

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150008

Grants.gov Tracking#: GRANT11758006

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/13/2014"/>	4. Applicant Identifier: <input type="text" value="VT Agency of Education"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Vermont Agency of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="03-6000264"/>	* c. Organizational DUNS: <input type="text" value="8849027010000"/>

d. Address:

* Street1: <input type="text" value="219 N.Yain St."/>
Street2: <input type="text" value="Suite 402"/>
* City: <input type="text" value="Barre"/>
County/Parish: <input type="text" value="Washington"/>
* State: <input type="text" value="VT: Vermont"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="05641-4129"/>

e. Organizational Unit:

Department Name: <input type="text" value="VT Agency of Education"/>	Division Name: <input type="text" value="Integrated Support for Learnin"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Karin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Edwards"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director ISL Division"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="802-479-1407"/>	Fax Number: <input type="text" value="802-479-1829"/>
---	---

* Email: <input type="text" value="karin.edwards@state.vt.us"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Vermont PDG-Expansion Grant Project

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="33,392,282.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Kathy Flanagan"/>	TITLE <input type="text" value="Secretary Agency of Education"/>
APPLICANT ORGANIZATION <input type="text" value="Vermont Agency of Education"/>	DATE SUBMITTED <input type="text" value="10/13/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: * Street 2:

* City: * State: * Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 * Street 2

* City * State * Zip

b. Individual Performing Services (including address if different from No. 10a).

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 * Street 2

* City * State * Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150008

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

VTPD:GEXPANSTONGEPA.pdf

Delete Attachment

View Attachment

ED GEPA427 Form

All activities under the Vermont PDG-Expansion grant will conform to relevant state and federal regulatory requirements, and local, state and federal rulemaking, that ensure equitable access to, and participation in, programs for students, teachers and other program beneficiaries with special needs. This will include all six types of barriers highlighted in the General Provisions Education Act (GEPA): gender, race, national origin, color, disability and age. It will also include sexual orientation.

All Vermont state agencies are committed to a policy of equal opportunity employment. Policies and practices prohibit discrimination on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation (as provided by 21 V.S.A. .495), place of birth, age, or physical or mental condition (a person with a qualifying disability) in all employment practices. In recruiting project staff and participating teachers, every effort will be made to encourage employment of people traditionally underrepresented.

In Vermont, more than 73% of preschool children with disabilities participate in inclusive early learning and development programs with typically developing peers. The Vermont Agency of Education Part B Annual Performance Report (2012) states that 73.68% - or 1,349 of the total population of 1,831 children age three to five with IEPs in Vermont - attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program. This is a 2.10% increase from 2011, and exceeds Vermont's target for this indicator of 71.78%. Only 4.81% - or 88 of the total population of 1,831 children age three to five with IEPs - attended a separate special education class, separate school or residential facility. This is a 1.58% decrease from 2011 and exceeds Vermont's target for this indicator of 6.19%.

Vermont has a variety of programs and structures in place that provide culturally and linguistically appropriate outreach and communication related to early learning and development programs.

The Vermont Early Childhood Action Plan, in Result #3, targets cultural and linguistic competence as a key goal. It articulates a variety of specific action steps to build increased cultural and linguistic competency into workforce development activities.

In rural communities, neighbors and local service providers know where isolated families live. Vermont will ensure outreach to isolated or hard-to-reach families through its extensive network of local partners including LEAs and Head Start programs.

Vermont received a LAUNCH (Linking Actions for Unmet Needs in Children's Health) grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA) in 2012. A collaboration between Vermont Department of Health and the Building Bright Futures Council to enhance the quality and availability of existing programs and services for children birth through eight, Vermont's Project LAUNCH is being piloted in Chittenden County, which includes Vermont's most concentrated areas of diversity. The project has built a strong partnership among community partners in the Chittenden region working together to employ innovative cross sector strategies to engage and support families that are New Americans and others of diverse cultural backgrounds.

Vermont's LEAs – supervisory unions and supervisory districts – and Head Start programs are subgrantees under this application. Public schools provide outreach and services to linguistically and culturally diverse children and families, including in our state preschool program. Examples include the provision of licensed ESL (English as a Second Language) teachers, translators and culturally sensitive and responsible curricula. Targeted family engagement activities and community events are provided to culturally and linguistically diverse families. These activities are in addition to the daily check-ins and regular meetings scheduled with all families of children enrolled in the public school based PreK classes.

