of Global-Z International* **		X	X					
Cultural Liaisons	Sara Chesbrough, *Health Equity Team Lead at MCH*		X	X	X	X	X	X	X
Department of Vermont Health Access	Adaline Strumolo, *Deputy Commissioner*		X	X				X	
Early childhood care and education and Universal Prekindergarten Education partners and educators	Becca Webb, *Act 166 Coordinator* **		X	X		X		X	X
Families and Family Leaders	Libby Daghlian, *SAC Parent Representative* **		X	X	X		X	X	X
Health Partners	Dr. Ashley Miller, *SAC Member and South Royalton Health Center* **		X	X	X			X	
Local Education Agencies, School Districts, Supervisory Unions	Mike McRaith, *Assistant Executive Director of the Vermont Principals' Association* **		X	X		X		X	
Mental Health Partners	Heather Wilcoxon; *HCRS Assistant Children's Division Director* **		X	X		X		X	
Philanthropic partners	Eddie Gale, *Vermont Program Director for the A.D. Henderson Foundation* **		X	X					
Vermont Agency of Digital Services	Michael Nagle, *IT Director for AHS*		X	X			X	X	
Vermont Department for Children and Families: Economic Services Division; Family Services Division; Office of Economic Opportunity	Aryka Radke, *SAC Non-Voting Member and FSD Deputy Commissioner* **		X	X					
Vermont Head Start Association	Christy Swenson, *SAC HS Representative and VHSA Co-Chair* **		X	X	X	X		X	
Vermont Parent Child Center Network	Amy Johnson, *Director of the Parent Child Center of Northwestern Counseling & Support Services* **		X	X	X	X			
Vermont Office of Racial Equity	Xusana Davis, *Executive Director* **		X	X				X	

Key: **=Member of the SAC; OS=Oversight; NA=Needs Assessment; SP=Strategic Plan; FE=Family Engagement; WF=Workforce; CQI=Continuous Quality Improvement; DE=Data and Evaluation; SG=Sub-Grants

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Monitoring, Data Use, Evaluation, and Continuous Quality Improvement

Accountability and Monitoring of Vermont's Mixed Delivery System

The vision articulated in the VECAP is used to drive and monitor systems change. The VECAP calls for all early childhood partners, including state agencies, community partners, and families to hold each other collectively responsible for working toward this vision by creating positive change using the articulated goals, objectives, and strategies. The BBF Network infrastructure, including Regional Councils, VECAP Committees and the SAC, provides the required structure for this accountability, support, and monitoring. The following tools are used to promote accountability and transparency:

- **Vermont's Early Childhood Data & Policy Center (Vermontkidsdata.org)**: A BBF-managed clearinghouse of EC data, policy, and publications on Vermont's EC system.
- **Annual Recommendations from Vermont's EC State Advisory Council Network**: Developed with input across all BBF Network gatherings to identify current gaps and needs in policy, and annual recommendations to promote and drive action in strategic areas.
- **Vermont's STep Ahead Recognition System (STARS)**: Vermont's Quality Rating and Improvement System (QRIS) provides a framework for licensed and registered child care centers, family child care homes, and school-age programs managed by CDD.
- **Universal Prekindergarten Education Accountability and Continuous Improvement System (UPK ACIS):** Vermont's monitoring system for UPK program compliance under Vermont's Act 166 alongside the Vermont Early Learning Standards managed by AOE.
- **The Head Start Child Outcomes Framework and the Head Start Program Performance Standards:** Used to monitor Head Start grantees; supported by the Head Start Collaboration Office.

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Addressing Fragmentation in Vermont's Mixed Delivery System

Vermont's EC system is complex with an array of services, resources, and support for children and families provided in a variety of contexts by agency and community partners. As identified in the 2020 NA, through VECAP monitoring, and an in-depth 2022 Issue Brief from Vermontkidsdata.org, the lack of systems integration and fragmentation of services, resources, and supports increases barriers to equitable access to high-quality EC services for vulnerable children. Specific barriers include: gaps in funding and sustainability; the ability to find, retain, and justly compensate EC professionals; barriers to equitably serving and providing access to all families and young children; and a lack of integration in data systems and persistent data gaps. Additionally, the unanswered questions about EC program governance are currently contributing to these challenges. Recommendations resulting from the report called for an in-depth analysis of governance, an inventory of key expenditures, elevating families as decision-makers, and improving EC data. Below are the ways in which Vermont is presently addressing or plans to address these areas.

An in-depth analysis of the governance, administration, and financing of the EC system: In 2021, Vermont's Legislature passed Act 45, which included Vermont's Child Care and Early Childhood Education Systems Analysis and a Finance Study to examine the governance structure of Vermont's EC system (with a focus on ECCE). The report recommended Vermont create a new unit of state government focused entirely on early childhood, with a single empowered leader with oversight of a core cluster of key EC programs (e.g. Head Start, UPK, CIS/early intervention, CCFAP). The Finance Study will be completed in January 2023 to determine the cost of transforming the current system to one in which no family pays more than 10% of their income on child care, as well as sustainable funding mechanisms.

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An inventory of EC expenditures: BBF supported Vermont in developing a baseline early childhood spending inventory (alongside an inventory of federal COVID funding) that can be updated and used to understand spending and inform future investments.

Data Integration, Management, and Use

Multiple entities are responsible for early childhood programs across Vermont's agencies and departments. DCF has prioritized aligning and integrating programs within their scope, and CIS is a key example of braided funding and program integration across early intervention, home visiting, specialized child care, and early childhood and family mental health. Vermont continues to use the needs assessment and other data gathered through BBF to identify barriers to coordination and collaboration across programs. Data integration was identified as a significant gap in the Needs Assessment and included as a priority within the VECAP. Vermont does not currently have an early childhood integrated data system. However, there has been progress in the following two areas. First, linking UPK, IDEA C, IDEA B, HS/EHS, and K-3 through Vermont's State Longitudinal Data System (SLDS). Second, the creation of Vermontkidsdata.org to increase accessibility to both publicly available data, and data that would otherwise not be public through data briefs in partnership with agencies.

For information on Vermont's plans for further data integration, management, and use, **please see Activity 5.3** which outlines Vermont's plans to improve the quality, usability, and utilization of EC data including data sharing and linking data across EC programs, starting with CCFAP, UPK, IDEA C, IDEA B, and Head Start/Early Head Start. This data linking effort will be essential to better understand the impact of programs and policy on the long-term outcomes for children and families, which, in turn, will lead to more effective decision-making. Initial progress has been made on data links through consistent meetings between data stewards at DCF/CDD,

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AOE, and BBF to determine preliminary strategies for linking data using unique IDs.

Infrastructure and Capacity Needed for Improvement

To meet the vision articulated for data integration and robustly monitoring Vermont's early childhood system, Vermont will reinvigorate the Early Childhood Data Governance Board to oversee the Data Governance Program. The goal of the Data Governance Program is to facilitate data sharing, analysis, and reporting across programs so that policymakers and providers can better understand the relationship between the services that children and families receive and long-term health, human services and education outcomes. With better information, Vermont can better allocate resources and improve outcomes. BBF will coordinate and convene Vermont's Early Childhood Data Governance Board as a subgroup of the VECAP Data and Evaluation Committee, which currently brings together agency and private data stewards to prioritize the vision for data integration; create and monitor a data development agenda and priorities for Vermont's Early Childhood System (prenatal through age eight); and serves as the accountability mechanism to monitor progress toward the four goals of the VECAP made up of agency data stewards and agency policy members. The Board will be responsible for putting in place data sharing agreements and MOUs between agencies and BBF that are in compliance with data security and privacy laws (Year 1 & Year 2), identifying agency capacity needed to support ongoing data governance efforts (Years 1-3), support data integration (Years 1-3), collaboratively build a data development agenda (Years 1-3), develop and use common language and definitions (Years 1 & 2), promote data literacy to improve collection and use (Years 2 & 3), and support BBF in producing an unduplicated count (Year 3). The Board will meet regularly to maintain momentum on data integration efforts.

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Vermont's Progress since the PDG B-5 Planning Grant. Since Vermont's original PDG B-5 Planning Grants, significant progress has been made in developing Vermontkidsdata.org as an essential tool for centralizing EC data, and financial commitments from both the public and private sector have been substantial, consistent, and contributed toward programmatic long-term sustainability based on initial spending inventories created to capture state and federal spending.

Program Performance Evaluation Plan

Vermont's Program Performance Evaluation Plan will use continuous quality improvement with a child-centered and equity focused lens to evaluate progress made in Vermont's EC system and to promote accountability across the mixed delivery system. The Evaluation Team will include; the BBF Early Childhood Systems Evaluator; the BBF Executive Director, Research and Data Director, and Data and Policy Manager; and the MCH Evaluator; and will be supported by the State Agency capacity built in Activity 5.3. The evaluation will also be informed by the work of the Data and Evaluation Committee and subcommittees on Data Governance and the Interdisciplinary Research Consortium in completing a Data Development Agenda with support from technical assistance providers.

The evaluation will be guided by the logic model, the most current needs assessment, and the VECAP (strategic plan). Vermont's evaluation plan will examine child and family level impacts, programmatic impacts, and system impacts over the course of implementation. The Evaluation Team has identified the following key questions which are aligned with the short-term outcomes defined in the logic model.

Outcomes & Key Questions Guiding Vermont's EC Evaluation

Outcomes	Key Questions
Increased coordination, integration, & alignment across	● How does Vermont use and leverage the VECAP to inform priorities and decision-making? ● How have activities contributed to increased EC system:

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early childhood systems to advance a common vision	1. Alignment; 2. Coordination; and 3. Integration?
Increased capacity to advance equitable & improved access to services for underserved populations	● How has Vermont identified deficits in equitable access to services for underserved populations? ● How have activities contributed to increased capacity for services, resources, and supports among underserved populations?
Improved program quality across the mixed delivery system	● How have activities improved quality across the mixed delivery system?
Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) services, resources, and supports that meet their needs	● How have activities contributed to the availability and accessibility of information about resources, services, and supports? ● What mechanisms were developed to support information sharing with families and communities in culturally and linguistically appropriate ways?
Improved resource navigation and access to support ECCE programs in the mixed delivery system	● How have activities improved access to resources for ECCE programs?
The EC workforce is supported through evidence-based and innovative programs and strategies that are trauma informed	● How have activities contributed to access to innovative, trauma informed programs and strategies that support the EC workforce?
The early care and education workforce is robust, diverse, culturally responsive, high quality, well compensated and stable	● How has Vermont prioritized investments in the early childhood education workforce? ● How have activities supported the diversification of the EC and education workforce? ● How have activities contributed to retention of ECCE professionals and programs?
Families are meaningfully engaged and leadership is prioritized & valued	● How is Vermont building strong and resilient families and communities? ● How have families been involved in decision-making, and designing and implementing systems? ● How have families been provided leadership and training opportunities?
Increased equitable access and inclusion for vulnerable	● How have activities expanded access to ECCE programs across the mixed delivery system?

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children to resources, services, and supports	
Increased use of high quality, up to date, cross sector data to support accountability and inform decision-making in policy and resource allocation	• How has Vermont improved its ability to continuously identify the needs of the system including those of families, communities, workforce, and data systems? • How have activities improved Vermont's ability to integrate early childhood data and improve data-driven decision-making?

Approach to Data Collection, Measurement, and Monitoring: In line with these key questions, the Needs Assessment and logic model, the Evaluation Team will develop a data collection and reporting tracking tool which will include performance and outcome measures. The Evaluation Team will also determine the best way to establish baselines for key outcome indicators for areas that do not exist within Year 1 of the grant. As the NA is updated in Year 2, a review of the Program Performance Evaluation Plan will be conducted.

Existing Data: Vermont will leverage multiple existing structures for data collection, monitoring, evaluation, and analysis for the measurement of project performance, outcomes, and impact. Data sources and partners include:

Primary Data Sources and Partners
Vermont Department of Health: Title V; Help Me Grow Vermont; Vermont Child Health Improvement Program (VCHIP)
Vermont Agency of Education: Vermont's State Longitudinal Data System; Universal Prekindergarten Accountability and Continuous Improvement Monitoring System (UPK ACIS)
Department for Children and Families: Child Development Division and Vermont Head Start Collaboration Office; Economic Services Division; Family Services Division; Office of Economic Opportunity
Department of Mental Health: Vermont Care Partners
Vermont's Early Childhood Data and Policy Center (Vermontkidsdata.org): Data Briefs and publications
Additional Data Sources and Data Partners

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Vermont Office of Racial Equity; Blueprint for Health; Department of Vermont Health Access; Let's Grow Kids; Vermont Head Start Association; Vermont Parent Child Center Network
National data sources include: The Annie E. Casey Foundation, The Center for the Study of Child Care Employment, The National Survey of Children's Health, The U.S. Census Bureau

Refining Measurable Short- and Long-term Outcomes and Indicators in the VECAP: In addition to periodic data quality audits and as outlined in **Activity 2**, BBF will conduct an annual review of indicators initially identified in the 2020 VECAP to determine whether data is currently available on each indicator; where progress has been made; whether (short and long-term) indicators are still appropriate and meaningful; and if there are new indicators or data available to support the state in monitoring the goals articulated.

Identifying existing data, gaps, and priorities: Vermont will review existing data sets during the creation of the Data Development Agenda that will indicate the currently available data, data gaps, priorities for data collection, and identify capacity needed to support high quality data collection, linking, analyzing, and dissemination of data. Through the Data and Evaluation Committee, Vermont will also build a real-time survey inventory of existing and upcoming data collection efforts across the EC system. The inventory can be used by state agencies and private partners to know what data collection efforts are planned to provide opportunities for collaboration and to reduce survey fatigue.

Impact: The robust evaluation and CQI afforded by the VIP B-5 project will not only provide meaningful monitoring and evaluation of project activities and outcomes, but establish an infrastructure for a replicable B-5 Needs Assessment (Activity 1) and data integration across EC systems (Activity 5.3) which will be sustained beyond the funding period. Findings will be publicly available and included in the broad communications strategy.

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Project Timeline and Milestones

Function or Activity	Y 1				Y 2	Y 3
	Q1	Q2	Q3	Q4		
Activity One: Comprehensive Statewide B-5 Needs Assessment						
Meta analysis	✅	✅	✅	✅		
Development of replicable NA	✅	✅	✅	✅		
Conduct updated, replicable NA					✅	
Activity Two: B-5 Statewide Strategic Plan						
Continued implementation of 2020 VECAP	✅	✅	✅	✅	✅	
Communicating the vision and plan				✅	✅	✅
Strategic Plan update						✅
Activity Three: Maximize Parent and Family Engagement in the B-5 System						
3.1 Supporting Family Leadership to Improve Vermont's EC System						
Training and support for the Families and Communities Committee			✅	✅	✅	✅
Identifying & utilizing family ambassadors and cultural liaisons			✅	✅	✅	✅
Inventory of Family Engagement & Leadership Programs					✅	
3.2 Coordinated Intake and Referral (Help Me Grow)						
Improve connections to services through HMG CIRS	✅	✅	✅	✅	✅	✅
Increase screening through ASQ Online	✅	✅	✅	✅	✅	✅
3.3 Building Strong Family-Child Relationships						
Build infrastructure and training capacity			✅	✅	✅	✅
Improve the Touchpoints implementation plan		✅	✅	✅	✅	
Activity Four: Support the B-5 Workforce and Disseminate Best Practices						
4.1 Identifying Barriers to Recruiting the Early Childhood Workforce						
Evaluate the ECCE Apprenticeship Program				✅	✅	
Convening to strategize and reduce duplication in background checks			✅	✅	✅	✅
4.2 Expanding Access to High Quality Professional Development						
Review and revise curricula with equity lens		✅	✅	✅	✅	
Develop a MATCH registry			✅	✅	✅	
Offer professional development to promote DEI		✅	✅	✅	✅	✅
4.3 Early Multi-Tiered Systems of Support (Early MTSS) Implementation						
Establish and maintain state and regional Leadership Teams		✅	✅	✅	✅	
Develop infrastructure needed to support the expansion of Early MTSS			✅	✅	✅	✅
Expand demonstration and implementation sites				✅	✅	✅
Conduct a robust evaluation					✅	✅
4.4 Early Childhood Care and Education Health Consultation						
Expand ECCEs trained or receiving consultation in health and safety			✅	✅	✅	
Updating the Vermont Early Learning Standards		✅	✅	✅	✅	
Communication about VELS to the field					✅	✅
4.5 Improving Professional Development & Quality using the Vermont Early Learning Standards						
Update the Vermont Early Learning Standards		✅	✅	✅	✅	
Communicate about VELS to the field					✅	✅

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Function or Activity	Y 1				Y 2	Y 3
	Q1	Q2	Q3	Q4		
4.6 Provisional License Mentoring						
Recruit and retain mentors including administrative support		✅	✅	✅	✅	✅
Mentorship & TA for ECCEs to support educator licensing			✅	✅	✅	✅
Activity Five: Support Program Quality Improvement						
5.1 Continuous Quality Improvement and Monitoring in Universal Prekindergarten Education						
Cross-agency collaboration	✅	✅	✅	✅	✅	✅
Monitor UPK using CQI	✅	✅	✅	✅	✅	✅
5.2 Continuous Quality Improvement and Monitoring in Child Care						
Continuous stakeholder engagement	✅	✅	✅	✅	✅	✅
Pilot of revised system & evaluation through CQI			✅	✅	✅	
Revision of Vermont's QRIS						✅
5.3 Early Childhood Data Monitoring and Integration						
Convene cross-sector data stewards and partners	✅	✅	✅	✅	✅	✅
Build agency data capacity				✅	✅	✅
Develop strategy to link EC data across sectors				✅	✅	
Activity Six: Subgrants to Enhance Quality and Expand Access						
6.1 Vermont Early Childhood Fund - Access and Quality Subgrants						
Develop new grant mechanism, RFP, and review committee	✅	✅				
Disseminate RFP & Review Proposals, and execute grant agreements		✅	✅	✅	✅	✅
Project Evaluations and CQI				✅	✅	✅
6.2 Support For Children With Disabilities And Specialized Needs						
Develop standardized MOU processes	✅	✅	✅	✅		
Administer financial supports for inclusion program					✅	✅
Evaluate financial supports for inclusion program using CQI						✅
6.3 Infant, Early Childhood and Family Mental Health						
Building trauma-informed workforce capacity through IECMHC			✅	✅	✅	✅
Expanding access to Parent-Child Interaction Therapy (PCIT)			✅	✅	✅	✅
Expanding Child-Parent Psychotherapy clinicians and supervisors		✅	✅	✅	✅	
6.4 Supporting Family Child Care Homes (FCCH)						
Train and mentor Early Childhood Networks & FCCH			✅	✅	✅	✅
Execute subgrants for region-specific coaching, PD, and mentorship				✅	✅	✅
Monitoring, Data Use, Evaluation, and Continuous Quality Improvement						
Compile baseline data for evaluation and cross-sector indicators	✅	✅	✅	✅	✅	✅
Reconvene the Early Childhood Data Governance Board and meet quarterly				✅	✅	✅
Support data integration (DSA, MOU, common definitions etc)			✅	✅	✅	✅
Conduct rigorous VIP B-5 monitoring and evaluation	✅	✅	✅	✅	✅	✅

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LOGIC MODEL: Vermont Integration Project: Building Integration in Vermont's B-5 Early Childhood Systems (VIP B-5)

Project Goal: To strengthen Vermont's early childhood system and improve outcomes for Vermont's young children | **Target Population:** Vulnerable children and families

INPUTS		GRANT ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM
Preschool Development Grant Funding Vermont's Preschool Development Grant Directors & Primary Implementation Partners Community Partners and Stakeholders Existing infrastructure	1	Update Comprehensive Needs Assessment	Updated data on children, families, programs, and needs	**Quality Improvement** - Increased coordination, integration, & alignment across early childhood systems to advance a common vision - Increased capacity to advance equitable & improved access to services for underserved P–8 populations - Increased equitable inclusion for vulnerable children to resources, services, and supports - Improved program quality across the mixed delivery system **Family Engagement** - Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) services, resources, and supports that meet their needs - Families are meaningfully engaged and leadership is prioritized & valued **Workforce Development** - Improved resource navigation and access to support for ECCE programs in the mixed delivery system - The EC workforce is supported through evidence-based and innovative programs and strategies that are trauma informed - The early childhood care and education workforce is robust, diverse, culturally responsive, high quality, well compensated and stable **Data Improvement** - Increased use of high quality, up to date, cross sector data to support accountability and inform decision-making in policy and resource allocation	All children have a healthy start Families and communities play a leading role in children's well-being All children and families have access to high-quality opportunities that meet their needs The early childhood system will be integrated, well resourced, and data-informed
	2	Update Strategic Plan	Updated Strategic Plan		
	3	Support Family Leadership	Improved infrastructure to support family leadership		
		Coordinated Intake and Referral	Improved connections for families to high-quality services, resources, and supports		
		Family-Child Relationships	A cadre of Touchpoints facilitators		
	4	Identify Barriers to Recruitment	Identification of barriers to recruiting the EC workforce		
		Professional Development	Increased opportunities for high-quality PD, coaching, and trauma-responsive approaches		
		Early Multi-Tiered Systems of Support	Increased access to Early MTSS for ECCE professionals		
		Health Consultation	Increased capacity for ECCE health consultation		
		Vermont Early Learning Standards	Updated VELS		
		Provisional License Mentoring	Increased mentorship capacity		
	5	CQI and Monitoring in UPK	Improved quality in UPK through continuous quality improvement		
		CQI and Monitoring in Child Care	Updated Vermont Quality Rating and Improvement System		
		Data Monitoring and Integration	Increased use of data to inform decision-making		
	6	Access and Quality Subgrants	Increased opportunities to pilot innovative practices and address key needs		
		Support for Children with Disabilities Specialized Needs	Increased access to services and education for children with disabilities and specialized needs		
		Infant, Early Childhood and Family Mental Health	Increased evidence based support for infant, early childhood, and family mental health		
		Supporting Family Child Care Homes	Additional supports for existing and new Vermont FCCHs		
	Monitoring, Data Use, Evaluation, and Continuous Quality Improvement		Increased use of data to inform decision-making		

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Project Sustainability Plan

The proposed grant activities have been developed with sustainability in mind, with a focus on investing in infrastructure, proven strategies, and pilot projects, and embedding rigorous evaluation throughout all activities. The evaluation will determine which strategies and projects are working and should continue to be funded once the PDG funding has ended.

Vermont is well positioned to sustain these strategies given the longstanding commitment to early childhood, engagement in and sustainability of multiple federal and state-level policy initiatives, and substantial and consistent public and private sector financial commitments. Vermont's private philanthropic and community partners have made considerable commitments to early childhood, as evidenced by the provision of $1,295,000 of the match for this grant. Vermont's strong cross-sector infrastructure and partnerships in place through the Agency of Human Services (including CDD, DMH, and MCH), the Agency of Education, and Building Bright Futures (written into state statute as Vermont's Early Childhood State Advisory Council) will contribute to programmatic sustainability. In addition to the activities directly connected to plans outlined herein, Vermont's Governor, General Assembly, and Agency leadership have demonstrated their commitment and recognition of the importance of early childhood through legislation, funding, and priorities.

The COVID-19 pandemic has deepened existing cross-sector connections, forged new partnerships with economic services, commerce, and legislators that will be key to building the cross-sector infrastructure, policies, and financing needed to sustain a cohesive, integrated EC system. There is no doubt that successful strategies and projects will be sustained beyond the PDG Renewal funding period.

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Dissemination Plan

Vermont's plan for dissemination of information is rooted in ensuring that all stakeholders, partners, and audiences have access to reports, products, and project outputs. Transparency and meaningful public access are an essential part of the feedback loops necessary for continual growth. Vermont will use multiple strategies to reach different audiences including:

Coordinated communications: BBF will secure a contractor to coordinate communications, ensure that outputs and deliverables are coordinated across partners and accessible to multiple audiences (including the "two report" strategy) and execute multi-media and multi-modal outreach. Communications will be a standing agenda item on the PDG Project Directors regular meeting to ensure dissemination, coordination, and accessibility.

Use of Vermont's Early Childhood Data and Policy Center (Vermontkidsdata.org): Disseminate project and outcome monitoring data, evaluation results, lessons learned, and areas of success. Vermontkidsdata.org will serve as a hub for project activity outputs and reports linking to partner sites and collect stakeholder input and feedback for project activities.

Elevation to decision makers at the state and national level: Regular updates to the Administration, legislative testimony, presentations to EC stakeholders throughout the country, and academic and popular publications will elevate project outputs to these critical partners.

Stakeholder convening: Real-time convening will be a critical component of the dissemination of project outputs and feedback collection. This will occur throughout the BBF Network of over 450 members (12 Regional Councils, seven VECAP Committees, and the SAC), participation in partner convenings (e.g. VHSA, VICC, PCCN), and at the annual VECAP Summit.

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Plan for Oversight of Federal Award Funds and Activities

The Vermont Agency of Human Services (AHS) Business Office provides business management services in accordance with Vermont Agency of Administration policies and procedures.

Financial Monitoring & Management: Utilizing the State's integrated accounting (VISION) and payroll (VTHR) systems, ongoing financial monitoring activities throughout the fiscal year including budget-to-actual analysis to ensure accountable fiscal performance.

Procurement: AHS adheres to procedures outlined by the Vermont Agency of Administration for procurement of goods and services. This includes, but is not limited to: procedures for professional services contracts and subcontracts, memorandums of understanding, and competitive bids for services both under and over $100,000.

Subrecipient Monitoring & Management: By complying with "Bulletin 5-Policy for Grant Issuance and Monitoring" and "Bulletin 3.5-Procurement and Contracting Procedures," AHS ensures the proper use and protection of taxpayer resources. All grants and contracts executed by AHS are performance-based agreements. The Business Office includes an embedded, dedicated Grants and Contracts Unit to maintain compliance with both State regulations and the Federal Uniform Guidance provided by the Office of Management and Budget (OMB).

Record Retention & Access: In accordance with the Vermont State Archives & Records Administration, AHS maintains a general records schedule, as well as an agency-specific record schedule.

Protection of Sensitive and/or Confidential Information

The Vermont Agency of Human Services has procedures in place to protect sensitive and confidential information that comply with all applicable federal and state laws. AHS will work

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with stakeholders to develop policies and procedures for data governance that ensure adherence to all applicable federal, state, and local laws pertaining to personal identifiable information, privacy, and confidentiality – including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

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Third Party Agreements

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VERMONT

Department for Children and Families
Child Development Division
NOB 1 North, 280 State Drive
Waterbury, VT 05671-1040
http://dcf.vermont.gov/cdd

[toll free] 800-649-2642
[fax] 802-241-0846

Agency of Human Services

Letter of Commitment

As Vermont works to strengthen systems and supports for young children and families, it is through collaboration that the greatest impact will be achieved. The PDG B-5 funding provides an opportunity for key partners to work together, and for significant outcomes to be realized. The following partners have agreed to designate staff to serve as PDG Directors and Key Implementation Partners and commit to carrying out their collaborative roles and responsibilities in the Preschool Development Grant (HHS-2022-ACF-OCC-TP-0180):

Child Development Division (CDD): CDD will administer and direct the grant, managing programmatic and financial reporting. Additionally, CDD will partner with AOE to support quality improvement in Universal Prekindergarten Education (UPK); work to improve quality in Vermont's mixed delivery system by continuing to improve the Quality Rating Improvement System; support workforce and professional development projects; partner on data integration and evaluation efforts related to the Child Development Division's Improvement System; and offer financial supports to programs that promote inclusive practices supportive of children with specialized needs. Year 1 committed matching funds: $800,000.

Maternal and Child Health Division (MCH): MCH will expand the Help Me Grow (HMG) system to increase developmental screening of children, connect families to services through HMG's resource hub to improve equitable and earlier access, and increase parent engagement through outreach and education; support the Vermont Child Health Improvement Program to implement Touchpoints and Newborn Behavioral Observational training, provide health and safety consultation to the field, and support early childhood data integration and linking efforts.

Department of Mental Health (DMH): DMH will be responsible for supporting workforce development through implementing three proven strategies to support infant, early childhood and family mental health, and is committed to collaborating on data linking, integration, and evaluation efforts. Year 1 committed matching funds: $16,000.

Agency of Education (AOE): AOE will partner with CDD and BBF to support the implementation the Early MTSS Pyramid Model framework in early childcare and education programs; improve AOE's capacity to support professional development and mentoring; support collaborative quality improvement efforts in monitoring Universal Prekindergarten Education (UPK); and work in partnership towards linking Vermont's State Longitudinal Data System to other early childhood data systems to support data integration and evaluation efforts. Year 1 committed matching funds: $212,224.

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Building Bright Futures (BBF): BBF will be responsible for updating the statewide needs assessment; updating Vermont's Early Childhood Action Plan (VECAP) and identifying and implementing strategies to support gaps identified in data, service provision and capacity; supporting parent leadership and engagement across the early childhood system in collaboration with parent-serving partners; developing and coordinating innovation grant activities to award subgrants to partners to improve quality and access; and coordinating data integration and evaluation efforts. BBF will leverage the State Advisory Council Network to assist in all grant activities as the foundational infrastructure of Vermont's early childhood system. Year 1 committed matching funds: $300,000.

Authorized Signatures

Vermont Agency of Human Services

Secretary, Jenney Samuelson

Signature: DocuSigned by: Jenney Samuelson C3FDC5F53361483... Date: 11/4/2022

Child Development Division, Department for Children and Families, Agency of Human Services

Commissioner, Dr. Harry Chen

Signature: DocuSigned by: Harry Chen E6BFEF92A3BC436... Date: 11/4/2022

Maternal and Child Health Division, Vermont Department of Health, Agency of Human Services

Commissioner, Dr. Mark Levine

Signature: DocuSigned by: Mark Levine 2E55CA9809AF424... Date: 11/4/2022

Vermont Department of Mental Health, Agency of Human Services

Commissioner, Emily Hawes

Signature: DocuSigned by: Emily Hawes C50275615A62462... Date: 11/4/2022

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DocuSign Envelope ID: 40A370A5-F7ED-46CC-8D69-9E4638100D0D

VERMONT

Vermont Agency of Education

Secretary, Dr. Daniel French

Signature: DocuSigned by: Daniel French 7D9C2D7960AD43B... Date: 11/4/2022

Building Bright Futures, Vermont's Early Childhood State Advisory Council

Executive Director, Dr. Morgan Crossman

Signature: DocuSigned by: Morgan Crossman 08AD553D51524AF... Date: 11/4/2022

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

To: PDG B-5 Review Committee
From: Building Bright Futures, Let's Grow Kids, and Vermont Association for the Education of Young Children
Re: Support for Vermont's PDG B-5 Renewal Application
Date: October 24, 2022

It is with pleasure that we write to support Vermont's application for funding through the Preschool Development Grant B-5 Renewal application (HHS-2022-ACF-OCC-TP-0180). As partners with aligned missions of supporting young children and families across Vermont, we are committed to providing matching funds at the following levels for Year 1 of the project, and are committed to helping Vermont identify support over the three-year award period.

- Building Bright Futures (BBF): $300,000 match aligned with Activity 1: Needs Assessment; Activity 2: Strategic Plan; Activity 3: Maximizing Family Choice; and Monitoring, Data, and Evaluation efforts.
- Let's Grow Kids (LGK): $725,000 match aligned with Activity 6: Subgrants to support quality and access across early childhood education settings specifically in building the capacity of the child care workforce through compensation and workforce development.
- Vermont Association for the Education of Young Children (VTAEYC): $270,000 match aligned with Activity 6: Subgrants to support quality and access across early childhood education settings through professional development, workforce initiatives, and quality and coaching efforts.

Thank you very much for your consideration of this proposal for the important work happening in Vermont.

Sincerely,

Morgan Crossman, Ph.D.
Executive Director
Building Bright Futures
mcrossman@buildingbrightfutures.org

Alyson Richards
Chief Executive Officer
Let's Grow Kids
aly@letsgrowkids.org

Janet McLaughlin
Executive Director
VT Assoc. for the Education of Yo
janet.mclaughlin@vtaeyc.org

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Project Budget

PROJECT BUDGET	BUDGET
SALARY	**$386,734**
FRINGE BENEFITS	**$257,320**
SUPPLIES	**$1,200**
EQUIPMENT	**$10,750**
TRAVEL	**$14,400**
OTHER	**$11,880**
CONTRACTUAL/GRANTS	**$6,793,114**
DIRECT COST TOTAL	**$7,475,398**
INDIRECTS	**$268,682**
GRAND TOTAL	**$7,744,080**

Budget Justification

BUDGET JUSTIFICATION	BUDGET
SALARY	**$386,734**
Grants Program Manager (1.0 FTE, Pay Grade 25, Step 2)	$64,854
Grants Program Manager (1.0 FTE, Pay Grade 25, Step 3)	$67,350
Early MTSS Implementation & Universal PreK Coordinator (1.0 FTE, Pay Grade, Step 2)	$61,069
Data Monitoring and Integration Coordinator (1.0 FTE, Pay Grade 25, Step 2)	$61,069
QRIS Coordinator (1.0 FTE, Pay Grade 27, Step 2)	$68,994
Workforce Grants and Contracts Coordinator (1.0 FTE, Pay Grade 25, Step 3)	$63,398
FRINGE BENEFITS 70% of salaries	**$257,320**
SUPPLIES Office supplies and programmatic materials	**$1,200**

Attachment: Budget & Budget Justification

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

EQUIPMENT Computer and office equipment for personnel	**$10,750**
TRAVEL Local travel for site visits and meetings: One (1) position to PDG National meeting: $1,358, and local travel ($13,042)	**$14,400**
OTHER Space ($9,000) and state cell phone monthly service charges ($2,880)	**$11,880**
CONTRACTUAL	**$6,793,114**
Subcontracts and Subawards through the Agency of Human Services/Department for Children and Families/Child Development Division Evaluation of Apprenticeship Program: $60,000 Subgrants (22) to Early Childhood Networks: $110,000 Professional Development in Northern Lights focusing on systems improvements and expand offerings to promote access, equity and inclusion: $150,000 Special Accommodation Grants: $300,000 (number TBD)	$620,000
Agency of Administration/Office of Racial Equity (MOU) Salary, Fringe (approximately 65% of salary) and Indirect: Data Analyst (1.0 FTE, Pay Grade 27)	$125,223
Agency of Education (MOU) Salary (3 positions, 3.0 FTE): PreK Monitoring Specialist (Pay Grade 24), Early MTSS Coordinator (Pay Grade 24), Early Learning Data Analyst (Pay Grade 24): $172,848 Fringe (approximately 67% of salary): $115,808 Supplies: Marketing, training materials, Vermont Early Learning Standards resources: $35,000 Equipment for 3 new positions: $15,000 Travel: In state travel for UPK monitoring and Early MTSS Coordinator and one (1) position to PDG National meeting ($1,358): $10,000 Contracts/Grants: Early MTSS Implementation grants: $152,000; training stipends: $80,000; Early MTSS Vendor: $350,000 Indirect: $80,500	$1,011,156

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Agency of Human Services/Department of Health (MOU) Salary (7 positions): MCH Early Childhood Director (0.5 FTE, Pay Grade 27), Universal Development Screening Registry Manager (0.43 FTE, Pay Grade 25); Public Health Nurse I (0.5 FTE, Pay Grade 23); MCH Program Manager (1.0 FTE, Pay Grade 25); Business Administrator (1.0 FTE, Pay Grade 23); MCH Evaluator (0.2 FTE, in-kind); Public Health Analyst III (1.0 FTE, Pay Grade 26): $302,977 Fringe (approximately 63% of salary): $191,400 Supplies: Help Me Grow promotional and educational materials: $5,000 Travel: One (1) position to PDG National meeting: $1,358 Other: Agency of Digital Services Project Manager for Data Governance and Data Linkages (1.0 FTE): $183,040 Contracts/Grants: United Ways of Vermont/Help Me Grow Resource Hub: $374,000; Vermont Child Health Improvement Program (VCHIP)/Touchpoints and NBO Training: $150,000 Indirect: $257,531	$1,465,306
Agency of Human Services/Department of Mental Health (MOU) Salary: Grant Manager (1.0 FTE; Pay Grade 2) Fringe (approximately 70% of salary): $38,204 Supplies: Supplies and materials to support staff and programmatic activities: $1,822 Contracts/Grants: Contracts (10-12) to mental health and/or nonprofits to provide Infant Early Childhood Mental Health Consultation: $500,000; grants (approximately 4) to mental health agencies for Parent Child Interaction Therapy supports: $27,600; grants (approximately 4) to mental health agencies for therapeutic supports (CCP): $50,000; grant to All Brains Belong for education/support to families awaiting autism evaluation: $4,800 Indirect: $13,165	$689,879

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Building Bright Futures (Subrecipient subaward, as authorized by Vermont statute Title 33 Chapter 46, to execute the needs assessment, strategic plan, family leadership, providing local funds to communities, and leading evaluation and data integration) Salary: $485,000 / Evaluator (1.0 FTE); Parent Leadership Navigator (1.0 FTE); Grant Manager (1.0 FTE); Regional Manager (0.9 FTE); Partnership & Data Coordinator (1.0 FTE); Research & Data Director (0.5 FTE) Policy & Program Director (0.5 FTE); Executive Director (0.25 FTE); Data & Policy Manager (0.5 FTE); Deputy Director (0.25 FTE); Admin & Finance (0.15 FTE) Fringe (approximately 29.7% of salary): $144,045 Equipment: $16,000 Travel: Local travel for trainings, site visits and meetings and two (2) staff to PDG national meeting: $23,000 Other: Professional development: $12,000 Contracts/Grants: Equity Project Consulting ($75,000); Needs Assessment Consulting ($50,000); Communications $45,000; Data Contract ($30,000); Innovation Fund Awards ($1,900,000) Parent Stipends ($10,000) Indirect: $91,505	$2,881,550
DIRECT COSTS	**$7,475,398**
INDIRECT	**$268,682**
Vermont AHS uses a Cost Allocation Plan, approved by the US Department of Health and Human Services effective October 1, 1987, in lieu of an indirect rate agreement as authorized by OMB Circular A-87, Attachment D. The Cost Allocation Plan summarizes actual, allowable costs incurred in the operation of the program. Costs are allocated to the program based on the salaries and wages paid. Because these are actual costs, unlike an Indirect Cost Rate, these costs will vary from quarter to quarter and cannot be fixed as a rate. Based on costs allocated to similar programs during recent quarters, we would currently estimate these allocated costs at 75% of the direct salary line item.	
TOTAL	**$7,744,080**

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REQUIRED BUDGET BREAKDOWNS FOR MATCH, ACTIVITY DISTRIBUTION, EVALUATION, TECHNICAL ASSISTANCE, SUBGRANT TOTALS, AND TRAVEL

MATCH	
SOURCE	**FUNDING**
Department for Children and Families/Child Development Division	$800,000
Let's Grow Kids	$725,000
Building Bright Futures	$300,000
Vermont Association for the Education of Young Children	$270,000
Agency of Education	$212,224
Department of Mental Health	$16,000
Total Confirmed Match (30%)	**$2,323,224**
ACTIVITY DISTRIBUTION	
ACTIVITY	**FUNDING**
Sub-total Activity Area 1: Needs Assessment	$189,264
Sub-total Activity Area 2: Strategic Plan	$382,415
Sub-total Activity Area 3: Family Choice and Engagement	$924,102
Sub-total Activity Area 4: Workforce and Best Practice	$1,239,620
Sub-total Activity Area 5: Quality Improvement	$1,052,192
Sub-total Activity Area 6: Subgrant Pilots to Improve Quality and Access	Grants: $2,892,400 Admin: $364,748
EVALUATION, TECHNICAL ASSISTANCE, SUBGRANTS TO IMPROVE QUALITY AND ACCESS, & TRAVEL	
Evaluation Total: This calculation includes BBF's role in leading Evaluation and Data efforts, as well as 50% of agency data steward capacity (outlined in Activity 5.3) dedicated to Evaluation efforts	$534,749 **(6.91%)**
Technical Assistance Total: Vermont did not include funding for the Early Childhood Workforce TA Peer Leaders Initiative and Community of Practice	$0 **(0%)**
Subgrant Pilots to Improve Quality and Access Total	$2,892,400 **(37.35%)**
Travel to national meeting: 4 Staff from AOE, CDD, VDH, and BBF	Approx $5,500

Attachment: Budget & Budget Justification

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Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 90TP0098-01-00
FAIN# 90TP0098
Federal Award Date: 12/09/2022

Recipient Information

1. Recipient Name
HUMAN SERVICES VERMONT AGENCY OF
280 State Dr
Waterbury, VT 05671-9501

2. Congressional District of Recipient
00

3. Payment System Identifier (ID)
1036000264D4

4. Employer Identification Number (EIN)
036000264

5. Data Universal Numbering System (DUNS)
809376155

6. Recipient's Unique Entity Identifier (UEI)
YLQARK22FMQ1

7. Project Director or Principal Investigator
Ms. Miranda Gray
miranda.gray@vermont.gov
802-241-0819

8. Authorized Official
Ms. Christine Cassel
DCF Director of Operations
christine.cassel@vermont.gov
802-585-6029

Federal Agency Information
ACF/OCC Office of Discretionary Grants

9. Awarding Agency Contact Information
Ms. Sheri Harmon
Grants Management Specialist
sheri.harmon@acf.hhs.gov
206-615-2558

10.Program Official Contact Information
Mr. Richard Gonzales
richard.gonzales@acf.hhs.gov
202 401-5138

Federal Award Information

11. Award Number
90TP0098-01-00

12. Unique Federal Award Identification Number (FAIN)
90TP0098

13. Statutory Authority
PRWORA of 1986, PL 104-1

14. Federal Award Project Title
Preschool Development Grants Birth to Five (PDG B-5) Renewal Grant - Vermont

15. Assistance Listing Number
93.434

16. Assistance Listing Program Title
ESSA Preschool Development Grants Birth through Five

17. Award Action Type
New

18. Is the Award R&D?
No

Summary Federal Award Financial Information

19.	**Budget Period Start Date** 12/31/2022 **- End Date** 12/30/2023	
20.	**Total Amount of Federal Funds Obligated by this Action**	$7,744,080.00
	20a. Direct Cost Amount	$9,798,622.00
	20b. Indirect Cost Amount	$268,682.00
21.	Authorized Carryover	$0.00
22.	Offset	$0.00
23.	Total Amount of Federal Funds Obligated this budget period	$0.00
24.	**Total Approved Cost Sharing or Matching, where applicable**	$2,323,224.00
25.	**Total Federal and Non-Federal Approved this Budget Period**	$10,067,304.00
26.	**Period of Perfomance Start Date** 12/31/2022 **- End Date** 12/30/2025	
27.	Total Amount of the Federal Award including Approved Cost Sharing or Matching this Period of Performance	$10,067,304.00

28. Authorized Treatment of Program Income
ADDITIONAL COSTS

29. Grants Management Officer – Signature
Trisha Smith
Grants Officer

30. Remarks

This action awards $7,744,080 for the Preschool Development Grant Birth to Five (PDG B-5) Renewal grant for the budget period 12/31/2022 – 12/30/2023.