In a rural state like Vermont, local community partners are critical to disseminating information and outreach for new and existing initiatives. All of these partners provide services in culturally and linguistically appropriate manner, or assure appropriate referrals.

Vermont has seven federally funded Head Start programs serving children and families living in poverty across the state. All seven Head Start programs will be subgrantees under the PDG-Expansion grant. All seven Head Start programs engage parents in governance decisions through parental participation on Policy Councils. This includes cultural and linguistic competence.

At least ten percent (10%) of the total number of children actually enroll by each Head Start grantee must consist of children with disabilities who are determined to be eligible for special education and related services.

As part of their activities in Professional Learning Communities, subgrantees will be encouraged to create diverse leadership and will also be encouraged to identify and work with local stakeholders who have expertise in the cultural strengths, challenges, and needs in their communities. This would include, among others, military families, refugees from a variety of countries, migrant families, LGBTQ families and youth, and rural youth.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Vermont Agency of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

* First Name: Rebecca

Middle Name:

* Last Name: Holcombe

Suffix:

* Title: Secretary-Agency of Education

* SIGNATURE: Kathy Flanagan

* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

The state of Vermont requests \$(b)(4) in Preschool Development Grants-Expansion Grant (PDG-Expansion) first year funds for the Vermont PDG-Expansion Initiative (the Program or Project), an ambitious but achievable plan including 498 new PreK slots and improving 795 existing slots for low-income four-year-olds in the first year of funding. These 1,293 PreK slots represents an expansion of access to a total of 49.90% of Vermont's eligible four-year-olds. By the end of the fourth year of funding, this number will rise to 1,818 or 70.17% of eligible four-year-olds statewide.

The portion of funds for administrative purposes (5%) will be used to hire Program and Fiscal Managers who will manage the PDG-Expansion implementation statewide; to fund a contract for external program evaluation; and limited expenses relating to travel and equipment.

The Grant Coordinator (who will serve as the program manager) will also provide technical assistance to subgrantees and facilitate and support a Professional Learning Community to enable subgrantees to share best practices, collaborate on training and professional development and support each other in developing high-quality preschool programs. This specific assistance was requested by the subgrantees during the proposal development process. The Fiscal Manager will provide technical assistance to subgrantees to properly braid various funding streams to enhance the sustainability of their PreK programs.

Private philanthropic dollars - part of Vermont's (b) % match of requested funds - will support mentoring to increase the number of licensed early education teachers in Vermont.

Vermont has defined "high-needs communities" as Supervisory Unions (SUs) and Supervisory Districts (SDs) (LEAs) that have 25% or more of their children at or below 200% of the Federal Poverty Level (FPL). A total of 33 subgrantees (all seven of Vermont's Head Start

programs and 26 of Vermont's Supervisory Unions and Districts) in approximately 150 high-needs communities statewide have formally agreed to participate. Thus, Vermont's PDG-Expansion project will have statewide reach.

Proposed Program outcomes will target children, families, and high-quality preschool programs.

Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high-quality early learning programs, and other programs and services, for children from birth to age five. Yet, work remains to be done. Vermont ranks high in access but does not fully achieve the quality defined as high quality preschool programs (HQPP), and that quality varies across individual programs in a mixed delivery model. Act 166, Vermont's universal PreK legislation, has been enacted but is primarily focused on access and equity. With universal voluntary access achieved, increasing quality and dosage in the state preschool program for four-year-olds under 200% FPL will be significantly accelerated with the resources requested in this proposal. This will help to close the achievement gap for poor children.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Abstract

The state of Vermont requests \$ (b)(4) in Preschool Development Grants-Expansion Grant (PDG-Expansion) first year funds for the Vermont PDG-Expansion Initiative (the Program or Project), an ambitious but achievable plan including 498 new PreK slots and improving 795 existing slots for low-income four-year-olds in the first year of funding. These 1,293 PreK slots represents an expansion of access to a total of 49.90% of Vermont's eligible four-year-olds. By the end of the fourth year of funding, this number will rise to 1,818 or 70.17% of eligible four-year-olds statewide.

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A. Executive Summary

A1. How the project will build on the state's progress to date.