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Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 90TP0098-01-00
FAIN# 90TP0098
Federal Award Date: 12/09/2022

Recipient Information

Recipient Name
HUMAN SERVICES VERMONT AGENCY OF
280 State Dr
Waterbury, VT 05671-9501

Congressional District of Recipient
00

Payment Account Number and Type
1036000264D4

Employer Identification Number (EIN) Data
036000264

Universal Numbering System (DUNS)
809376155

Recipient's Unique Entity Identifier (UEI)
YLQARK22FMQ1

31. Assistance Type
Project Grant

32. Type of Award
Other

33. Approved Budget
(Excludes Direct Assistance)

I. Financial Assistance from the Federal Awarding Agency Only
II. Total project costs including grant funds and all other financial participation

a. Salaries and Wages	$386,734.00
b. Fringe Benefits	$257,320.00
c. Total Personnel Costs	$644,054.00
d. Equipment	$10,750.00
e. Supplies	$1,200.00
f. Travel	$14,400.00
g. Construction	$0.00
h. Other	$2,335,104.00
i. Contractual	$6,793,114.00
j. TOTAL DIRECT COSTS	**$9,798,622.00**
k. INDIRECT COSTS	**$268,682.00**
l. TOTAL APPROVED BUDGET	**$10,067,304.00**
m. Federal Share	**$7,744,080.00**
n. Non-Federal Share	**$2,323,224.00**

34. Accounting Classification Codes

FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	OBJECT CLASS	CFDA NO.	AMT ACTION FINANCIAL ASSISTANCE	APPROPRIATION
3-G991011	90TP009801	ACFOCC	41.15	93.434	$7,744,080.00	75-2223-1536

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

35. Terms And Conditions

STANDARD TERMS

1. Paid by DHHS Payment Management System (PMS), see attached for payment information.

   This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award. This includes requirements in Parts I and II (available at http://www.hhs.gov/grants/grants/policies-regulations/index.html of the HHS GPS.

   The prior approval requirements in 45 CFR 75.308(d) are not waived. The grantee shall obtain all prior approvals set forth in 45 CFR 75.308.

   This award is subject to requirements or limitations in any applicable Appropriations Act.

   This award is subject to the requirements of Section 106 (g) of the trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104).

   This award is subject to the Federal Financial Accountability and Transparency Act (FFATA or Transparency) of 2006 subaward and executive compensation reporting requirements.

   This award is subject to requirements as set forth in 2 CFR 25.110 Central Contractor Registration (CCR) and DATA Universal Number System (DUNS).

   For full text go to https://www.acf.hhs.gov/discretionary-post-award-requirements

   Consistent with 45 CFR 75.113, applicants and recipients must disclose in a timely manner, in writing to the HHS awarding agency, with a copy to the HHS Office of Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Subrecipients must disclose, in a timely manner, in writing to the prime recipient (pass through entity) and the HHS OIG, all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.

   This award is subject to Public Law 114-95 Title IX Section 9212 (note 42 USC Section 9831).

   This award is subject to the requirements as set forth in 45 CFR Part 75.

   Initial expenditure of funds by the grantee constitutes acceptance of this award.

   Additional terms and conditions, reporting requirements, and payment instructions are attached.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

AWARD ATTACHMENTS

HUMAN SERVICES VERMONT AGENCY OF 90TP0098-01-00

1. Payment Instructions
2. Highlighted Grant Requirements
3. Federal Financial Report Requirements
4. Performance Progress Report Requirements
5. PDG B-5 Annual Report Instructions

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Payment Instructions

This award will be paid through the Payment Management System (PMS), https://pms.psc.gov.

The Program Support Center (PSC) is a non-appropriated agency hosted by the U.S. Department of Health and Human Services (HHS). PSC developed the Payment Management System (PMS) as a secure, online grants payment platform which provides awarding agency and grant recipient customers with efficient grant and grant-like payments, cash management, and personal grant accounting support services.

PMS leverages efficient business processes, state-of-the-art information technology, E-Government initiatives, and business expertise to build a critical link in the operation of federal financial assistance programs. The system receives payment requests, transmits the payment to either the Federal Reserve Bank or the U.S. Treasury for deposit into the grantee's bank account, and records the payment transactions and corresponding disbursements to the appropriate account(s).
The Payment Management System (PMS) is a tool to help grant recipients draw down funds and file the Federal Financial Report (FFR).

For states, payments are governed by Treasury-State CMIA agreements and default procedures codified at 31 CFR part 205 and TFM 4A-2000 Overall Disbursing Rules for All Federal Agencies.

For non-Federal entities other than states, payments methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-Federal entity whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means.

In accordance with Department of Treasury regulations, federal cash MUST BE DRAWN SOLELY TO ACCOMMODATE YOUR IMMEDIATE NEEDS ON AN “AS NEEDED” BASIS ONLY, and must not be held in excess of three (3) working days. The Department of Treasury issued regulations governing the flow of federal cash to recipient organizations. These regulations are intended to ensure that federal cash is disbursed from U.S. Treasury coffers only when the recipient needs cash for payment purposes. The regulations minimize the negative impact of federal cash withdrawals on the public debt and related financing costs to the Federal Government. At no time, therefore, should cash be requested to cover unliquidated encumbrances, obligations, or accrued expenditures until actual program disbursements are anticipated. {Reference Circular 1075 & 1084}

Grant Recipients can find the PMS User Guide and Training on the PMS website, https://pms.psc.gov/training/pms-user-guide.html.

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Highlighted Grant Requirements

Cost Principles – costs must comply with 45 CFR § 75.400 - § 75.477

Period of Performance and Availability of Funds 45 CFR § 75.309 – costs must be incurred during the budget period and liquidated within 90 days following the budget period end date

Procurement procedures must comply with 45 CFR §75.326 and §75.335 Procurement Standards. States must follow the same procedures used for non-federal funds and must include contract provisions noted in 45 CFR Part 75 Appendix II.

Subrecipient Monitoring and Management 45 CFR § 75.351 – § 75.353 – subrecipient and contractor determinations, requirements for pass-through entities, fixed amount subawards

Indirect costs must comply with 45 CFR § 75.414. Indirect cost rates must be based on a current Indirect Cost Rate Agreement approved by the non-federal entity's cognizant federal agency. A de minimis rate of 10% of Modified Total Direct Costs (MTDC) may only be used by a non-federal entity that has never received a federally negotiated indirect cost rate agreement. Note: A governmental department/agency that receives more than $35M in direct federal funding must submit an indirect cost rate proposal to its cognizant agency for indirect costs.

Salary Limitation: Pursuant to HHS appropriations acts, none of the funds awarded by this grant shall be used to pay the salary of an individual at a rate in excess of Federal Executive Schedule Level II ($203,700 for 2022).

Change in key person identified in the application or award (Program Director, Authorized Representative) requires prior approval per 45 CFR §75.308(c)(ii).

Prior approval requirements in 45 CFR §75.308(d) are not waived. Grant recipients must request prior approval for pre-award costs, one-time extension of the period of performance, and carryover of unobligated balances.

Budget Revision: Transfers between direct cost budget categories in excess of $250,000 or 25% of the total budget (whichever is less) requires prior approval by the awarding agency [HHS Grants Policy Statement, page II-54].

Participant Support Costs require prior approval per 45 CFR §75.456.

Publications or audiovisual media must include the following disclaimer: "This [publication or project] was made possible by grant number [90TP00XX]. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families."

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Federal Financial Report Requirements

For Preschool Development Grants, the Federal Financial Report (FFR) must be submitted in the **Payment Management System (PMS)** within 30 days after the end of each quarter.

The **SF-425** form must be prepared and certified as follows:

- **October 1 – December 31: certify by January 30**
- **January 1 – March 31: certify by April 30**
- **April 1 – June 30: certify by July 30**
- **July 1 – September 30: certify by October 30**

- The **Annual FFR**, covering the budget period plus the liquidation period, must be prepared and certified within **90 days after the end of the budget period**. The Annual FFR must reflect $0 unliquidated obligations and statutory cost sharing requirement for federal funds expended.
- The **Final FFR**, covering the budget period plus the liquidation period, must be prepared and certified within **90 days after the end of the project period.** The Final FFR must reflect $0 unliquidated obligations and statutory cost sharing requirement for federal funds expended.

The FFR will be available to prepare after the end of the reporting period and must be certified by the due date.

FFR Grantee User Guide: https://pms.psc.gov/pms-user-guide/federal-financial-report.html

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Performance Progress Reporting

Preschool Development Grant recipients are required to report project progress on a quarterly basis using the Performance Progress Report (PPR). The PPR is used to report progress and completion of project activities, goals, and objectives as identified in the approved application.

Once completed, submit the PPR as a Grant Note in Grant Solutions using the following naming conventions:

- Subject: PPR-Q1-YYYY, PPR-Q2-YYYY, PPR-Q3-YYYY, PPR-Q4-YYYY, PPR-Final-YYYY
- Note Type: Correspondence
- Category Type: Programmatic Report

The PPR is due 30 days after the end of each quarter as follows:

- October 1 – December 31: submit by January 30
- January 1 – March 31: submit by April 30
- April 1 – June 30: submit by July 30
- July 1 – September 30: submit by October 30

Failure to submit reports when due indicates non-compliance with award terms and conditions.

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Office of Child Care: Administration for Children and Families

OMB Control No: 0970-0490
Expiration Date: 1/31/2023

Preschool Development Grant Birth through Five Renewal Grant Performance Progress Report

About this Performance Progress Report

The purpose of the Performance Progress Report (PPR) is to help the Administration for Children and Families (ACF) in consultation with the Department of Education (ED) assess the progress of Preschool Development Grant Birth through Five (PDG B-5) Renewal Grantees. This PPR is tailored to the specific goals and objectives of the PDG B-5 Renewal Grants and will allow ACF to collect useful information from grantees in a uniform and systematic manner. This PPR will be collected annually and supplement the standard ACF required PPR.

Time Burden

This data collection is expected to require an average of 3 hours per response.

Instructions

The Performance Progress Report is collected on an annual basis and is to be submitted by 1/31.

For more information about program reporting requirements, refer to Funding Opportunity Announcement (FOA) HHS-2019-ACF-OCC-TP-1567.

Compliance

Responses will be kept private to the extent permitted by law.

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13): Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

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Preschool Development Grant Birth through Five (PDG B-5) Renewal Grantees are engaged in a wide array of grant activities, have varied programs in their mixed delivery systems (MDS), and have differing data capacities and capabilities. In addition, each grantee is working toward achieving unique goals and objectives. There may be questions in this progress report that are not directly applicable to each grantee or that each grantee may not have the requisite information/data to currently answer. If you do not respond to a question, describe why it has been left blank and describe any planned activities that will enable completion of a response to the question in future performance progress reports.

Section A:

A.1
Complete the table to provide the following information regarding the programs in your state's PDG B-5 MDS.

i. PDG B-5 MDS Program Name: Provide the names of all programs that are included in your state's PDG B-5 MDS.
ii. Lead Agency/Department: Provide the name of the primary state agency or department that administers and oversees each program in the state's PDG B-5 MDS.
iii. Lead Office/ Division/ Bureau: Identify the office, sub-office, division, bureau, etc. for each program in the state's PDG B-5 MDS.

A.2
Describe recent or ongoing efforts to streamline the administrative governance of programs in your state's PDG B-5 MDS. Describe progress since last reporting period and planned activities for the next reporting period.

A.3
Does your state have any working groups comprised of PDG B-5 MDS program representatives that meet specifically about the PDG B-5 initiative?

If "Yes", fill out the information in Table A.3.1. If "No", proceed to Question A.4.

A.3.1
If answered "Yes" to Question A.3, complete the table to provide the following information:

i. Participating PDG B-5 MDS Programs: Indicate the number of representatives that participate in the working group from each PDG B-5 MDS program.
i. Meeting Frequency: Indicate how often (i.e., weekly, bi-weekly, monthly, quarterly, yearly) this working group meets or provide an alternative category by indicating 'Other'.
ii. Working Group Goals and Objectives: Describe the goals and objectives of this working group.

A.4
Does your state have other active councils or working groups that support efforts to coordinate programs within its PDG B-5 MDS (e.g., children's cabinets, early learning advisory groups)?

If "Yes", fill out the information in Table A.4.1. If "No", proceed to Question A.5.

A.4.1
If answered "Yes" to Question A.4, complete the table to provide the following details for each active council or entity:

ii. Council/Entity Name: Provide the name of the active council or entity.
iii. Council/Entity Description: Describe the goal council/entity and whether coordination amongst PDG B-5 MDS programs is an explicit focus.

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iv. Council/Entity Goals and Objectives: Describe the goals and objectives of this council/entity.
v. Participating PDG B-5 MDS Programs: Identify all PDG B-5 MDS programs and the # of representatives from each on the council or entity.

A.5
Does your state have external partners that support state efforts to coordinate programs within your state's PDG B-5 MDS?
If "Yes", fill out the information in Table A.5.1. If "No", proceed to Question A.6

A.5.1
If answered "Yes" to Question A.5, complete the table to provide a detailed description of each external partnership:

i. External Partner Name: Provide the name of the external partner.
ii. External Partner Category: Select the category (i.e., local government, tribal authority, foundation, non-profit organization, business) that best describes the external partner or provide an alternative category name by indicating 'Other'.
iii. Coordination with PDG B-5 MDS Programs: Identify all PDG B-5 MDS programs associated with this partnership.
iv. Is there a formal partnership agreement/MOU: Answer yes or no.
v. Partnership Goals and Objectives: Describe the goals and objectives of this partnership.

A.6
Describe recent or ongoing efforts to better coordinate programs in your state's PDG B-5 MDS. Describe progress since the last reporting period and planned activities for the next reporting period.

A.7
Describe how your state's Head Start Collaboration Office is engaged in PDG B-5 activities and otherwise supports state efforts to coordinate programs in your PDG B-5 MDS.

A.8
Complete the table to describe the following terms as defined by your state for the PDG B-5 initiative:

- Quality Early Childhood Care and Education
- Availability
- Vulnerable or Underserved
- Children in Rural Areas
- Low-Income Children/Families

i. Does the state have a PDG B-5 definition for this term: Fill in yes or no to indicate whether the state has an established definition for each term that is specific to PDG B-5.
ii. Definition or Coding: Describe how the state defines each term listed.
iii. Which of your state's PDG B-5 MDS programs use this definition: Identify all of your state's PDG B-5 MDS programs that utilize the definition.

A.9
Describe recent or ongoing efforts to standardize definitions across programs in your state's PDG B-5 MDS. Describe progress since the last reporting period and planned activities for the next reporting period.

Section B:

B.1. Complete the tables below.

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B.1.1. Type of Services Provided: Identify the type of services provided by each program in your state's PDG B-5 MDS.

B.1.2 Funding and Expenditures:

i. Funding Fiscal Year: Insert the most recent Fiscal Year used as reference for the funding data that will be provided in this table.
ii. Expenditure Fiscal Year: Indicate the most recent Fiscal Year used as reference for the expenditure data that will be provided in this table.
iii. PDG B-5 MDS Program Name: All PDG B-5 MDS programs identified in question A.1 are listed automatically in the table.
iv. Types of Funding Sources: Indicate whether the program is funded by federal, state, county/local, and/or private funds (indicate all that apply).
v. Federal Funding Sources: If "Federal" was selected as a funding source in the previous column, indicate which federal funding sources apply to the PDG B-5 MDS program entered in the corresponding row. Federal funding sources may include:
    - CACFP: Child and Adult Care Food Program
    - CCDF/CCDBG: Child Care Development Fund/Child Care Development Block Grant
    - CHIP: Child Health Insurance Program
    - Head Start/Early Head Start
    - IDEA Part B Sec. 619: In reference to IDEA Part B, Section 619, also known as Preschool Grants for Children with Disabilities
    - IDEA Part C: Also known as Early Intervention for Infants and Toddlers with Disabilities
    - Medicaid
    - MIECHV: Maternal, Infant, and Early Childhood Home Visiting program
    - PDG B-5: Preschool Development Grant Birth through Five Initial or Renewal Grant
    - SNAP: Supplemental Nutritional Assistance Program
    - TANF: Temporary Assistance for Needy Families
    - Title I: Title I Grants to Local Education Agencies
    - Title IV-E: Foster Care Title IV-E
    - WIA: Workforce Innovation Act
    - WIC: Special Supplemental Nutrition Program for Women, Infants, and Children
    - Other: Funding streams other than those mentioned above. Provide the name of the federal funding stream.

    If "Federal" was not selected, move to the next column.

i. Federal Funding: Provide the total amount of federal funding for each program. (Format: $1,425,572)
ii. State Funding: Provide the total amount of state funding for each program. (Format: $1,425,572)
iii. Other Funding: Provide the total amount of funding for each program that does not come from state or federal sources. (Format: $1,425,572)
iv. Total Funding: Sum of Federal Funding, State Funding, and Other Funding columns.
v. Total Expenditures: Provide the total expenditure for each program across all funding sources. (Format: $1,425,572)
vi. Service Delivery Expenditures: Provide the total expenditure for each program associated with service delivery. For the purposes of this form, service delivery is defined as non-overhead expenditures. (Format: $1,425,572)
vii. Overhead Expenditures: The difference between Total Expenditures and Service Delivery Expenditures.

As of Date: Enter an "as of date" for the data entered in Table B.1.1 above. (Format: October 15, 2019)

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B.1.3

Data entered in this table pertain to the number of children served by each program in your state's PDG B-5 MDS.

If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

i. PDG B-5 MDS Program Name: All PDG B-5 MDS programs identified in question A.1 are listed automatically in the table.
ii. Total Children Served, across all ages: Provide the total number of children, across all ages, served by each PDG B-5 MDS program.
iii. Total B-5 Children Served: Provide the total number of children ages B-5 served by each program.
iv. Vulnerable or Underserved B-5 Children Served: Provide the total number of children ages B-5 who fall under the state's PDG B-5 definition of vulnerable or underserved and are served by the program.
v. Low Income B-5 Children Served: Provide the total number of children ages B-5 who fall under the state's PDG B-5 definition of low income and are served by the program.
vi. Rural B-5 Children Served: Provide the total number of children ages B-5 who fall under the state's PDG B-5 definition of children in rural areas that are served by the program.
vii. Ages 0 -1: Provide the total number of children served by the program under the age of 1.
viii. Age 1: Age 1 consists of children that have turned 1 and are under the age of 2.
ix. Age 2: Age 2 consists of children that have turned 2 and are under the age of 3.
x. Age 3: Age 3 consists of children that have turned 3 and are under the age of 4.
xi. Age 4: Age 4 consists of children that have turned 4 and are under the age of 5.
xii. Age 5: Age 5 consists of children that have turned 5 but are under the age of 6.
xiii. As of Date: Enter an "as of date" for the data entered in Table B.1.2 above. (Format: October 15, 2019)

B.1.3.1

If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

If the state is able to provide distinct (unduplicated) counts of children served across the PDG B-5 MDS, enter those counts for each column.

B.1.4

If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

Data entered in this table pertain to the number of families served by each program in your state's PDG B-5 MDS.

i. PDG B-5 MDS Program Name: Identify all the programs in your state's PDG B-5 MDS.
ii. Total Families Served, include families with children of all ages: Provide the total number of families served by each program.
iii. Total B-5 Families Served: Provide the total number of families with children ages B-5 served by each program.
iv. Vulnerable or Underserved B-5 Families Served: Provide the total number of families with children ages B-5 who fall under the state's PDG B-5 definition of vulnerable or underserved and are served by the program.
v. Low Income B-5 Families Served: Provide the total number of families with children ages B-5 who fall under the state's PDG B-5 definition of low income and are served by the program.
vi. Rural B-5 Families Served: Provide the total number of families with children ages B-5 who fall under the state's PDG B-5 definition of children in rural areas that are served by the program.
vii. As of Date: Enter an "as of date" for the data entered in Table B.1.3 above. (Format: October 15, 2019)

B.1.4.1

If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

If the state is able to provide distinct (unduplicated) counts of families served across the PDG B-5 MDS, enter those counts for each column. If not, proceed to Question B.1.5.

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B.1.5
If you were unable to provide any of the data in the questions above (B.1.1-B.1.3) due to data capacity limitations, describe barriers to providing data and plans to improve data capacity in order to report this information in future reporting periods.

B.2
Describe recent or ongoing efforts to serve more children and families in your state's PDG B-5 MDS. Describe progress since the last reporting period and planned activities for the next reporting period.

B.3
Describe recent or ongoing efforts (including policies or incentives) to align funding, regulatory standards, or other regulatory requirements across your state's PDG B-5 MDS programs. Describe progress since the last reporting period and planned activities for the next reporting period.

B.4
Describe recent or ongoing efforts across PDG B-5 MDS programs to engage unlisted, unregistered, unlicensed, or informal care providers. Describe progress since the last reporting period and planned activities for the next reporting period.

B.5
Do you have external partners that support state efforts to reach unlisted, unregistered, unlicensed, or informal care providers. If "Yes", fill out the information in Table B.5.1. If "No", proceed to Question B.6.

B.5.1
If selected "Yes" in Question B.5, provide the following information:

i. External Partner Name: Provide the name of the external partner.
ii. External Partner Category: Select the category of external partner (i.e., non-profit, business, tribal authority, local government, or provide indicate 'Other').
iii. Coordination with PDG B-5 MDS Programs: Identify all PDG B-5 MDS programs associated with this partnership.
iv. Partnership Goals and Objectives: Describe the goals and objectives of each partnership.

B.6
If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

For Table B.6, provide the below information on registered ECE providers and slots to the extent possible.

i. PDG B-5 MDS Program Name: Identify all the programs that offer ECE services in your state's PDG B-5 MDS.
ii. Who is included in your definition of "Registered Providers"?: Define registered provider, as it is defined by your state.
iii. Total Number of Providers: Provide the total number of registered ECE providers associated with each PDG B-5 MDS program that offers ECE services.
iv. Total Number of Center-Based Providers: Provide the total number of ECE center-based providers for each PDG B-5 MDS program that offers ECE services.
v. Total Number of Home-Based Providers: Provide the total number of ECE home-based providers for each PDG B-5 MDS program.
vi. Total Number of Slots: Provide the total number of provider slots for each PDG B-5 MDS program that offers ECE services.
vii. Total Number of Center-Based Slots: Provide the total number of center-based provider slots for each PDG B-5 MDS program that offers ECE services.

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viii. Total Number of Home-Based Slots: Provide the total number of home-based provider slots for each PDG B-5 MDS program that offers ECE services.
ix. As of Date: Enter an "as of date" for the data entered in Table B.4 above. (Format: October 15, 2019)

B.6.1
If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.
If the state is able to provide distinct counts of providers and slots across the PDG B-5 MDS programs that offer ECE services, provide the information below. If not, proceed to Question B.6.2.

B.6.2
If you were unable to provide any of the data in the questions above (B.6 or B.6.2) due to data capacity limitations, describe barriers to providing data and plans to improve data capacity in order to report this information in future reporting periods.

Section C:

C.1
Are any vulnerable and/or underserved populations prioritized for enrollment in your state's PDG B-5 MDS programs? If "Yes", fill out the information in Table C.1.1. If "No", proceed to Question C.2

C.1.1

If "Yes" to C.1, fill out the information in Table C.1.1.

i. PDG B-5 MDS Program Name: Identify the program in your state's PDG B-5 MDS.
ii. Prioritized Population(s): Name or describe the prioritized population(s) for the program listed in the corresponding row.
iii. Prioritization Description: Describe how the listed populations are prioritized.

C.2
Describe recent or ongoing efforts to serve more vulnerable and/or underserved children and families in your state's PDG B-5 MDS. Describe progress since the last reporting period and planned activities for the next reporting period.

Section D:

D.1
If data is not available, indicate "UN" for unavailable. If data do not apply, indicate "NA" for not applicable.

For Table D.1, detail which of your state's PDG B-5 MDS programs that offer ECE services are included in the state's QRIS and licensing system. Provide the following information:

i. PDG B-5 MDS Program Name: Identify the programs in your state's PDG B-5 MDS that offer ECE services.
ii. Included in state QRIS System: Indicate whether the PDG B-5 MDS program listed in the corresponding row is included in the State QRIS System.
iii. Included in state licensing system: Indicate whether the PDG B-5 MDS program listed in the corresponding row participates in the state licensing system.

D.2
Indicate whether the state has an early childhood workforce registry. If "Yes", fill out the information in Table D.2.1. If "No", proceed to Question D.3.

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D.2.1
If “Yes” to D.2., identify which of your state’s PDG B-5 MDS programs participate in the state early childhood workforce registry.

D.3
Does your state have early learning standards? If “Yes”, proceed to question D.3.1. and D.3.2 If “No”, proceed to Question D.4

D.3.1
If “Yes” to D.3., for what ages?

D.3.2
If “Yes” to D.3., indicate which of your state’s PDG B-5 MDS programs use the early learning standards and describe how they use them (e.g., quality improvement initiatives, curricula selection, professional development and training, or other: describe).

D.4
Does your state have a competency framework that articulates the competencies (i.e., knowledge, skills, or other attributes) essential to the practice of teaching and caregiving for children B-5. If “Yes”, fill out the information in Table D.4.1. If “No”, proceed to Question D.5.

D.4.1
If “Yes” to D.4., indicate which of your state’s PDG B-5 MDS programs use the competency framework and how they use the competency framework (i.e., professional development and training, credentialing, quality improvement initiatives, or other: describe).

D.5

Describe recent or ongoing efforts to improve the quality of your state’s PDG B-5 MDS programs. Describe progress since the last reporting period and planned activities for the next reporting period

Section E:

E.1
Identify the programs in your state’s PDG B-5 MDS that have providers featured or listed in your state child care consumer education website.

E.2
Does your state have a family engagement framework detailing how families are engaged across PDG B-5 MDS programs?

E.2.1
If “Yes” to E.1., fill out Table E.2.1 to indicate which programs in your state’s PDG B-5 MDS use the family engagement framework. If “No”, proceed to Question E.3.

E.3
Does your state have a Kindergarten Readiness Assessment (KRA)? If “Yes”, fill out the information in Table E.3.1. If “No”, proceed to Question E.4.

E.3.1

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If "Yes" to E.3., describe whether and how the KRA aligns with your state's early learning standards.

E.4

Describe recent or ongoing efforts to support collaboration between your state's PDG B-5 MDS programs and elementary schools. Describe progress since the last reporting period and planned activities for the next reporting period.

Section F:

F.1
Does your state have centralized or consolidated application processes established across programs in your PDG B-5 MDS? If "Yes", fill out the information in Table F.1.1. If "No", proceed to Question F.1.2.

F.1.1
If "Yes" to F.1, fill out the information in Table F.1.1.

i. PDG B-5 MDS Program Name: Identify the PDG B-5 MDS programs included in a centralized or consolidated application process.
ii. Description of the application process: Provide a brief description of the centralized or consolidated application process.

F.1.2
If "No" to F.1., is there a plan/roadmap to create centralized or consolidated application processes across your state's PDG B-5 MDS programs?

F.1.3
Describe progress since the last reporting period and planned activities for the next reporting period. Include any plans the state has to enhance, expand, or improve previously consolidated application processes across your state's PDG B-5 MDS programs.

F.2
Do any programs in your state's PDG B-5 MDS share common eligibility requirements? If "Yes", proceed to Question F.2.1. If "No", proceed to Question F.3.

F.2.1
If "Yes" to F.2, describe common eligibility requirements and identify the programs they apply to. Describe progress since the last reporting period and planned activities for the next reporting period.

F.3

1. Describe recent or ongoing efforts to improve resource efficiency in your state's PDG B-5 MDS programs. Describe efficiencies resulting from (1) resource sharing, (2) coordination of services, and (3) reduction in duplication of services. In addition, describe other approaches to improve resource efficiency. Describe progress since the last reporting period and planned activities for the next reporting period.

Section G:

G.1
Describe governance of administrative data for each PDG B-5 MDS program. Include a description of the groups involved and their roles and responsibilities.

G.2

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Describe recent or ongoing efforts to streamline data governance. Describe progress since the last reporting period and planned activities for the next reporting period.

Section H:

H.1
Does your state have an integrated data system? If "Yes", proceed to Question H.1.1. If "No", proceed to Question

For the purposes of this form, an integrated data system can be defined as a system which collects, integrates, maintains, stores, and reports information from programs across multiple agencies within a state that serve children and families.

H.1.1
If "Yes" to H.1., what agency governs the integrated data system?

H.1.2
If "Yes" to H.1., provide a detailed description of your state's integrated data system.

H.1.2
If "Yes" to H.1., identify which PDG B-5 MDS programs are included in the integrated data system.

H.1.4
Describe recent or ongoing efforts to develop or enhance your integrated data system. Describe progress since the last reporting period and planned activities for the next reporting period.

H.1.5 IF NO, are there plans to build an integrated data system as part of the PDG B-5 grant? If so, describe plans and estimated timeline.
H.2
Describe recent or ongoing efforts to enhance or improve data coordination and sharing across programs in your state's PDG B-5 MDS. Describe progress since the last reporting period and planned activities for the next reporting period.

H.3
Do any programs in your state's PDG B-5 MDS have the data capacity to track children, families, and/or service providers longitudinally (i.e., over time)? If "Yes", proceed to Question H.3.1. If "No", proceed to Question H.3.2.

H.3.1
If "Yes" to H.3., describe the capability and how these data are used to inform PDG B-5 grant activities.

H.3.2
Describe recent or ongoing efforts to enhance or improve longitudinal data system capabilities. Describe progress since the last reporting period and planned activities for the next reporting period.

H.4
Does your state have the ability to track and produce distinct (unduplicated) counts of children, families, and/or ECE providers across PDG B-5 MDS programs? If "Yes", fill out the information in Table H.4.1. If "No", proceed to Question H.4.2.
H.4.1

If "Yes" to H.4, fill out the information in Table H.4.1 regarding data capabilities.

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i. Capability Level: Indicate whether your state has the capability to produce distinct (unduplicated) counts of children, families, and/or providers (indicate all that apply).
ii. Description of capability: Provide a description of the methodology used to produce a distinct (unduplicated) count of children, families, and/or ECE providers across the PDG B-5 MDS.
iii. Data System Name and/or Description: Provide the name or a description of the data system that provides the capability.
iv. Description of how this information may be used to inform PDG B-5 grant activities: Detail how the state currently or plans to use this data to inform PDG B-5 grant activities.

H.4.2
If "No" to H.4, describe plans to develop the capability to track and produce distinct (unduplicated counts) of children, families, and/or providers across your state's PDG B-5 MDS.

H.5

How does your state currently use the administrative data of programs in your state's PDG B-5 MDS? In table H.5, indicate the uses of administrative data from PDG B-5 MDS programs.

i. Data Uses: Indicate the PDG B-5 MDS program that use administrative data for the following purposes:
    - Research
    - Continuous quality improvement
    - Reporting
    - Decision making
    - Other (describe)

Section I:

I.1
PDG B-5 Grant Activity Status

Many PDG B-5 Renewal Grantees may be pursuing activities, goals, or objectives not mentioned in the above questions.

i. Grant Activity, Goal, or Objective: Identify other activities, goals, and/or objectives.
ii. Status: For each, indicate whether the activity, goal, or objective has not yet begun, is in-progress, or is complete.
iii. Completion Date: Provide the date that your state completed or anticipates completing the listed activity/achieving the listed goal or objective (Format: October 15, 2019).
iv. Activity Progress Details: Describe progress toward achieving goals and objectives. If applicable, attach any supporting documentation.

I.2
Describe recent or ongoing efforts to enhance and/or implement your state's Program Performance Evaluation plan. Describe progress since the last reporting period and planned activities for the next reporting period.

I.3

Provide a description of how your Program Performance Evaluation has informed your PDG B-5 grant activities to date.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. _._._FLSA _____

New Mgt Level _____ B/U ____OT Cat. __._EEO Cat. _._FLSA _____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: [ ] Current Job/Class Title: [ ]

Agency/Department/Unit: [AHS/VHD/Health Statistics and Informatics] GUC: [ ]

Pay Group: [ ] Work Station: [Burlington] Zip Code: [05402]

Position Type: ☐ Permanent ☒ Limited Service (end date) [ ]

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.) [ ]

Supervisor's Name, Title and Phone Number: [ ]

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code [027100] Existing Job/Class Title: [Public Health Analyst III]

b. Position authorized by:

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☒ Joint Fiscal Office – JFO # [ ] Approval Date: [ ]

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) [ ]

☐ Other (explain) -- Provide statutory citation if appropriate. [ ]

☐ **Vacant Position:**

a. Position Number: [ ]

b. Date position became vacant: [ ]

c. Current Job/Class Code: [ ] Current Job/Class Title: [ ]

d. REQUIRED: Requested (existing) Job/Class Code: [ ] Requested (existing) Job/Class Title: [ ]

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

The Public Health Data Analyst will provide data and analytical support to Vermont's Preschool Development Grant, representing public health data. Activities will include:

- Work in parternship with the Division of Maternal and Child health to conduct data analysis of early childhood health data, including data collected by VDH (e.g., Universal Developmental Screening registry and Help Me Grow resource hub) as well as that from other Departments within AHS, Agencies in Vermont State Government, and nationally, as appropriate.

- Identify and inventory VDH early childhood data sets and work in partership with AHS Departments, AOE, and ADS to link early childhood data sets across state government to better understand the impact of programs and policy on the long-term outcomes children and families, which, in turn, will lead to more effective decision-making

- Once linked, provide early childhood analyses across Vermont's system of care to inform future programming and policy development.

- Support the development of data briefs, white papers, presentations, and other documents on early childhood data

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). [ ]

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Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No ☒

5. The name and title of the person who completed this form: Ilisa Stalberg / MCH Director

6. Who should be contacted if there are questions about this position (provide name and phone number): 802-951-4026

7. How many other positions are allocated to the requested class title in the department: 18

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

DocuSigned by:
Trishia Brooks
577C7EA8685D4E3...

2/21/2023

Personnel Administrator's Signature **(required)*** Date

Jessie Hammond
Digitally signed by Jessie Hammond
Date: 2023.02.21 08:38:02 -05'00'

Supervisor's Signature **(required)*** Date

DocuSigned by:
Kelly Dougherty
F0CF87D7DFD1420...

2/21/2023

Appointing Authority or Authorized Representative Signature **(required)*** Date

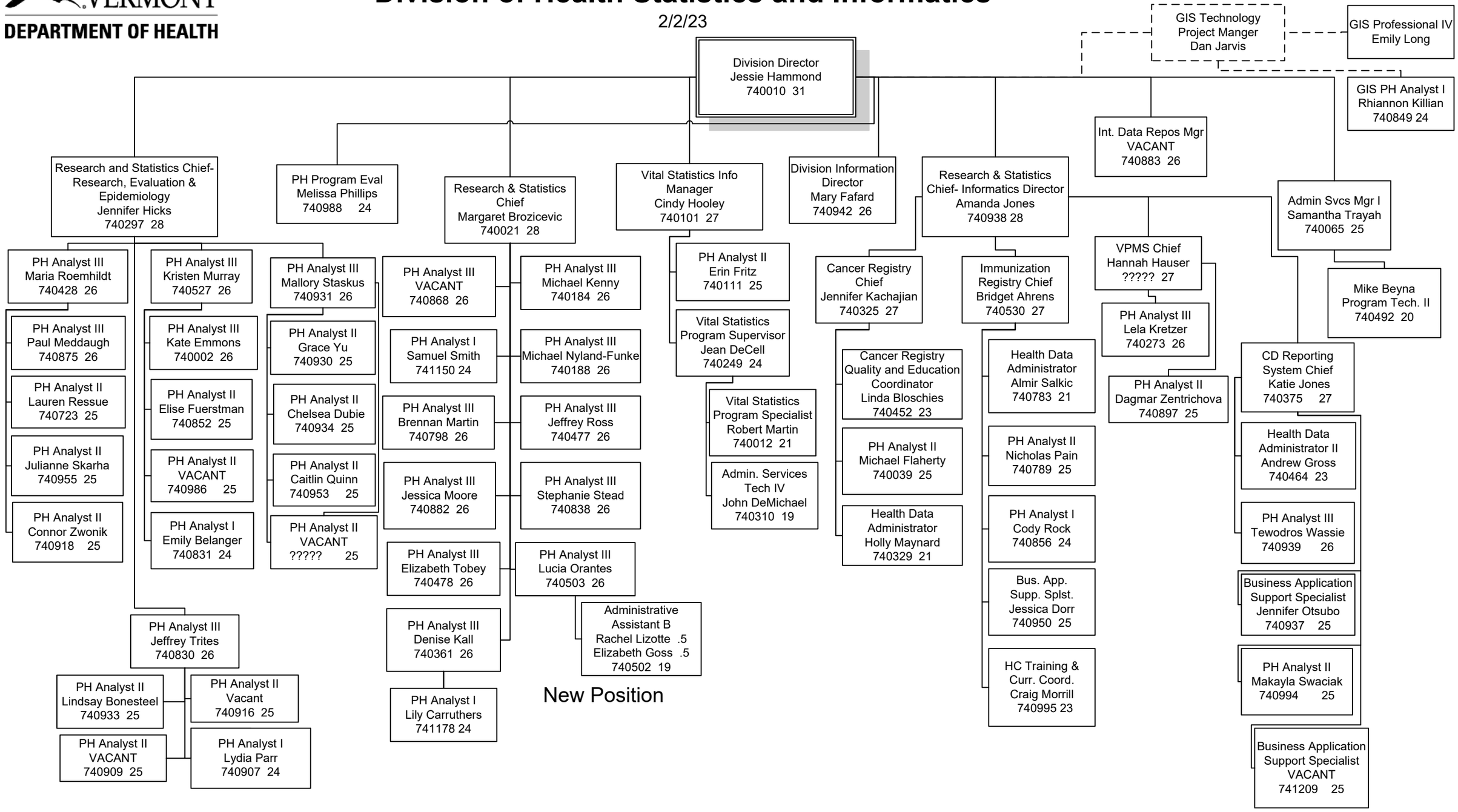
* Note: Attach additional information or comments if appropriate.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

VERMONT
DEPARTMENT OF HEALTH

Division of Health Statistics and Informatics

2/2/23



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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
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- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. _._._FLSA ____

New Mgt Level _____ B/U ____OT Cat. __._EEO Cat. _._FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: [ ] Current Job/Class Title: [ ]

Agency/Department/Unit: [AHS/VHD/Maternal and Child Health] GUC: [ ]

Pay Group: [ ] Work Station: [Burlington] Zip Code: [05402]

Position Type: ☐ Permanent ☒ Limited Service (end date) [ ]

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.) [ ]

Supervisor's Name, Title and Phone Number: [Janet Kilburn, MCH Early Childhood Director]

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code [22] Existing Job/Class Title: [Public Health Specialist I] 441741

b. Position authorized by:

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

☒ Joint Fiscal Office – JFO # [ ] Approval Date: [ ]

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) [ ]

☐ Other (explain) -- Provide statutory citation if appropriate. [ ]

☐ **Vacant Position:**

a. Position Number: [ ]

b. Date position became vacant: [ ]

c. Current Job/Class Code: [ ] Current Job/Class Title: [ ]

d. REQUIRED: Requested (existing) Job/Class Code: [ ] Requested (existing) Job/Class Title: [ ]

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

Position will provide support to Vermont's Preschool Development Grant ($24M) across all Agencies and Departments (AHS: VDH/MCH, DCF/CDD, DMH, and AOE. This includes the following roles/responsibilities:

- Support writing and coordinating federal programmatic grant reporting

- Support the development and administration of division-level early childhood grants and contracts

- Support the implementation, evaluation and integration of Maternal and Child Health early childhood programming, including Help Me Grow, Touchpoints, home visiting, and DULCE

- Develop and maintain community partnerships with early childhood organizations to advance public health strategies

- Provide technical assitance and quality improvement support to subrecipient organizations

2. Provide a brief justification/explanation of this request: -Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). [ ]

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☒ No ☐

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5. The name and title of the person who completed this form: Ilisa Stalberg / MCH Director

6. Who should be contacted if there are questions about this position (provide name and phone number): 802-951-4026

7. How many other positions are allocated to the requested class title in the department: 20

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

Attachments:

- ☒ Organizational charts are **required** and must indicate where the position reports.
- ☐ Class specification (optional).
- ☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.
- ☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

DocuSigned by:
Trishia Brooks
577C7FA8685D4E3...