The state of Vermont has demonstrated a strong and enduring commitment to the early learning and development of young children and a record of accomplishment in providing high-quality early learning programs, and other programs and services, for children from birth to age 5.

- Vermont is one of only three states plus the District of Columbia providing and funding universal prekindergarten (PreK) to all four-year-olds (Allen, 2014). States such as Georgia and New York are described as having a universal PreK program, but state funding in these states is insufficient to serve all eligible children (Allen, 2014).
- Vermont ranks second (after the District of Columbia) in access for three-year-olds (Barnett, et al., 2013). Most states primarily provide PreK only for at-risk four-year-olds (and only serve other three- and four-year-olds who qualify for special education services).
- Through Vermont's Act 166 (see B3, page 23) there is no means testing for PreK and all of Vermont's school districts must provide PreK funding for all three-, four-, and five-year-olds (not enrolled in kindergarten).
- Vermont is one of only three states and the District of Columbia that serve more than 70% of their state's four-year-olds with PreK programs, in spite of an "unprecedented" downward trend in enrollment totals nationwide (Barnett, et al., 2013).
- Vermont ranks fourth in the nation in PreK access for four-year-olds (Barnett, et al., 2013).
- Vermont is focused on increasing capacity of its high quality early learning and development programs (ELDP) – an outcome advanced in many of the projects funded through its Race to the Top-Early Learning Challenge (RTT-ELC) grant. Vermont's preschool program mandates a mixed delivery model creating strong partnerships between local education agencies and private providers. (See A4, page 10).
- The level of inclusion of children with disabilities in PreK is very high in Vermont (see B4, page 35) and there is significant income diversity among participating children (see E7, page 118).

- The teacher licensure standard in Vermont's state preschool program includes an endorsement in early childhood education or in early childhood special education. This standard is higher than that established under the requirements for the PDG-Expansion RFP in that Vermont requires not only an undergraduate degree but also educator licensure.
- Vermont's Ready Kindergarten Survey (RKS) is one of the strengths of Vermont's early childhood statewide assessment system. Since 2000, Vermont has gathered information on the readiness of children entering kindergarten by annually surveying all kindergarten teachers about the "readiness" of their students within the first six to ten weeks of school (see C3, page 80).
- Vermont's TQRIS, Vermont STARS, is robust (see C2a, page 65).
- Vermont requires state-funded PreK providers to braid (rather than blend) Act 166 state-funded PreK, federal Head Start, and Title I funding streams. This involves using a cost allocation approach similar to that required of all Head Start programs with a major caveat that the first 10 hours per week of PreK education but must be paid for with Act 166 dollars.
- Systems for providing supports for children birth through age five and their families are robust and well coordinated (see B5, page 54).
- For the second year in a row, Vermont ranks second among the 50 states in the overall well-being of its children (KidsCount, 2014). It ranks eighth overall for economic well-being, third overall for education, sixth overall for health, and third overall for the strength of its families and communities. WalletHub (2014) ranked Vermont first among U.S. states as the best in which to have a baby.

Yet, work remains to be done.

- Lessened outcomes for children and barriers to access to PreK are linked to low-income and rurality (see D2, page 97). Childhood poverty has risen 25% in Vermont since 2007 (KidsCount, 2014).
- Vermont's Act 166 (see B3, page 23) funds part-time (10 hours per week) PreK free of charge to all four-year-olds in Vermont and established minimum quality standards. This state preschool program, though indicative of a major commitment to early education as part of the K-12 system, does not meet the quality standards defined for a HQPP in the

PDG-Expansions RFP. Funding through this application would enable Vermont to significantly improve SPP services for low-income children in our state (see D4, page 108).