2/21/2023

Personnel Administrator's Signature **(required)*** Date

Ilisa Stalberg
Digitally signed by Ilisa Stalberg
Date: 2023.02.17 13:19:40 -05'00'

Supervisor's Signature **(required)*** Date

DocuSigned by:
Kelly Dougherty
F0CF87D7DFD1420...

2/21/2023

Appointing Authority or Authorized Representative Signature **(required)*** Date

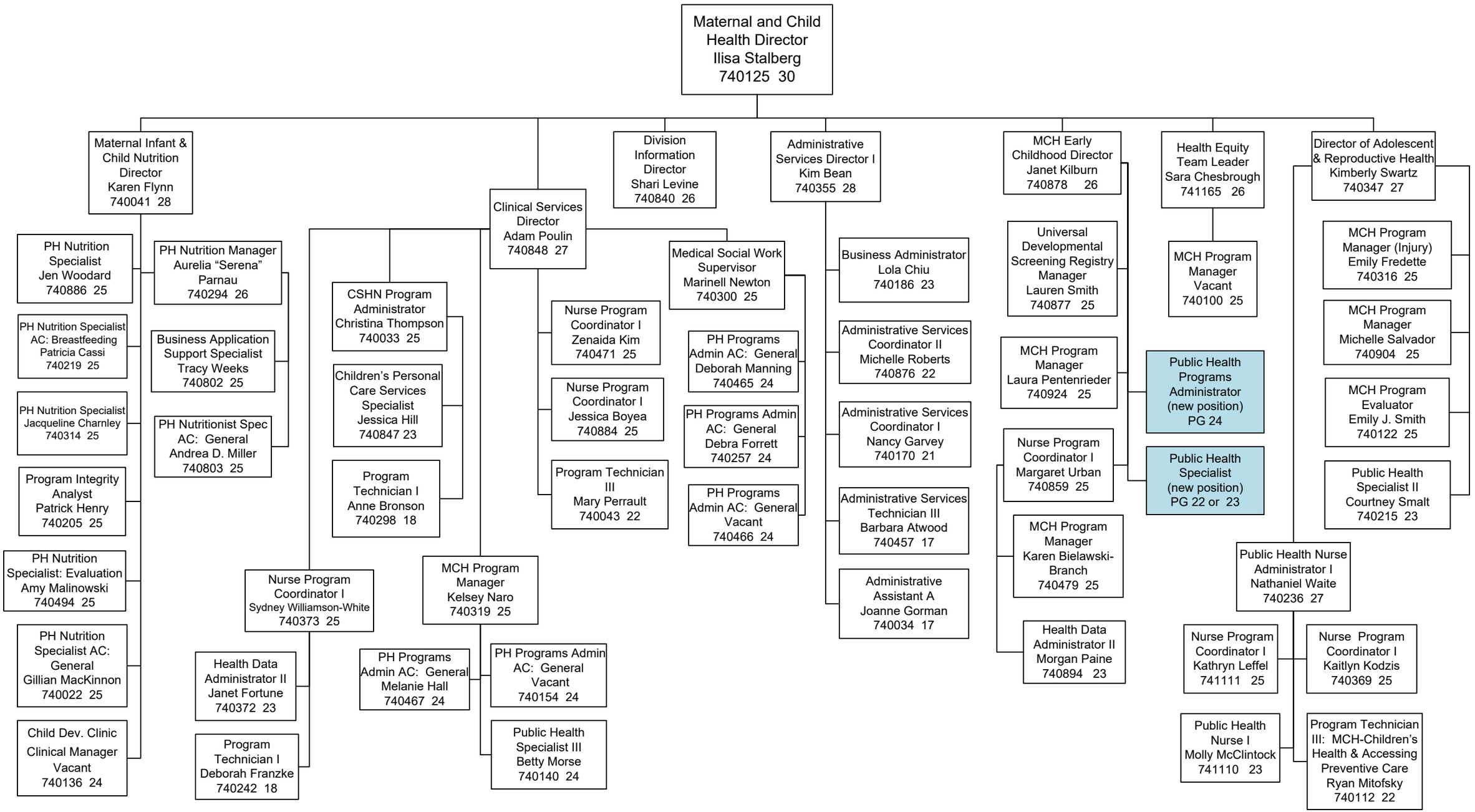
* Note: Attach additional information or comments if appropriate.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

VERMONT
DEPARTMENT OF HEALTH

Division of Maternal and Child Health

February 17, 2023



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DocuSign Envelope ID: 0275FD2E-43D8-48FA-AE49-07D822A1DCFB

RFR Form C
October 2003

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ____FLSA _____

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA _____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: [ ] Current Job/Class Title: [ ]

Agency/Department/Unit: [DMH] GUC: [ ]

Pay Group: [ ] Work Station: [wtby.] Zip Code: [05671]

Position Type: ☐ Permanent ☒ Limited Service (end date) [Dec.] 2025

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.) [100% Federal Funds]

Supervisor's Name, Title and Phone Number: [ ] Lee Dorf, Operations Director, 802-585-0885

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code [049601] Existing Job/Class Title: [Grants Management Specialist]

b. Position authorized by:

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

☐ Joint Fiscal Office – JFO # ~~Approval Date:~~ Not Applicable

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☐ Other (explain) -- Provide statutory citation if appropriate.

This is the 2nd grant for preschool dev't so we have spending authority

☐ **Vacant Position:**

a. Position Number:

b. Date position became vacant:

c. Current Job/Class Code: Current Job/Class Title:

d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: Develop, manage, and monitor request for proposals, contracts and outcomes related to contracts. Federal reporting, monitor financials, compliance monitoring.

2. Provide a brief justification/explanation of this request: Through the Pre-School Development Grant there will be over $600,000 in funds coming for each of the 3 years to the Department of Mental Health. This will mean RFPs need to be posted, reviewed, and contracts executed. This position will hold those job duties that there is no other capacity currently at DMH for in the grants dept.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). NA

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No ☒

5. The name and title of the person who completed this form: Cheryle Wilcox, DMH, Mental Health Collaborations Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Cheryle Wilcox, 802-760-9171

7. How many other positions are allocated to the requested class title in the department: 0

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

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DocuSign Envelope ID: 0275FD2E-43D8-48FA-AE49-07D822A1DCFB

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

DocuSigned by:
Trishia Brooks
577C7FA8685D4E3...

Personnel Administrator's Signature **(required)*** — 2/21/2023 — Date

DocuSigned by:
Lee Dorf
168704C5C5874EF...

Supervisor's Signature **(required)*** — 2/17/2023 — Date

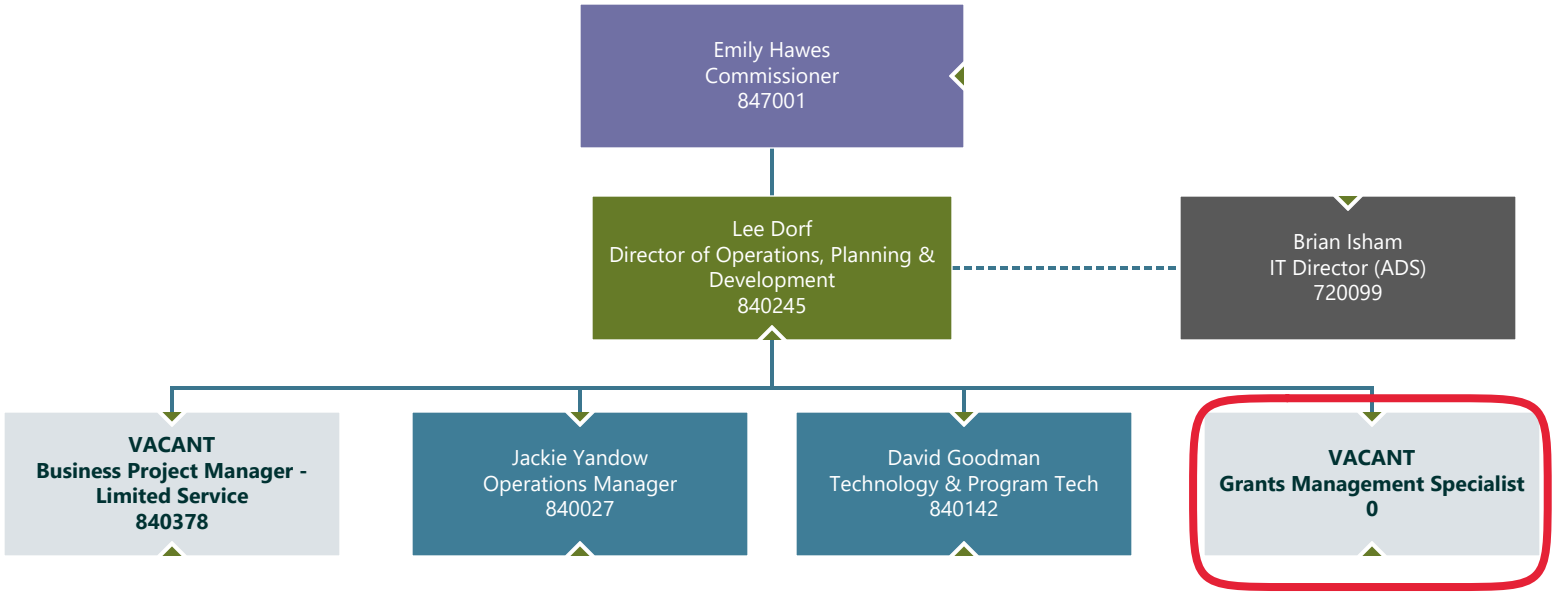
DocuSigned by:
Emily Hawes
C50275615A62462...

Appointing Authority or Authorized Representative Signature **(required)*** — 2/17/2023 — Date

* Note: Attach additional information or comments if appropriate.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

VERMONT
DEPARTMENT OF MENTAL HEALTH



Updated February 2023

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

RFR Form C
October 2003

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ___FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD2 Current Job/Class Title: Job Code: 550205 DCF Grants and Contracts Manager

Agency/Department/Unit: AHS/DCF/Business Office GUC: 03440

Pay Group: 75 Work Station: Waterbury Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/2025

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Melanie Rutledge, Financial Director I

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 550205 Existing Job/Class Title: DCF Grants and Contracts Manager PG 25

b. Position authorized by:

☐ Joint Fiscal Office – JFO # Approval Date:

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☒ Other (explain) -- Provide statutory citation if appropriate. in process of seeking authorization

☐ **Vacant Position:**

a. Position Number:

b. Date position became vacant:

c. Current Job/Class Code: Current Job/Class Title:

d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: Responsible for the development and monitoring of DCF agreements (contracts, grants and MOU's). This position must have knowledge and expertise in outcomes-based contracting, financial monitoring, performance measure development and monitoring, systems development, change management, Uniform Guidance, the Agency of Administration's Bulletins 3.5 and 5, Subrecipient monitoring, Results-Based Accountability, Excel, VISION, state and federal compliance regulations and policies, and the programs of the Department for Children and Families. Acts as the technical subject matter expert in State procurement practices and internal contract and grant processes for DCF staff. Once agreements are executed, the manager must also juggle the monitoring, financial aspects and potential audits and corrective action plans.

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well).

N/A

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☐

5. The name and title of the person who completed this form: Melanie Rutledge, Financial Director I

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

6. Who should be contacted if there are questions about this position (provide name and phone number):

7. How many other positions are allocated to the requested class title in the department:

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.)

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — 2/13/2023

Personnel Administrator's Signature **(required)*** — Date

Melanie-Lora Rutledge — 02/09/2023

Supervisor's Signature **(required)*** — Date

Erin L Henderson — 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

* Note: Attach additional information or comments if appropriate.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ___FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD1 Current Job/Class Title: Job Code 550205 DCF Grants and Contracts Manager

Agency/Department/Unit: AHS/DCF/Business Office GUC: 03440

Pay Group: 75 Work Station: Waterbury Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/2025

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Alexia Venafra, Administrative Services Director I

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 550205 Existing Job/Class Title: DCF Grants and Contracts Manager PG 25

b. Position authorized by:

☐ Joint Fiscal Office – JFO # Approval Date:

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☒ Other (explain) -- Provide statutory citation if appropriate. in process of seeking authorization

☐ **Vacant Position:**

a. Position Number:
b. Date position became vacant:
c. Current Job/Class Code: Current Job/Class Title:
d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:
e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: Responsible for the development and monitoring of DCF agreements (contracts, grants and MOU's). This position must have knowledge and expertise in outcomes-based contracting, financial monitoring, performance measure development and monitoring, systems development, change management, Uniform Guidance, the Agency of Administration's Bulletins 3.5 and 5, Subrecipient monitoring, Results-Based Accountability, Excel, VISION, state and federal compliance regulations and policies, and the programs of the Department for Children and Families. Acts as the technical subject matter expert in State procurement practices and internal contract and grant processes for DCF staff. Once agreements are executed, the manager must also juggle the monitoring, financial aspects and potential audits and corrective action plans.

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well).

N/A

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☐

5. The name and title of the person who completed this form: Melanie Rutledge, Financial Director I

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6. Who should be contacted if there are questions about this position (provide name and phone number):

7. How many other positions are allocated to the requested class title in the department:

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.)

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — 2/13/2023

Personnel Administrator's Signature **(required)*** — Date

2.9.23

Supervisor's Signature **(required)*** — Date

Erin L Henderson — 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

* Note: Attach additional information or comments if appropriate.

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD Current Job/Class Title: Job Code: 486500/Business Application Support Specialist,

Agency/Department/Unit: AHS/DCF/CDD GUC:

Pay Group: 25 Work Station: WSOC Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Rey Garofano, ChildCare Quality Program Administrator

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 486500 Existing Job/Class Title: Business Application Support Specialist, PG 25

b. Position authorized by:

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☐ Joint Fiscal Office – JFO # ☐ Approval Date: ☐

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) ☐

☒ Other (explain) -- Provide statutory citation if appropriate. in process of seeking authorization

☐ **Vacant Position:**

a. Position Number: ☐
b. Date position became vacant: ☐
c. Current Job/Class Code: ☐ Current Job/Class Title: ☐
d. REQUIRED: Requested (existing) Job/Class Code: ☐ Requested (existing) Job/Class Title: ☐
e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information: ☐

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: As a "business application support" specialist, this position provides subject matter expert level support to staff and users of the business' application systems that support users' jobs of providing eligibility determination and case management. (ACCESS and Onbase). Support includes telephone, e-mail, and in-person requests for assistance for users experiencing issues with using the system. Position evaluates and sets priorities for requests and determines appropriate action to resolve and follow through. Support includes oversight and fixing of data errors resulting from critical interfaces with federal, state, and business-partnered entities to include Social Security Administration (SSA), BlueCross and BlueShield(BCBS) and MVP, and Hewlett Packard Enterprise Services (HP) which manages the financial claims through the Medicaid Management Information System (MMIS).

Advises users of system on complex eligibility and ESD program case issues through research, analysis based on interpretation of rules and how to use the application in support of appropriate rules and processes. Leads or assists with development and proposal of strategies to reduce workload and enhance flexibility through the use of the business application and recommends potential system enhancements. Troubleshoots ACCESS/OnBase production problems and pursues enhancements and remedies to the business application system with appropriate IT staff. Leads or assists with the identification of systems trends and errors due to bugs or deficient system training. Leads or assists with enhancement of system training to decrease system errors and help requests to include development of adhoc training or one-on-one training. Leads or assists with training for staff and users of systems as necessary to include train-the-trainer.

As subject matter expert in business and associated application systems, analyzes system modification requests based on new rules, programs, or process improvements. Is key participant with major system enhancement projects to ensure appropriate application change analysis. Leads or participates in business requirements gathering and documenting change request impacts by working with and advising program management and IT development staff. Leads or participates in projects involving analysis of existing data to support business initiatives or impacts of proposed legislation changes. Works closely with IT staff to plan

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and design user acceptance testing to reflect necessary business requirements. Coordinates and leads the user acceptance testing to include documentation of issues and resolutions in preparation for official acceptance sign-off.

The result is that this position supports the system that provides, effectively and efficiently, the full benefit cycle for ESD clients from initial eligibility through provision of benefits.

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). This position will not supervise

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☒

5. The name and title of the person who completed this form: Erin Henderson, DCF Workforce Development Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Dawn Rouse, Director of Statewide Systems

7. How many other positions are allocated to the requested class title in the department:

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) no

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta

2/13/2023

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Personnel Administrator's Signature **(required)*** Date

Miranda A. Gray 2/10/2023

Supervisor's Signature **(required)*** Date

Erin L Henderson 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** Date

* Note: Attach additional information or comments if appropriate.

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RFR Form C
October 2003

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ____FLSA ____

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD Current Job/Class Title:]

Agency/Department/Unit: AHS/DCF/CDD GUC:

Pay Group: 25 Work Station: Waterbury Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Dawn Rouse, Director of Statewide Systems, 802-798-4241

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 087500 Existing Job/Class Title: CDD Process/Policy Administrator

b. Position authorized by:

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☒ Joint Fiscal Office – JFO # [ ] Approval Date: [ ]

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) [ ]

☐ Other (explain) -- Provide statutory citation if appropriate. [ ]

☐ **Vacant Position:**

a. Position Number: [ ]

b. Date position became vacant: [ ]

c. Current Job/Class Code: [ ] Current Job/Class Title: [ ]

d. REQUIRED: Requested (existing) Job/Class Code: [ ] Requested (existing) Job/Class Title: [ ]

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

Position will provide programmatic oversight to Vermont's Preschool Development Grant ($24M) across all Agencies and Departments (AHS: VDH/MCH, DCF/CDD, DMH, and AOE. This includes the following roles/responsibilities:

- Serves as member of PDG leadership team determining key funding strategies, needs assessment, strategic planning, and overall direction of early childhood work

- Responsible for writing and coordinating all federal programmatic grant reporting

- Development, implementation, and subrecipient monitoring of division-level PDG grants and contracts including those to Building Bright Futures, Vermont Child Health Improvement Program, and the United Ways of Vermont

- Programmatic implementation and evaluation of Vermont's Help Me Grow system

- Co-leading PDG Data Governance Committee including convening of data and ADS partners, task monitoring, and evaluation of outcomes

- Participate as a member of decision committee for requests for proposal for $2M of early childhood grants to the field

- Support ongoing evaluation of $24M federal grant

- Support development of policy and practice guidance, as needed

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

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3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). [ ]

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No ☒

5. The name and title of the person who completed this form: Chris Case/CDD Director of Policy and Planning

6. Who should be contacted if there are questions about this position (provide name and phone number): Dawn Rouse, 802-798-4241

7. How many other positions are allocated to the requested class title in the department: 1

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — April 20 2023

Personnel Administrator's Signature **(required)*** — Date

Dawn Rouse — April 19 2023

Supervisor's Signature **(required)*** — Date

Erin L Henderson — April, 20, 2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

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* Note: Attach additional information or comments if appropriate.

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: tbd Current Job/Class Title: Job Code 500400/Child Care Quality Program Administrator

Agency/Department/Unit: AHS/DCF/CDD GUC:

Pay Group: 27 Work Station: WSOC Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Dawn Rouse, Director of Statewide Systems

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 500400 Existing Job/Class Title: Child Care Quality Program Administrator

b. Position authorized by:

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☐ Joint Fiscal Office – JFO # [ ] Approval Date: [ ]

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) [ ]

☒ Other (explain) -- Provide statutory citation if appropriate. [in process of seeking authorization]

☐ **Vacant Position:**

a. Position Number: [ ]

b. Date position became vacant: [ ]

c. Current Job/Class Code: [ ] Current Job/Class Title: [ ]

d. REQUIRED: Requested (existing) Job/Class Code: [ ] Requested (existing) Job/Class Title: [ ]

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information: [ ]

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: [Development and support of state wide quality systems in early childhood development and learning and afterschool services. This work ensure that Vermont's child development programs and services for children and their families are developmenetally beneficial for children and strengthen families. These programs include: child care and preschool; support for local collaboration across sectors, agencies and community partners; quality enhancement activities under the Child Care and Develpoment Block Grant; workforce development for early care and learning and afterschool professionals; contract and grant management and oversight; budget and expediture monitoring; implementation of continuous quality improvement and quality assurance. The work impacts over 150 staff in community agencies working under CDD contracts and grants, over 1600 regulated early care and learning and afterschool service providers, over 4500 practitioners in the workforce, over 35, 000 children enrolled in early care and learning and afterschool programs and their families, and thousands of other Vermont children and families receiving funded services through community partners.]
2. [Provide direction and supervision to the Quality Systems Unit to ensure that the work of the Team is coordinated and effectively managed. Statewide infrastructure and local servicers are purchased and monitored for CDD by Quality Systems staff through a set of coordinated grants and contracts based on Results Based Accountability (RBA) practices.]
3. [Provide guidance, direction and monitoring for child care quality enhancement activities required and funded by the federal Child Care Development Block Grant. These activities include the development and advancement of a comprehensive professional development system for the child development workforce and the ongoing operation and evaluation of a tiered quality rating improvement system (TQRIS) for early childhood and after school programs.]
4. [Collaborate with the CDD Management Team in strategic planning; integration across units and developing programmatic and policy directions.]
5. [Devleop and advance positive relationships withinternal and external stakeholders and community partners including early learning and development and afterschool programs and practitioners. Provide]

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leadership, expertise, information and technical assistance to department and agency staff, community partners, early learning , and developemnt and afterschool programs and practiitioners and the general public on quality systems and relevant services that CDD administers or oversees.