- Act 166 also requires monitoring and developmentally appropriate curriculum aligned with Vermont's Early Learning Standards (VELS). Using funds from its Race to the Top-Early Learning Challenge (RTT-ELC) grant, Vermont proposes to implement a robust PreK monitoring system that includes the 33 subgrantees funded through this application in the first wave of included programs (see C2, page 62).
- PreK in Vermont is voluntary. Approximately 10% or more of Vermont's children arrive for Kindergarten without prior participation in Vermont's PreK system. Philanthropic dollars will be used for outreach to identify and enroll Eligible Children in HQPP as a part of this proposal.
- In 2012-2013, Vermont met only four out of 10 National Institute for Early Education Research (NIEER) (Barnett, et al., 2013) benchmarks for PreK program quality. These four benchmarks consist of comprehensive early learning standards, at least fifteen hours per year of teacher in-service, class sizes of 20 or lower, and staff to child ratios of 1:10 or better. Work identified in this proposal will help Vermont meet additional quality benchmarks and create a state preschool program ranked among the best in the nation for both access and quality.
- Acts 62 and 166 have created an increased demand for licensed early childhood teachers in Vermont. Private philanthropic dollars have been obtained to fund a program to provide mentoring and support from highly qualified childhood educators to provisionally licensed early childhood educators in community early learning and development programs across the state. These mentors will also work with provisionally licensed educators to ensure they complete the work required to become fully licensed within two years. The goal of this mentoring program is to increase the supply of qualified early childhood teachers in Vermont.

Funding through this PDG-Expansion grant will enable Vermont to build on its existing record of success, and improvements currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant and other funds, to further improve its quality and expand access to high-quality early learning and development programs.

Vermont's recent governors – particularly the current governor, Peter Shumlin – have made major commitments to Vermont's children. Governor Shumlin stated in 2013 in his Second Inaugural Address:

The evidence is overwhelming: the earlier we invest in our children, the healthier, more productive lives they will have. Taxpayers win too, since every dollar we invest in early childhood education saves seven dollars in the future.

Vermont defines early childhood as a critical period of life beginning at birth but also with an emphasis on healthy pregnancy, and continuing through third grade. We view early childhood learning and development as multi-dimensional and understand these dimensions are intertwined. We prioritize a unified approach that addresses the relationship among all domains of development and strives to integrate the diversity of programs, services and supports that surround young children and their families in our communities. We target resources and investments to promote resiliency, build protective factors and reduce achievement gaps for children with high needs.

NIEER's State Preschool Yearbook (Barnett, et al., 2013) summarizes Vermont's historical commitment to early education, prior to the passage this year of Act 166, Vermont's universal PreK legislation (see B3, page 23):

The Vermont Early Education Initiative (EEI) was established in law in 1987 as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income below 185 percent of the federal poverty level, a developmental delay, limited English proficiency, a history of mistreatment or neglect, or social isolation. EEI grant proposals must be from partnerships of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI financial support has remained relatively constant. EEI is not the state's designed PreK program; however, because EEI funds can be used to provide preschool education services to 3- and 4-year-olds, it is included as a program in this report.

Vermont established its designated preschool program in 2003. It allows school districts to subsidize PreK education by including 3-to 5-year-olds in their school

census. Initially called the Publicly Funded PreK using Average Daily Memberships (PFP-ADM), the program underwent significant changes in 2007, with the passage of Vermont PreK Education-Act 62. Before 2007 local education agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services. Under Act 62, PreK programs are supported through the state's Education Fund in the same way K-12 education is funded. Child enrollment is voluntary, and districts are not required to provide the program, though roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide it through an arrangement of school-based programs and partnerships with private family-based or center-based providers, private preschools, and/or with Head Start programs. "Publicly funded PreK education" is defined in Act 62 as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" PreK is 10 hours per week during the school year. Public schools may contract with other preschool providers, including Head Start agencies and family child care homes for service provision, and private child care to provide PreK. The state originally limited the number of PreK children a district could count in its school census, but limitations were lifted in all towns effective in the 2011-2012 school year.

Since the 2008-2009 school year, Act 62 programs operating in nonpublic locations require one teacher per center to have a ECE or ECSE [early childhood education or early childhood special education] license, rather than requiring one such teacher in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license, in both the public and private settings. Act 62 requires all PreK programs, including those operated by public schools, to attain at least 4 out of 5 stars in Vermont's Step Ahead Recognition Systems (STARS), Vermont's quality rating system, or to hold NAEYC accreditation. Both EEI and Act 62 use Teaching Strategies GOLD to track child outcomes.

Act 166, Vermont’s universal PreK legislation, requires school districts to provide access through prequalified PreK programs operated by a public school, Head Start or a private provider for 10 hours a week, 35 weeks a year, for all Vermont three, four, and five-year-olds not enrolled in kindergarten. The bill applies to enrollments beginning on July 1, 2015 (see B3, page 23).

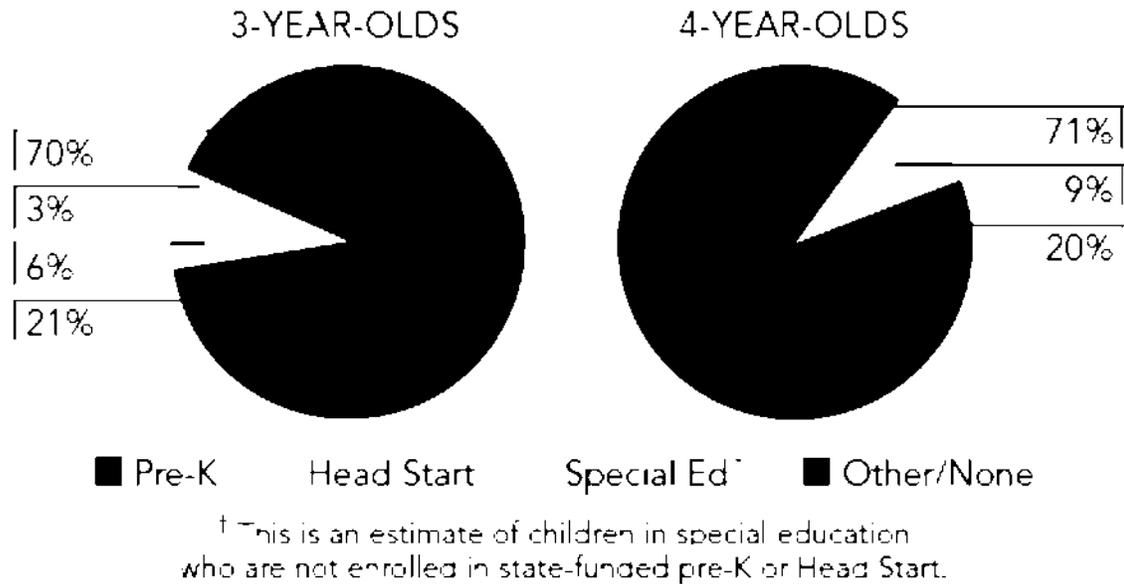


Figure 1: Vermont PreK and Head Start Enrollment as Percentage of Total Population of 3- and 4-Year-Olds (Barnett, et al., 2013)

Data presented throughout this application, in selection criteria B and elsewhere, suggest a record of accomplishments in Vermont in early learning and development (ELD). These data support Vermont’s ambitious but achievable plan to expand ELD services to more Vermont low-income four-year-olds and their families.

A2. Provide high-quality preschool programs in two or more high-need communities

Through PDG-Expansion funds, Vermont will provide high-quality preschool programs in approximately 150 high-need communities through its 33 subgrantees.

In a white paper on poverty in Vermont, Blalock and Lumbert (2010) noted that one of the key differences between patterns of poverty in Vermont and in the United States as a whole is that individuals in deep poverty in the state “live in much more rural areas.” Because it is one of the most rural states in the country, poverty in Vermont exists in pockets scattered throughout its geography rather than being concentrated in urban and suburban environments.

To reflect the scattered nature of poverty in the state, Vermont has defined “high need communities” as Supervisory Unions (SUs) and Supervisory Districts (SDs) that have 25% of their children at or below 200% of the Federal Poverty Level (FPL). There are 64 SUs and SDs in Vermont. All (100%) of Vermont’s SDs and SUs are high needs communities as defined above. (See D1, page 84).

In Vermont, there are three forms of public authorities legally constituted for the administrative control and direction of public elementary and secondary schools. These are “Supervisory Unions” (SUs) and “Supervisory Districts” (SDs), and within them, “school districts.” (Vermont Gen. Laws ch 16 V.S.A. § 11, no date).

A “Supervisory Union” is an administrative, planning, and educational service unit created by the state board under section 261 of Title 16, which consists of two or more school districts; if the context clearly allows, the term may also include a supervisory district.

A “Supervisory District” is a supervisory union that consists of only one school district, which may be a unified union district.

A “School District” is a town school district, union school district, interstate school district, city school district, unified union district, and incorporated school district, each of which is governed by a publicly elected board. Vermont currently has 251 school districts.