6. Provide support to staff, colleagues and community partners by mediating complex systems and partnership issues in order to mainintain strong and postiitive professional relationships and successfully inter-connected cross sector systems serving children and families.

7. Monitor state and federal appropriatations and investments related to statewide early learning and development and afterschool services and systems. This includes oversight for contract and grant payments and quality expenditures.

2. Provide a brief justification/explanation of this request:
Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). position # 751430, Johanna Vaczy, Business Services Specialist II, PG 22, and

position # 751429, Maragaret Barch-Pearsall, Communication and Outreach Coordinator, PG 22

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☒

5. The name and title of the person who completed this form: Erin Henderson, DCF Director of Workforce Devleopment

6. Who should be contacted if there are questions about this position (provide name and phone number): Dawn Rouse, Director of Statewide Systems

7. How many other positions are allocated to the requested class title in the department: ☐

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) supervision of two LS ARPA positions will move to this position.

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

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☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — 2/13/2023

Personnel Administrator's Signature **(required)*** — Date

Miranda A. Gray — 2/10/2023

Supervisor's Signature **(required)*** — Date

Erin L Henderson — 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

* Note: Attach additional information or comments if appropriate.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
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- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD Current Job/Class Title: Job Code 514100/Early Childhood and After School System specialist

Agency/Department/Unit: AHS/DCF/CDD GUC:

Pay Group: 25 Work Station: WSOC Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Rey Garofano, Child Care Quality Program Administrator

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 514100 Existing Job/Class Title: Early Childhood and After School System Specialist

b. Position authorized by:

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☐ Joint Fiscal Office – JFO # [ ] Approval Date: [ ]

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) [ ]

☒ Other (explain) -- Provide statutory citation if appropriate. [in the process of seeking approval]

☐ **Vacant Position:**

a. Position Number: [ ]

b. Date position became vacant: [ ]

c. Current Job/Class Code: [ ] Current Job/Class Title: [ ]

d. REQUIRED: Requested (existing) Job/Class Code: [ ] Requested (existing) Job/Class Title: [ ]

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information: [ ]

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: [Planning, policy, and program development related to Vermont's Quality Rating and Improvement System: STARS. Implement effective strategies for coordination and systems bguilding through participation in the STARS oversight committee, STARS evaluation committee, system improvement activities and other relevant committees as assigned. Ensure coordination with the CDD Licensing unit in relation to the interatction between regulations and QRIS system.]
2. [Oversee STARS contract with Mary Johnson Children's Center and participate in management and monitoring activities related to implementing this work.]
3. [Track advocate and coordinate needs to improve STARS outreach, application processing, and data tracking with appropriate CDD co-workers. (website and public CDDIS/BFIS)]
4. [Support the Child Development Division's ability to be compliant with the Federal Child Care and Development Block Grant requirements in relation to the QRIS.]
5. [Provide consultation, support and guidance in developing the revised QRIS as directed by the Direcot of CDD Statewide Systems and Community Collaboration]
6. [Provide consultation, support and guidance in developing a system of supports for programs to improve their quality that include pedagogical and business practices as directed by the said Director above. Includes exploration of VT Shared Services model.]
7. [Work towards CDD/DCF/AHS/SOV goals related to embedding the Strengthening Families Approach and Protective Factors Framework. 1. Oversee SF center-based grants and participate in management, monitoring and TA activities related to implementing this work. 2. Support the planning and facilitation of the AHS Strenthing Families Leadership TEAM, 3. Serve as the VT STrengthening Families State lead for CSSP in order to support embedding Strenthening Families related best practice tools at the state and local levels.]

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8. Build and strengthen collaborative realtionships internally and externally including: other AHS departments, DCF divisions and units, community providers, including those in public school settings.
9. Support Vermont's Child Care Wellness Consultatnt Program implementation.
10. Represent the Department and Division at relevant/assigned in person and web-based local, regional, and national meetings and conferences, including interactive webinars and at a distance gatherings.

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). no

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☒

5. The name and title of the person who completed this form: Erin Henderson, DCF Workforce Development Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Dawn Rouse, Director of Statewide Systems

7. How many other positions are allocated to the requested class title in the department:

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) no

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — 2/13/2023

Personnel Administrator's Signature **(required)*** — Date

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Miranda A. Gray — 2/10/2023

Supervisor's Signature **(required)*** Date

Erin L Henderson — 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** Date

* Note: Attach additional information or comments if appropriate.

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ____

New Mgt Level _____ B/U ____OT Cat. ___EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: TBD Current Job/Class Title: 485700/Process and Performance Analyst

Agency/Department/Unit: AHS/DCF/CDD GUC:

Pay Group: 25 Work Station: WSOC Zip Code: 05671

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☐ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Amy Shaefer, Data Analytics and Info Admin

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 485700 Existing Job/Class Title: Process and Performance Analyst

b. Position authorized by:

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☐ Joint Fiscal Office – JFO # ☐ Approval Date: ☐

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session) ☐

☒ Other (explain) -- Provide statutory citation if appropriate. in process of seeking approval

☐ **Vacant Position:**

a. Position Number: ☐

b. Date position became vacant: ☐

c. Current Job/Class Code: ☐ Current Job/Class Title: ☐

d. REQUIRED: Requested (existing) Job/Class Code: ☐ Requested (existing) Job/Class Title: ☐

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information: ☐

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties: Because of the creation and capacity requirements of the Child Development Division Information System (CDDIS), this position must now act with a considerable increase in autonomy, knowledge, and decision making. They are expected to completely understand CDD's systems, data, and community partners. They must be able to receive a data and process improvement request and decide on the best solution for it. That solution is then often used as a public deliverable, or one that directly informs division and department leadership.This incumbent is responsible for providing professional consultation related to business process issues to managers and staff in all units of CDD by researching, planning, facilitating, gathering, and organizing information, analyzing relative impacts and options, and recommending changes and process improvements, and then support successful implementation. They work to provide quality assurance to ensure that all units of the CDD operate as effectively and efficiently as possible in advancing our mission and achieving established goals for Vermont children, their families, and child development service providers. This position coordinates public information related to CDD programs and services by managing the design and content of the CDD website and all written and otherwise published information and products, including social media and other emergent opportunities. Materials created range in complexity and include forms for families and providers, handbooks and fact sheets for families, providers, and early childhood and afterschool professionals, research and data reports, webpages, social media, and advertisements for the CDD. All communications must be written in Plain Language, which is means taking complex rules and information and translating it and writing it as understandable for a variety of audiences from low-income families, child care providers, CIS providers, to legislators. Coordination of messaging is required to ensure that consistent and accurate messaging that supports the Divisions and Administrations positions is implemented. These messages and materials go to over 1100 child care providers, 6000 families, and 8000 professionals in the fields of early childhood and afterschool. This position manages internal communication tools such as SharePoint and Teams. This position administers the technology, understanding how staff and partners will be use and understand material and ways to support ease of use for staff that are not knowledgeable of technology. SharePoint sites include building the site map, collaborating with ADS staff to ensure the structure meets staff needs, build the structure, train partners on use of the technology. This includes learning and using new

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technologies quickly to the level of training other staff and partners. This position collaborates with program managers to identify opportunities to improve business processes across the organization to improve product output quality and optimize value opportunities. This includes working with the Child Development Division Information System (CDDIS) where they help produce reports, create user guides, and train staff. CDD IS is the Division's new data system for child care. It pays out approximately $58 million in Child Care Financial Assistance through complex business rules, for over 8,000 children, to over 1,100 child care providers. Additionally, the intent is to build a provider management tool, workforce registry, and referral tool on this data system. Design of reports will require knowledge of the programs, and technical knowledge of design of reports that are useable, reports will be used for the business office for federal and state reporting, workers to understand workload, and legislature to under the needs of the families and providers. Trainings will be for the families, providers, and workers and will be created with a variety of technology, some will be report live trainings, some will be creation of online tutorials using Adobe Premier. This requires understanding of adult learning needs, communication standards, complex technology, and CDD needs and requirements. The incumbent acts as a technical and analytical lead in all process improvement activities, including business process reengineering/quality methods and tools. They are responsible for evaluating the current-state and design of future state processes to achieve business goals and streamline activities. They perform analysis and design of process improvements, assesses process strengths and weaknesses utilizing analysis techniques and quality tools, and establishes baselines. This position acts as the data analyst for the Children's Integrated Services (CIS) Unit. They analyze information from Vermont's regions and reports on them to CIS and our federal partners. They assist CIS staff to coordinate, analyze and report (to the Office of Special Education and to the public by website) on a significant amount of data related to child and family outcomes, timeliness of services, and the transition process for young children who at the age of three transition to other early childhood/family support services. Assist in the coordination of data related to federal accountability reports, including among other, the Annual Performance Report, and the State Performance Report. These reports, along with information obtained through federal monitoring visits and other public information, are used by the US Department of Education to analyze and determine whether Vermont is in compliance with 14 required indicators. Responsible for reporting annually to the public on the Part C performance as a state and for each of Vermont's 12 early intervention programs. They serve as a consultative business partner to staff groups on business process design patterns, principles, and techniques to ensure functional ownership is established for continuous improvement. This involves learning each of the programs and current processes, and then doing analysis of needs and opportunities. CDD has many different programs with different focuses. They meet with Division staff and partners, including research partners, child care providers, and other organizations to analyze the needs, and then detailed procedures and processes and communicate those needs. Finally, this position helps programs and staff learn and execute business analysis and project management techniques to determine appropriate changes and integration into a core system foundation for a sustainable long-term operation. They take the complex ideas and understanding of state, federal and other rules and requirements and how to apply those to the CDD business and then translate it and train CDD staff and partners.

2. Provide a brief justification/explanation of this request: Vermont's Preschool Development Grant will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused at quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

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3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). no

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☒

5. The name and title of the person who completed this form: Erin Henderson, DCF Workforce Development Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Karolyn Long, Director of Operations

7. How many other positions are allocated to the requested class title in the department:

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) no

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☐ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Patrick Meleta — 2/13/2023

Personnel Administrator's Signature **(required)*** — Date

Amy Shaefer — 2/10/23

Supervisor's Signature **(required)*** — Date

Erin L Henderson — 2/13/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

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* Note: Attach additional information or comments if appropriate.

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DCF BUSINESS OFFICE

Megan Smeaton
Financial Director IV
750556 – PG 31

- Amy Choquette, Financial Director II, 750895 – PG 29
  - Megan Churchill, Financial Manager III, 750848 – PG 27, Accounts Payable
    - Gloria Blake, Financial Admin II, 750478 – PG 23
    - Stacey Smith, Financial Spec III, 751185 – PG 21
    - Jeff Wimble, Financial Manager II, 750412 – PG 26, AR/Payroll/Expense
      - Steven Ball, Financial Admin III, 750865 – PG 24
  - Carrie Marshia, Financial Manager II, 750885 – PG 26, SSMIS Payroll
    - Crystal Donald, Financial Spec III, 750208 – PG 21, SSMIS Payroll
    - Melissa Burge, Financial Spec III, 750688 – PG 21, SSMIS Payroll
  - Katherine Lettieri, Financial Manager II, 750840 – PG 26
  - Debra Cochran, Federal Program Admin., 750145 – PG 23
    - Sarah Clark, Financial Spec III, 750169 – PG 21
  - Jennifer Touchette, Admin. Serv Mgr III, 750792 – PG 27
    - Kylie Aronson (LS), Admin. Svc Coord III, 751121 – PG23
    - Kristina Roy (LS), Admin. Svc Coord I, 751033 – PG 21
- Patricia Hendee, Admin. Serv Dir III, 750824 – PG 30
  - Melanie Rutledge, Financial Director I, 750847 – PG 28
    - VACANT, Admin. Serv Mgr II, 750149 – PG 26
      - Monica Steel, DCF Grants & Contracts Manager, 750332 – PG 25
      - VACANT (LS), DCF Grants & Contracts Manager, 751427 – PG 25
      - VACANT, DCF Grants & Contracts Manager, TBD2 – PG 25
  - Lisa Nisen, Admin. Svc Coord I, 750449 – PG 21
  - Alexia Venafra, Admin. Serv Dir I, 750920 – PG 28
    - VACANT, Admin. Serv Mgr II, 750451 – PG 26
      - Katherine Fish, DCF Grants & Contracts Manager, 750600 – PG 25
      - Matthew Rockwell, DCF Grants & Contracts Manager, 750464 – PG 25
      - Megan Devino, DCF Grants & Contracts Manager, 750983 – PG 25
      - VACANT, DCF Grants & Contracts Manager, TBD1 – PG 25
    - Nathan Johnson, Admin. Serv Mgr II, 750098 – PG 26
      - Lauren Fisk, DCF Grants & Contracts Manager, 750132 – PG 25
      - Helen Mattheis, DCF Grants & Contracts Manager (ARPA LS), 751428 – PG 25
      - VACANT (LS), DCF Grants & Contracts Manager, 751217 – PG 25
- Jillian Niggel, Financial Director III, 750123 – PG 30
  - Sara Skomitz (LS), Financial Manager II, 751408 – PG 26
- **Shawn Benham**, **Financial Director III**, **750912 – PG 30**
  - Ed Dwinell, Financial Director II, 750543 – PG 29
    - Kym Mable, Financial Manager III, 750970 – PG 27
      - Justin Gingras, Financial Manager I, 750806 – PG 25
      - Elizabeth Wilbur, Financial Admin IIII, 751378 - PG 24
    - Megan Mack, Financial Manager II, 751079 - PG 26
  - Joan Adams, Financial Manager III, 750001 – PG 27
    - Nicholas Marinelli, Financial Manager II, 750411 – PG 26
    - VACANT, Financial Manager I, 750816 - PG 25
      - Erica Mongeon, Financial Manager I, 750058 – PG 25

Financial Director IV - CFO
Financial Director III – Deputy CFO
Financial Director / Unit Lead
Supervisor

R / 12-2022

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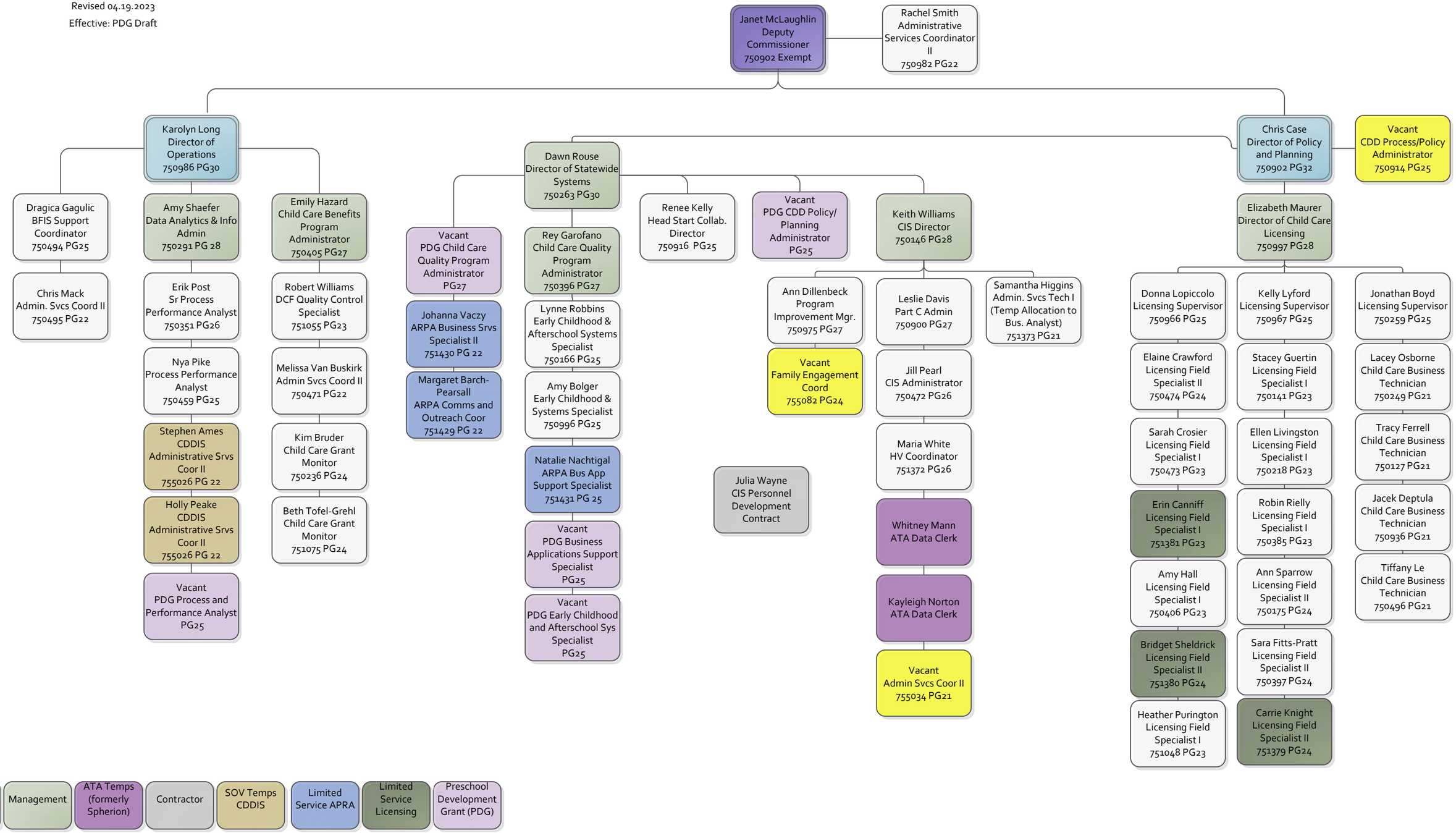
Child Development Division

Revised 04.19.2023

Effective: PDG Draft



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VERMONT DEPARTMENT OF PERSONNEL
Request for Classification Review
Position Description Form A

- **This form is to be used by managers and supervisors to request classification of a position (filled or vacant) when the duties have changed, and by managers and supervisors to request the creation of a new job class/title (for a filled, vacant, or new position), and by employees to request classification of their position.**
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- If you prefer to fill out a hard copy of the form, contact your Personnel Officer.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you might need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office. All sections of this form are required to be completed unless otherwise stated.

INSTRUCTIONS: Tell us about the job. The information you provide will be used to evaluate the position. It will not be used in any way to evaluate an employee's performance or qualifications.

Answer the questions carefully. The information you give will help ensure that the position is fairly evaluated. Here are some suggestions to consider in completing this questionnaire:

- Tell the **facts** about what an employee in this position is actually expected to do.
- Give **specific examples** to make it clear.
- Write in a way so a person unfamiliar with the job will be able to understand it.
- Describe the job **as it is now**; not the way it was or will become.
- Before answering each question, read it carefully.

To Submit this Request for Classification Review: If this is a filled position, the employee must sign the original* and forward to the supervisor for the supervisor's review and signature. The Personnel Officer and the Appointing Authority must also review and sign this request before it is considered complete. The effective date of review is the beginning of the first pay period following the date the complete Request for Classification Review is date stamped by the Classification Division of the Department of Personnel.

*An employee may choose to sign the form, make a copy, submit original to supervisor as noted above, while concurrently sending the copy to the Classification Division, 144 State Street, Montpelier, with a cover note indicating that the employee has submitted the original to the supervisor and is submitting the copy as a **Concurrent** filing.

If this is a request (initiated by employees, VSEA, or management) for review of all positions in a class/title please contact the appropriate Classification Analyst or the Classification Manager to discuss the request prior to submitting.

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Request for Classification Review
Position Description Form A

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ___FLSA ___

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Incumbent Information:

Employee Name: [ ] Employee Number: [ ]

Position Number: [ ] Current Job/Class Title: [ ]

Agency/Department/Unit: [ ] Work Station: [ ] Zip Code: [ ]

Supervisor's Name, Title, and Phone Number: [ ]

How should the notification to the employee be sent: ☐ employee's work location [ ] or ☐ other address, please provide mailing address: [ ]

New Position/Vacant Position Information:

New Position Authorization: [JFO: 2970] Request Job/Class Title: [DRJS Data Analyst]

Position Type: ☐ Permanent or ☒ Limited / Funding Source: ☐ Core, ☐ Partnership, or ☒ Sponsored

Vacant Position Number: [ ] Current Job/Class Title: [ ]

Agency/Department/Unit: [AOA / SECRETARY'S OFFICE / RACIAL EQUITY] Work Station: [109 State St] Zip Code: [05609]

Supervisor's Name, Title and Phone Number: [Xusana Davis, Executive Director of Racial Equity, 802-522-2595]

Type of Request:

☒ **Management:** A management request to review the classification of an existing position, class, or create a new job class.

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☐ **Employee:** An employee's request to review the classification of his/her current position.

1. Job Duties

This is the ***most critical*** part of the form. Describe the activities and duties required in your job, **noting changes (new duties, duties no longer required, etc.) since the last review**. Place them in order of importance, beginning with the single most important activity or responsibility required in your job. The importance of the duties and expected end results should be clear, including the tolerance that may be permitted for error. Describe each job duty or activity as follows:

- **What** it is: The nature of the activity.
- **How** you do it: The steps you go through to perform the activity. Be specific so the reader can understand the steps.
- **Why** it is done: What you are attempting to accomplish and the end result of the activity.

For example a Tax Examiner might respond as follows: **(What**) *Audits tax returns and/or taxpayer records*. (**How**) *By developing investigation strategy; reviewing materials submitted; when appropriate interviewing people, other than the taxpayer, who have information about the taxpayer's business or residency.* (**Why**) *To determine actual tax liabilities.*

Vermont's Preschool Development Grant (PDG) will support Vermont to strengthen our early childhood system and ultimately improve outcomes for Vermont's young children through a well-coordinated partnership. PDG activities are focused on quality improvement, family engagement, workforce development, data integration and system evaluation, and increasing access and quality. All positions are necessary to carry out essential grant activities and oversee federal reporting/monitoring requirements.

As part of the PDG team, this position conducts data analysis and reporting to support early childhood data integration and linking efforts across Agencies/Departments, bringing an equity-focused perspective. This includes tasks such as ensuring data integrity, providing analysis of data that are being received, drafting reports sifting and evaluating data using technology to find opportunities to strengthen the early childhood system, and analyzing quantitative and qualitative data to analyze existing systems.

The incumbent ensures that system specifications and requirements for data collections are documented and that the resulting data meet the needs of its users.

The incumbent will conduct data discovery of large and disparate data; reveal additional source data systems, analysis methods, and reporting requirements.

The incumbenet will maintain education/training on appropriate protocols in analyzing data and reaching accurate conclusions.

The incumbent will work with a variety of internal and external stakeholders to understand data needs, coordinate with departmental capabilities and establish data collection tools/reports as well as systems to collect data to support program, operational, and oversight activities.

2. Key Contacts

This question deals with the personal contacts and interactions that occur in this job. Provide brief typical examples indicating your primary contacts (**not** an exhaustive or all-inclusive list of contacts) other than those persons to whom you report or who report to you. If you work as part of a team, or if your primary contacts are with other agencies or groups outside State government describe those interactions, and what your role is. For example: you may *collaborate, monitor, guide, or facilitate change*.

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Key contacts will be inter-departmental colleagues who are part of this project, including those at AHS (specifically DCF), AOA, and external stakeholders to the extent that community engagement might be necessary.

3. Are there licensing, registration, or certification requirements; or special or unusual skills necessary to perform this job?

Include any special licenses, registrations, certifications, skills; (such as counseling, engineering, computer programming, graphic design, strategic planning, keyboarding) including skills with specific equipment, tools, technology, etc. (such as mainframe computers, power tools, trucks, road equipment, specific software packages). Be specific, if you must be able to drive a commercial vehicle, or must know Visual Basic, indicate so.

Familiarity with data systems and data analysis; Understanding of historical discrimination, structural inequity, and the present-day impacts of discriminatory government policies; Ability to analyze data to identify patterns, trends, and outliers and interpret the data Analytical skills to identify program strengths and weaknesses, and draw logical conclusions/solutions. Expertise in data analysis; relevant credentials or academic attainment demonstrating expertise in a field that will meaningfully contribute to the team's equity work; Demonstrated experience working with and/or for historically marginalized communities.

4. Do you supervise?

In this question "supervise" means if you direct the work of others where you are held **directly** responsible for assigning work; performance ratings; training; reward and discipline or effectively recommend such action; and other personnel matters. List the names, titles, and position numbers of the classified employees reporting to you:

No

5. In what way does your supervisor provide you with work assignments and review your work?

This question deals with how you are supervised. Explain how you receive work assignments, how priorities are determined, and how your work is reviewed. There are a wide variety of ways a job can be supervised, so there may not be just one answer to this question. For example, some aspects of your work may be reviewed on a regular basis and in others you may operate within general guidelines with much independence in determining how you accomplish tasks.

All work will be assigned by a supervisor and reviewed by AOA and AHS staff. The incumbent will be largely responsible for prioritizing his/her own workload, independently meeting established benchmarks and deadlines. The incumbent will also be expected to perform assignments with a high degree of independence, often under pressure.

6. Mental Effort

This section addresses the mental demands associated with this job. Describe the most mentally challenging part of your job or the most difficult typical problems you are expected to solve. Be sure to give a specific response and describe the situation(s) by example.

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- For example, a purchasing clerk might respond: *In pricing purchase orders, I frequently must find the cost of materials not listed in the pricing guides. This involves locating vendors or other sources of pricing information for a great variety of materials*.
- Or, a systems developer might say: *Understanding the ways in which a database or program will be used, and what the users must accomplish and then developing a system to meet their needs, often with limited time and resources*.

The mental demands include ability to analyze quantitative and qualitative data to analyze existing systems. Also includes the ability to encounter difficult conversations and beliefs. May encounter strong opinions, controversial and uncomfortable conversations. This position requires strong organizational skills.

7. Accountability

This section evaluates the job's expected results. In weighing the importance of results, consideration should be given to responsibility for the safety and well-being of people, protection of confidential information and protection of resources.

What is needed here is information not already presented about the job's scope of responsibility. What is the job's most significant influence upon the organization, or in what way does the job contribute to the organization's mission?

Provide annualized dollar figures if it makes sense to do so, explaining what the amount(s) represent.

For example:

- A social worker might respond: *To promote permanence for children through coordination and delivery of services*;
- A financial officer might state: *Overseeing preparation and ongoing management of division budget*: *$2M Operating/Personal Services, $1.5M Federal Grants.*

Support early childhood data integration and linking efforts across Agencies/Departments. The incumbent is also expected to assist the Office of Racial Equity to promote and advance its mission for the State of Vermont.

8. Working Conditions

The intent of this question is to describe any adverse conditions that are routine and expected in your job. It is <u>not</u> to identify special situations such as overcrowded conditions or understaffing.

a) What significant mental stress are you exposed to? All jobs contain some amount of stress. If your job stands out as having a significant degree of mental or emotional pressure or tension associated with it, this should be described.

Type	**How Much of the Time?**
dealing with a controversial and emotionally charged area. Difficult topics and opinions on race	
helping people see the need, and support for the data management efforts of the Office of Racial Equity and the goals of the PDG project	
supporting the PDG project using the broader equity frameworks promulgated by the Office of	

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Racial Equity	

b) What hazards, special conditions or discomfort are you exposed to? (Clarification of terms: **hazards** include such things as potential accidents, illness, chronic health conditions or other harm. Typical examples might involve exposure to dangerous persons, including potentially violent customers and clients, fumes, toxic waste, contaminated materials, vehicle accident, disease, cuts, falls, etc.; and **discomfort** includes exposure to such things as cold, dirt, dust, rain or snow, heat, etc.)

Type	**How Much of the Time?**

c) What weights do you lift; how much do they weigh and how much time per day/week do you spend lifting?

Type	**How Heavy?**	**How Much of the Time?**

d) What working positions (sitting, standing, bending, reaching) or types of effort (hiking, walking, driving) are required?

Type	**How Much of the Time?**

Additional Information:

Carefully review your job description responses so far. If there is anything that you feel is important in understanding your job that you haven't clearly described, use this space for that purpose. Perhaps your job has some unique aspects or characteristics that weren't brought out by your answers to the previous questions. In this space, add any additional comments that you feel will add to a clear understanding of the requirements of your job.

Employee's Signature **(required)**:_____Date:_____

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Supervisor's Section:

Carefully review this completed job description, but **do not** alter or eliminate any portion of the original response. Please answer the questions listed below.

1. What do you consider the most important duties of this job and why?

Data analysis and data governance, especially the ability to evaluate program efficacy using data received.

2. What do you consider the most important knowledge, skills, and abilities of an employee in this job (not necessarily the qualifications of the present employee) and why?

Analytical ability and equity-focused perspective, specifically being able to sift through information databases and technology, and having an understanding of historical discrimination, structural inequity, and the present-day impacts of discriminatory government policies

3. Comment on the accuracy and completeness of the responses by the employee. List below any missing items and/or differences where appropriate.

4. Suggested Title and/or Pay Grade:

Division of Racial Justice Statistics (DRJS) Data Analyst PG 27

Supervisor's Signature **(required):** Xusana Davis Digitally signed by Xusana Davis Date: 2023.05.03 11:49:20 -04'00' Date: May 03, 2023

Personnel Administrator's Section:

Please complete any missing information on the front page of this form before submitting it for review.

Are there other changes to this position, for example: Change of supervisor, GUC, work station?

☐ Yes ☒ No If yes, please provide detailed information.

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☒ Draft job specification is **required** for proposed new job classes.

Will this change affect other positions within the organization? If so, describe how, (for example, have duties been shifted within the unit requiring review of other positions; or are there other issues relevant to the classification review process).

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no

Suggested Title and/or Pay Grade:

Per classification review

Personnel Administrator's Signature **(required):** Melody Currier Date: 5/4/2023

Appointing Authority's Section:

Please review this completed job description but **do not alter** or eliminate any of the entries. Add any clarifying information and/or additional comments (if necessary) in the space below.

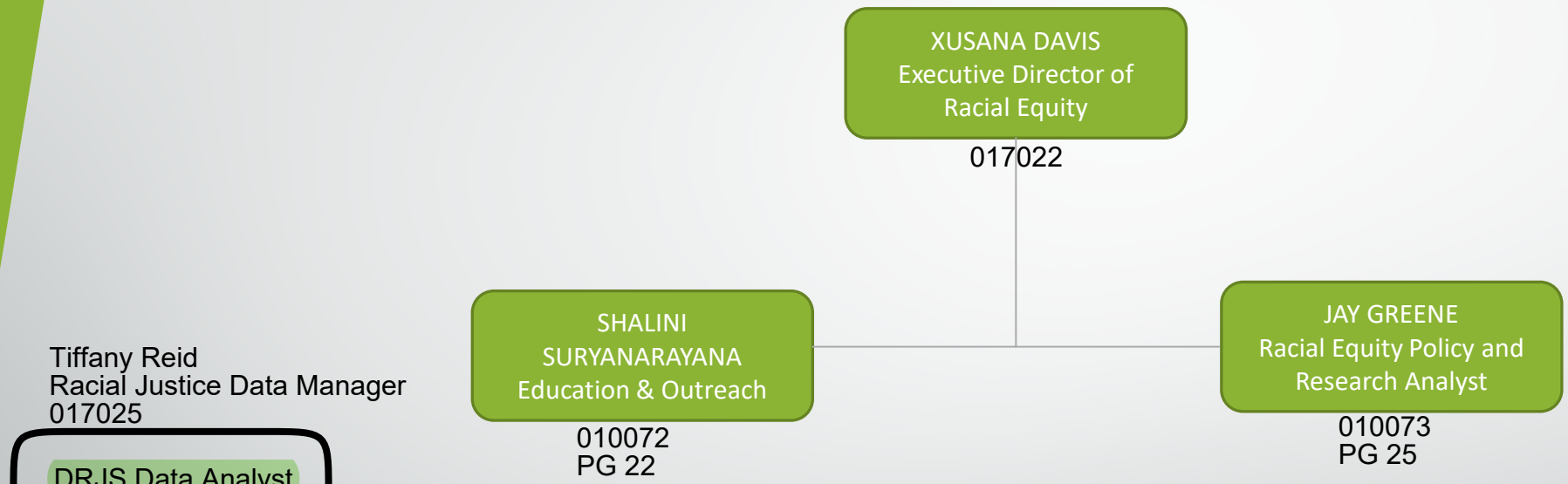
Suggested Title and/or Pay Grade:

Douglas Farnham Digitally signed by Douglas Farnham Date: 2023.05.04 14:14:57 -04'00'

Appointing Authority or Authorized Representative Signature **(required)** Date

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Agency of Administration
Office of Racial Equity
Organization Chart



Tiffany Reid
Racial Justice Data Manager
017025

DRJS Data Analyst
Limited Service

Data Analyst -
2 exempt positions
still to be stood up

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ____FLSA ____

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: New Current Job/Class Title:

Agency/Department/Unit: AOE/BU 05100 GUC: 5100076000

Pay Group: W40 Work Station: National Life, Montpelier Zip Code: 05602

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☒ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Katie McCarthy position 770367, Ed Prog Coord II, katie.mccarthy@vermont.gov

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 209200 Existing Job/Class Title: Requested: Education Coordinator I (Limited Service)

b. Position authorized by:

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☒ Joint Fiscal Office – JFO # JFO award pending, federal award #90TP0098-00 Approval Date:

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☐ Other (explain) -- Provide statutory citation if appropriate.

☐ **Vacant Position:**

a. Position Number:

b. Date position became vacant:

c. Current Job/Class Code: Current Job/Class Title:

d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

Major Duty 1: supporting PID and SLDS data collection, analysis and reporting

Incumbent will participate in the collection, understanding data management and use of education-related data under the direction of a supervisor within the team, as well as analysis of the data collected by the vendor.

Assist members of the field with collection and reporting questions, under the guidance of a supervisor.

Analyze data to identify issues, strengths and gaps which would also be reviewed by a supervisor on the team.

Help gather source data from vendors and education entities and collaborate with Early MTSS State Leadership Team and VTmtss.

Work to help expand Data and evaluation systems through implemenation science and evidence based practices.

Major Duty 2:Support Continued alignment of Early MTSS with VTmtss

Communicate identified data quality strengths and concerns to the VTmtss team.

Collaborate with VTmtss partners to review state and federal laws, best practices, and exclusionary disipline guidance to inform AOE-produced resources and TA/PD.

Gather accurate and reliable data from field partners and vendors, and communicate about data with VTmtss and community partners.

Work with VTmtss to share tools to create a continuum of MTSS resources across PreK-12.

Expand continuum of data based decision making for continuous improvements and sustainability between Early and VTmtss

Major Duty 3: Facilitate Early MTSS training and professional development system infrastructure.

Using VT implementation science tools and methodologies, participate in the creation of both internally and externally facing training products, such as dashboards and presentations materials.

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Gather and analyze previous trainings and considerations proposed from Early MTSS SLT and data dashboards.

Troubleshoot challenges of scale up and sustainability with vendor, community partners, division partners and supervisor.

Coordinate annual/refresher/booster Early MTSS System's Coach and practice-based coach training to create a sustainable system.

Work with community partners and with vendor to establish system and practice based coach trainings and scale up cadre of coaches across VT EC system.

Support the scale up of the state Early MTSS SLT, regional and local leadership teams and related infrastructure.

Under the direction of a supervisor, incumbent will work to establish annual trainings and work with the Early MTSS State Leadership Team to gain feedback on gaps in the EC system.

Major Duty 4: Working in a team environment to ensure standard Early MTSS operating procedures are developed, documented, followed, shared, in alignment to industry best practices.

Creating standard operating procedures, tools, and methodologies and core documents to ensure consistency, clarity, scale up and sustainability of work.

Meet with the vendor on a consistent basis and set exptected timelines for deliverables wirtten within the contract.

Support the execuation of vendor contracts, including holding scheduled meetings, and reviewing vendor progress on deliverables and coaching suports.

2. Provide a brief justification/explanation of this request: This is a limited service position created under the Preschool Development Grant to support the implementation of Early MTSS. Early MTSS is the continuous improvement framework that be used to frame the systems improvement work of the PDG.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). N/A

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No ☒

5. The name and title of the person who completed this form: Meg Porcella, AOE SSS Division Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Meg Porcella, Meg.Porcella@vermont.gov

7. How many other positions are allocated to the requested class title in the department: 32, 12 in SSS Division

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☒ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Rachel H Kennedy — 4.11.23

Personnel Administrator's Signature **(required)*** — Date

DocuSigned by:
Katie McCarthy
E471ADB5A16C44E...

3/24/2023

Supervisor's Signature **(required)*** — Date

DocuSigned by:
Heather Bouchey
FC1DFD4E63634C7...

3/29/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

* Note: Attach additional information or comments if appropriate.

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AOE
Student Support Services

Supervisory/Management
Vacant
Under Review
Temporary

Heather Bouchey
Deputy Secretary
777008

Meg Porcella
Interim 3/25
Division Director
770176
PG 30

Meg Porcella
Asst. Div. Director
770055
PG 27

- **Laura Greenwood**, Ed. Prog Coord II, 770144, PG25
- **Sabine Perry**, Admin Asst B, 770309, PG 19
- **Lucille Chicoine**, Program Tech II, 770428, PG 20
- **Rebecca Plude**, Ed Research & Info Spec III, 770075, PG 22

Tracy Watterson
Ed. Programs Mgr
770020
PG 26

- **Thomas Faris**, Ed. Prog Coord II, 770405, PG 25
- **Nancy Hellen**, Ed. Prog Coord I, 770069, PG 24
- **Caitlin Chisholm**, Ed. Prog Coord I, 770120, PG 24
- **Vacant**, Ed. Prog Coord I, 770471, PG 24

Tammy Bates
7/3/23
Ed. Programs Mgr
770014
PG 26

- **Wendy Scott**, Ed. Prog Coord I, 770056, PG 24
- **Leslie Freedman**, Requested: Ed. Prog Coord II, 770473, PG 25
- **Michele Johnson**, Education Consultant I, 770416, PG 22

Katie McCarthy
Ed. Prog Coord II
770367
PG 25

- **Amy Murphy**, Requested: Ed. Prog Coord II, 770005, PG 25
- **Requested New**, Ed. Prog Coord I, TBD, PG 24, Ltd Service-PDG
- **Requested New**, Ed. Prog Coord I, TBD, PG 24, Ltd Service-PDG

(Interim) Chris Kane
Edu. Asst Div. Director.
770439
PG 27

Tristan McNamara
Ed. Programs Mgr
770300
PG 26

- **Simona Kragh**, Ed. Prog Coord II, 770361, PG 25
- **Vacant**, Ed Prog Cord I, 770482 PG 24, Limited Service
- **Vacant**, Ed Prog Cord I, 770483 PG 24, Limited Service
- **Vacant**, Ed Prog Cord I, 770486 PG 24, Limited Service

(Chris Kane)
Ed Programs Mgr
770424
PG 26

- **John Spinney**, Ed. Prog Coord I, 770366, PG 24
- **Tracy Harris**, Ed. Prog Coord I, 770404, PG 24
- **Cassandra Santo**, Ed. Prog Coord I, 770067, PG 24
- **Ana Kolbach**, Ed. Prog Coord II, 770409, PG 25
- **Elizabeth Roy**, Ed. Prog Coord II, 770472, PG 25
- **Emma Horowitz-McCadden**, Ed. Prog Coord II, 770076, PG 25

Ernie Wheeler
Ed Prog Cord I - Temp
775031
PG 24

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RFR Form C
October 2003

VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ____FLSA ____

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: New Current Job/Class Title:

Agency/Department/Unit: AOE/BU 05100 GUC: 5100014000 - DMAD

Pay Group: W40 Work Station: National Life, Montpelier Zip Code: 05602

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☒ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: David Kelley position 770093, Research and Statistics Section Chief, 802-828-0538

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 281100 Existing Job/Class Title: Requested: Education Data Analyst I

b. Position authorized by:

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☒ Joint Fiscal Office – JFO # JFO award pending, federal award #90TP0098-00
Approval Date:

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☐ Other (explain) -- Provide statutory citation if appropriate.

☐ **Vacant Position:**

a. Position Number:

b. Date position became vacant:

c. Current Job/Class Code: Current Job/Class Title:

d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

Major Duty 1: Data collection, cleaning, analysis, and reporting at a professional level.

Participate in the collection, data quality processes, management, and use of education-related data under the direction of a more senior member of the Division or a direct supervisor.

The Agency of Education is the State Education Agency (SEA). As such, its role includes the collection, management, use, and reporting of education-related data. Incumbents in this role occupy the first level in the Education Data Analyst series and are responsible for supporting this work in a participatory way. This means carrying out the work as part of a team and under guidance from more senior team members, as opposed to facilitating (Education Data Analyst II) or leading (Education Data Analyst III) the work.

For example, during data collection work, incumbents in this class might play the role of assisting members of the field with reporting questions, under the guidance of senior team members or the supervisor.

Incumbents at this level may run data edit checks to identify unexpected results and develop a report to share with senior team members or the supervisor.

In terms of data cleaning work, incumbents at this level might be expected to apply corrections to the data set or to analyze data in such a way as it identifies issues, which would be reviewed by senior team members or the supervisor.

Regarding data reporting workflows, incumbents at this level of the series might be tasked with work such as helping gather source data or checking a compiled report before it is submitted.

Incumbents at this level may be asked to aggregate data for reporting purposes, which would be reviewed by senior team members or the supervisor.

Major Duty 2: Execute scalable statistical process controls to identify data quality issues, record those issues, and report them back to data suppliers/stakeholders for review and correction if necessary.

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Participate in the development and operationalization of scalable data quality checks and disseminate them in usable ways to stakeholders.

Incumbents at this level of the series would perform work such as communicating identified data quality concerns to the field for resolution and or verification.

They would be expected to record these issues in a manner that conforms to the Division's standard operating procedures within the shared workflow tracking environment (e.g. Azure DevOps).

As the SEA, it is critical that AOE collect accurate and reliable data from field partners to, at a minimum, administer programs, perform calculation of core metrics for state government operation, and to comply with required reporting at both the state and federal levels.

Major Duty 3: Collaborate in the creation and sharing of data products (e.g. data collection mechanisms like surveys and forms, reports, dashboards, data visualizations, etc.).

Using modern data science tools and methodologies, participate in the creation of both internally and externally facing data products, such as dashboards, that display required data reporting elements. This might include such work as using Master student, educator, and organization data sets to update systems and data user files to ensure data integrity, accuracy, and usability.

Incumbents at this level of the series would be expected to participate in this work with more senior members of the Division facilitating and leading the work. An example of the work incumbents at a level I might execute would be:

- Incumbents at this level may asked to transform datasets for the purposes of being used in data dashboards.

- Incumbents at this level may asked to troubleshoot issues with data dashboards with the assistance of senior team members or the supervisor.

The important data assets the AOE collects, maintains, and uses are key to creating the data products that enable work like evaluating the education system, allocating funding and resources, as well as providing transparency to the public.

Major Duty 4: Working in a team environment to communicate statistical insight into data products for end users.

Under the direction of a supervisor or more experienced team member, incumbents at the first level of this series will play a supportive role in the writing of Legislative Reports and other professional communications around data. They may also support members of other AOE divisions, external partners, or stakeholders in interpreting data products so they can be used in statistically appropriate ways.

While incumbents in this role are required to have strong statistical and analytic skills, because this is the first level in the Education Data Analyst series, it is appropriate that supervision in this work by more advanced members of the Division take place. Nevertheless, it is critical that end users of data have support in interpreting data products from subject matter experts so those products and the insights they provide can be used in mathematically and methodologically accurate ways. Incumbents in this role will participate in providing such support as a core means by which AOE helps data be used to inform decisions and practices.

The kind of support incumbents in this level of the series might be expected to provide would be obtaining basic descriptive statistics about a dataset with guidance from senior staff or supervisor and observing the communication with users.

Major Duty 5: Working in a team environment to ensure standard operating procedures are developed, documented, followed, shared, and in alignment to industry best practices.

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Learning and using Division standard operating procedures, tools, and methodologies to ensure consistency, clarity, scale, and reproducibility of work. For example, incumbents in this role are required, as a part of the Division, to use a shared workflow tracking system (e.g. MS Azure DevOPs) to document and share standard operating procedures, status of work items, and communication on projects (e.g. creation and use of work items and wikis).

When playing a supportive role in creating a standard operating procedure (SOP), incumbents at this level of the series are expected not to assume anything. They are expected to start from “square one” to ensure the process can be replicated. They will be guided and or supervised in this work by more senior members of the team or Division and they will be required to test the process before documenting to ensure that work is not duplicative.

Using the Division’s workflow management system (e.g., Azure DevOps) and the SOPs for using this tool, the incumbent is expected to document SOPs daily, under the guidance of more senior team and Division members. In the case of the current Azure DevOps environment, work documented should be found in three locations:

- Wiki

- Boards

- Git Repo

When completing documenting SOPs in the Wiki portion of Overview, there should be a wiki for each data deliverable under a given team. In that wiki, a brief description should describe the data deliverable. Under the data deliverable should incorporate large portions of the workflow with seven main components:

- Overview – Brief description

- Due Date – Month and day work is expected by in each period

- Work Item – Associated work items

- Process – Steps which it takes to complete this portion of the data deliverable

- External Sources – Any information pertinent

- Output Location – Location of the data deliverable

- Team Members – Anyone involved in the work

While completing a data deliverable, the incumbent will have consistently scheduled meetings with their supervisor to discuss work expected to be completed for the data deliverable within the sprint. When the work item is complete, the individual is expected to record the time spent on the associated data deliverable. The incumbent is expected to add any emails, conversations, or experiences within the associated work item, so there is a complete record of the workflow. Incumbents at this level of the series can expect to have this work supervised in an iterative way.

For example, a first draft of the work would be reviewed by a more senior team or Division member, perhaps the same for a second (or third), and then the team lead would review the final version before putting it into production to be used by other members of the Division).

For each script completed in the git repo, the incumbent is expected to create a Readme with three main components:

- Process – Any notes for the script

- Prerequisites – Required preloaded packages, data frames, etc.

- Deployment – Noting any alterations to the script

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This work is critical for organizational continuity, reproducibility, efficiency, and efficacy. Staff members must follow standard operating procedures in a shared workflow tracking platform. As with all members of the Division, incumbents in this role are expected to learn, use, and contribute to improving Division SOPs and use of shared workflow tracking platforms with view to employing best practices in data science, encouraging collaborative work, and problem solving as a team. Because this is the first level in this series, it is appropriate for incumbents in this role to be guided and supervised in this work by more senior members of the Division as well as their direct supervisor.

Standard Operating Procedures encourage positive change within DMAD. With standard operating procedures being available to employees to review and assist in the development of the project allowing reliable results to be produced. When a new employee comes on board, having SOPs improves employee training and management. Developing SOPs will increase efficiency when coordinating across individuals or assisting with legacy data deliverables.

2. Provide a brief justification/explanation of this request: This is a limited position created under the Preschool Development Grant that was approved.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). N/A

Personnel Administrator's Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No☒

5. The name and title of the person who completed this form: Meg Porcella, AOE SSS Division Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Meg Porcella, Meg.Porcella@vermont.gov

7. How many other positions are allocated to the requested class title in the department: 2

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☒ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Rachel H Kennedy 4/11/23

DocuSign Envelope ID: 5F7640D3-2067-4CB5-A8DF-C3A13BD1E131

Personnel Administrator's Signature **(required)*** Date

DocuSigned by:
David Kelley
176635133 7E1475...

3/29/2023

Supervisor's Signature **(required)*** Date

DocuSigned by:
Heather Bouchey
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4/5/2023

Appointing Authority or Authorized Representative Signature **(required)*** Date

* Note: Attach additional information or comments if appropriate.

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AOE
Student Support Services

- Supervisory/Management
- Vacant
- Under Review
- *Temporary*

Heather Bouchey
Deputy Secretary
777008

Meg Porcella
Interim 3/25
Division Director
770176
PG 30

Meg Porcella
Asst. Div. Director
770055
PG 27

- **Laura Greenwood**, Ed. Prog Coord II, 770144, PG25
- **Sabine Perry**, Admin Asst B, 770309, PG 19
- **Lucille Chicoine**, Program Tech II, 770428, PG 20
- **Rebecca Plude**, Ed Research & Info Spec III, 770075, PG 22

Tracy Watterson
Ed. Programs Mgr
770020
PG 26

- **Thomas Faris**, Ed. Prog Coord II, 770405, PG 25
- **Nancy Hellen**, Ed. Prog Coord I, 770069, PG 24
- **Caitlin Chisholm**, Ed. Prog Coord I, 770120, PG 24
- **Vacant**, Ed. Prog Coord I, 770471, PG 24

Tammy Bates
7/3/23
Ed. Programs Mgr
770014
PG 26

- **Wendy Scott**, Ed. Prog Coord I, 770056, PG 24
- **Leslie Freedman**, Requested: Ed. Prog Coord II, 770473, PG 25
- **Michele Johnson**, Education Consultant I, 770416, PG 22

Katie McCarthy
Ed. Prog Coord II
770367
PG 25

- **Amy Murphy**, Requested: Ed. Prog Coord II, 770005, PG 25
- **Requested New**, Ed. Prog Coord I, TBD, PG 24, Ltd Service-PDG
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(Interim) Chris Kane
Edu. Asst Div. Director.
770439
PG 27

Tristan McNamara
Ed. Programs Mgr
770300
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- **Simona Kragh**, Ed. Prog Coord II, 770361, PG 25
- **Vacant**, Ed Prog Cord I, 770482 PG 24, Limited Service
- **Vacant**, Ed Prog Cord I, 770483 PG 24, Limited Service
- **Vacant**, Ed Prog Cord I, 770486 PG 24, Limited Service

(Chris Kane)
Ed Programs Mgr
770424
PG 26

- **John Spinney**, Ed. Prog Coord I, 770366, PG 24
- **Tracy Harris**, Ed. Prog Coord I, 770404, PG 24
- **Cassandra Santo**, Ed. Prog Coord I, 770067, PG 24
- **Ana Kolbach**, Ed. Prog Coord II, 770409, PG 25
- **Elizabeth Roy**, Ed. Prog Coord II, 770472, PG 25
- **Emma Horowitz-McCadden**, Ed. Prog Coord II, 770076, PG 25

Ernie Wheeler
Ed Prog Cord I - Temp
775031
PG 24

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VERMONT DEPARTMENT OF PERSONNEL

Request for Classification Action
New or Vacant Positions
Existing Job Class/Titles ONLY
Position Description Form C

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded [ ] areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

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Request for Classification Action
New or Vacant Positions
EXISTING Job Class/Title ONLY
Position Description Form C/Notice of Action

For Department of Personnel Use Only

Date Received (Stamp)

Notice of Action #_____

Action Taken: _____

New Job Title _____

Current Class Code _____ New Class Code _____

Current Pay Grade _____ New Pay Grade _____

Current Mgt Level____ B/U ___ OT Cat. ____EEO Cat. ____FLSA ____

New Mgt Level _____ B/U ____OT Cat. ____EEO Cat. ____FLSA ____

Classification Analyst_____Date _____ Effective Date: _____

Comments:

Date Processed: _____

Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____
Working Conditions: _____ Total: _____

Position Information:

Incumbent: **Vacant or New Position**

Position Number: New Current Job/Class Title:

Agency/Department/Unit: AOE/BU 05100 GUC: 5100076000

Pay Group: W40 Work Station: National Life, Montpelier Zip Code: 05602

Position Type: ☐ Permanent ☒ Limited Service (end date) 12/30/25

Funding Source: ☐ Core ☒ Sponsored ☐ Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number: Katie McCarthy position 770367, Ed Prog Coord II, katie.mccarthy@vermont.gov

Check the type of request (new or vacant position) and complete the appropriate section.

☒ **New Position(s):**

a. REQUIRED: Allocation requested: Existing Class Code 209200 Existing Job/Class Title: Requested: Education Coordinator I (Limited Service)

b. Position authorized by:

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☒ Joint Fiscal Office – JFO # JFO award pending, federal award #90TP0098-00
Approval Date:

☐ Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)

☐ Other (explain) -- Provide statutory citation if appropriate.

☐ **Vacant Position:**

a. Position Number:

b. Date position became vacant:

c. Current Job/Class Code: Current Job/Class Title:

d. REQUIRED: Requested (existing) Job/Class Code: Requested (existing) Job/Class Title:

e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes ☐ No ☐ If Yes, please provide detailed information:

For All Requests:

1. List the anticipated job duties and expectations; include all major job duties:

Major Duty 1:Support the following components of the of the ACIS UPK Monitoring System

Detection and Notification: Verify assurances and compliance of public/private PreK programs; receive and address CDD notification of violations; follow through with alleged and substantiated childcare licensing violations in relation to Act 166 Regulations; receive and process concerns/complaints from SU/SD, private programs and Vermont families; compile, verify and disseminate targeted reports.

Correction Period and Resolution: Communicate correction period process with targeted programs; maintain direct communication with targeted programs; provide outreach technical assistance to public schools and private PreK programs; ensure receipt of corrective action plans and status from evidence by program; organize, compile and maintain all tracking records (electronic and hard copy files); collaborate with CDD Licensing Field Specialist to investigate programs with possible Act 166 Violations as well as CDD Regulation violations; collaborate with CDD Licensing Field Specialist to investigate programs with possible Act 166 Violations as well as CDD Regulation violations; conduct field reviews to investigate UPK programs with reported complaints; conduct program evaluations using the Teaching Pyramid Observation Tool (TPOT), Classroom Assessment Scoring System (CLASS), Inclusive Classroom Profile (ICP).

Major Duty 2:Support daily oversight, implementation of procedures and execution of UPK ACIS

Key Collaborators: Early Education Team, CDD and AOE Data Team

Assist the ACIS Montoring Team with the daily oversight, implementation of procedures and execution of UPK ACISKey Collaborators: Early Education Team, CDD and AOE Data Team

Provide support to the SharePoint UPK 'Tracker Jacker': Enter and update the Early Education ACIS log with current information of public and private PreK programs that are reported as out of compliance with Act 166

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requirements, under investigation with CDD/AOE for possible violations; maintain tracker Jacker to ensure current information on UPK Programs

Collaborate with Child Development Division: Collaborate with CDD on alleged violations as reported; determine how to proceed, process and follow through of investigation; review and participate in Cross Agency Policy Changes (CDD/AHS).

Major Duty 3: Stay currrent on state and federal law and policy related to this position

Knowledge and continued learning of Act 166 statute and state rule

Knowledge and continued learning of AHS Childcare Licensing regulations

Knowledge of ADA, 504, and IDEA as it relates to UPK

Review and complete training on PreK Monitoring System Design Report

Review and complete training on Cognito, SharePoint software and Bright Futures Information Systems

Major Duty 4: Working in a team environment to ensure standard operating procedures are developed, documented, followed, shared, and in alignment to industry best practices.

Learning and using Division standard operating procedures, tools, and methodologies and core documents to ensure consistency, clarity, scale up and sustainability of work. For example, incumbents in this role are required to document and share standard operating procedures, status of work items, and communication on projects (e.g. creation and use of work items and wikis).

When playing a supportive role in creating a standard operating procedure (SOP), incumbents at this level of the series are expected not to assume anything. They are expected to start from “square one” to ensure the process can be replicated. They will be guided and or supervised in this work by more senior members of the team or Division.

The inclumbent will be expected to hold consistent scheduled meetings per the contract, and with their supervisor to discuss the work expected to be completed.

2. Provide a brief justification/explanation of this request: This is a limited position created under the Preschool Development Grant that was approved.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). N/A

Personnel Administrator’s Section:

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes ☐ No ☒

5. The name and title of the person who completed this form: Meg Porcella, AOE SSS Division Director

6. Who should be contacted if there are questions about this position (provide name and phone number): Meg Porcella, Meg.Porcella@vermont.gov

7. How many other positions are allocated to the requested class title in the department: 32, 12 in SSS Division

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8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

Attachments:

☒ Organizational charts are **required** and must indicate where the position reports.

☐ Class specification (optional).

☒ For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.

☐ Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Rachel H Kennedy — 4/11/23

Personnel Administrator's Signature **(required)*** — Date

DocuSigned by:
Katie McCarthy
E471ADB5A16C44E...
3/24/2023

Supervisor's Signature **(required)*** — Date

DocuSigned by:
Heather Bouchey
FC1DFD4E63634C7...
3/29/2023

Appointing Authority or Authorized Representative Signature **(required)*** — Date

* Note: Attach additional information or comments if appropriate.

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- Supervisory/Management
- Vacant
- Under Review
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Ed. Programs Mgr
770020
PG 26

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- **Caitlin Chisholm**, Ed. Prog Coord I, 770120, PG 24
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Ernie Wheeler
Ed Prog Cord I - Temp
775031
PG 24

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AOE
Data Management and Analysis Division

Supervisory/Management
Vacant
Under Review
Temporary

William Bates
Executive Director
777002

VACANT
Data Div. Dir.
770001
PG 32

James Nadeau
Data Admin.Dir
770140
PG 28

Danielle Dupuis
Dir. of Assessment & Accountability,
770171
PG 30

Vacant
Edu Data Program Dep Director
770470
PG 30

Glenn Bouchard
Ed. Research & Info Spec. III
770347
PG 22

Jean-Jacques Maury
Data & Rep. Coord.
770453
PG 24

Jamie Jarvis
Education Data Analyst I
770481
PG 23

Mabika Goma
Ed. Programs Coord I
770289
PG 24

Neuvic Malembanie
Ed. Programs Coord I
770137
PG 24

Glenn Bailey
Assess & Accountability Data Admin Dir
770445
PG 27

Namsoo Park
Education Data Analyst II
770440
PG 25

Justin Goulet
Education Data Analyst II
770145
PG 25

Cassidy Canzani
Fed & SpEd Data Director
770362
PG 28

David Kelley
Ed Research & Stat Section Chief
770093
PG 27

Lila Denton
Education Data Analyst II
770454
PG 25

Maija Schmidt
Education Data Analyst II
770411
PG 25

Brandon Dall
Education Data Analyst II
770315
PG 25

Andrew McAvoy
Ed Data Analyst I
770401
PG 23

Drew Bennett
Education Data Analyst III
770372
PG 26

Vacant
Education Data Analyst II
770365
PG 25

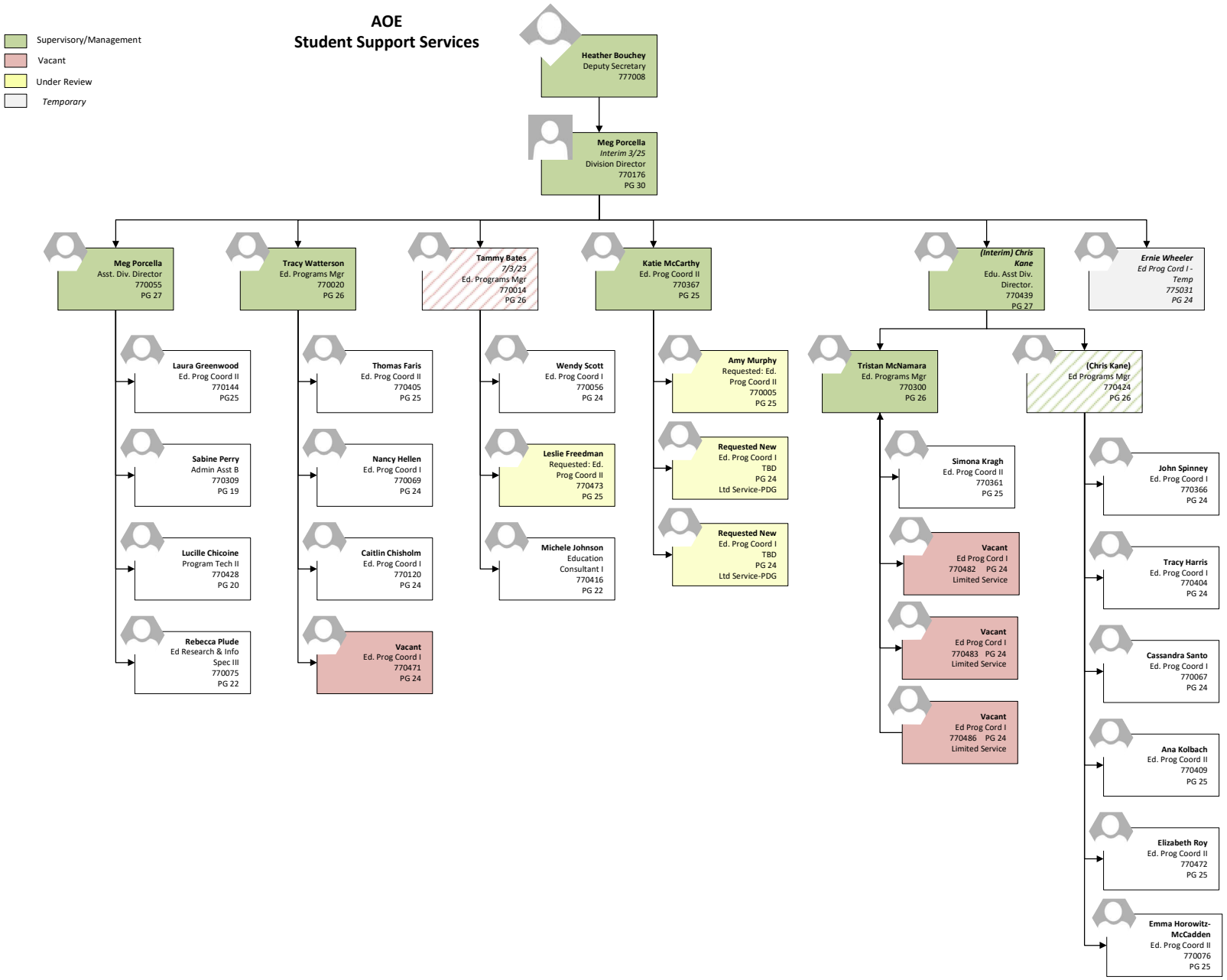
Seth Herz
Education Data Analyst II
770126
PG 25

Scott Lewis
Education Data Analyst II
770480
PG 25

Marcus Denice
Ed Data Analyst II - Temp
775010
PG 25

Requested New
Ed Data Analyst I
TBD
PG 24
Ltd Service-PDG

Anika Miner
Intern - Temp
775096
PG 5

Andrew Vinci
Intern - Temp
775096
PG 5

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