The subgrantees in these high needs communities (see D1, page 84) will be LEAs (Supervisory Unions (SU) and Supervisory Districts (SD)) and Head Start programs. These subgrantees will provide IIQPP services directly and also through partnerships with prequalified prekindergarten education programs.

A3. Increase the number and percentage of eligible children served in high-quality preschool programs

Through PDG Expansion funding, Vermont would increase the number and percentage of eligible children served in high-quality preschool programs (see G1, page 155) to 70.14% of all eligible four-year-olds statewide by the end of year four.

A4. Characteristics of high-quality preschool programs

Vermont’s offerings will fully conform to, and in some respects exceed, the definition of high-quality preschool programs as defined in the Preschool Development Grants-Expansion Grants Application for Initial Funding (see B4, page 35).

Public PreK in Vermont is a mixed delivery model. Various types of programs use different curricula and have different philosophical approaches. However, under Act 166 (see B3, page 23), and the previous Act 62 (see B3, page 23), all programs must meet the same program standards, child care licensing regulations, staff qualifications, and ensure that their programs align with Vermont's Early Learning Standards (VELS) (see B1, page 17). Act 166 in particular, which becomes fully operational on July 1, 2015, mandates "developmentally appropriate early development and learning experiences based on Vermont's early learning standards." It prequalifies both public and private providers based on minimum quality standards, and requires adherence to evidence-based practices that "create a developmentally appropriate environment and support the delivery of an engaging program that support the social, emotional, intellectual, language, literacy, and physical development of PreK children."

Act 166, Vermont's universal PreK legislation, is primarily focused on access and equity. Act 166 did not increase quality standards but it did include an intent to address increasing quality by instructing the Vermont AOE and AHS to review existing standards and recommend changes by 2016. "designed to ensure that programs are based on intentional, evidence-based practices that create a developmentally appropriate environment and support the delivery of an engaging program that supports the social, emotional, intellectual, language, literacy and physical development of PreK children." With universal voluntary access achieved, increasing quality and dosage in the state preschool program will be exponentially accelerated with the resources requested in this proposal.

Of the 12 structural elements identified in the PDG-Expansion RFP as ensuring program quality as defined in a HQPP, Vermont's current state preschool program requires or fully incorporates five, approaches or substantially includes five more, and plans to fully incorporate the two remaining elements into the HQPP created through funding from this proposal. For a longer discussion of quality standards (see B4, page 35).

A5. Set expectations for school readiness.

The *Vermont Early Learning Standards: Guiding the Development and Learning of Children Entering Kindergarten* (VELS) (2003) (see B1, page 17, and Appendix, page 390) articulate the expectations for school readiness, and what three to five year olds know and can do. The VELS were informed by and aligned with *Vermont's Framework of Standards and Learning Opportunities* (learning standards for K-12) and the *Head Start Child Outcomes Framework*.

These learning standards are based on a set of principles that view the child holistically and developmentally, include readiness domains, and recognize the importance of play.

A recent analysis of Vermont's Ready Kindergarten Survey (RKS), which aligns with VELs, found a significant positive correlation between Vermont children eligible for free or reduced lunch who attended PreK and readiness for kindergarten (see C3, page 80).

While the Ready Kindergartners Survey (KRS) has served Vermont well, there is some work to be done to ensure that it reflects the latest research on predictors of school success and to verify that it is appropriate for all subgroups of kindergartners. The methods currently used to collect the readiness data need to be improved so that kindergarten teachers can easily and securely submit child level ratings that include children's identifying information. Further, kindergarten teachers need to engage in professional development experiences to assure reliability and that they know how to interpret the data to use it to inform their instruction.

Using RTT-ELC funds, Vermont is contracting with a consultant to create two interactive e-learning modules and a one-credit course on the enhanced RKS. Vermont is also contracting with a national research group to analyze the results of the enhanced RKS pilot.

A6. Supported by a broad group of stakeholders

As evidenced by the letters of support and MOUs appended to this application (see Appendix, page 69), there is substantial support among a broad group of stakeholders for Vermont's ambitious and achievable plan for expanding access to high-quality preschool programs as proposed in this application.

The Funders Collaborative, a consortium of private philanthropists, has invested millions of private dollars both individually and collectively into early learning and development in Vermont. Collaborative projects include the Vermont Community Preschool Collaborative (VCPC), which has invested over \$2M in efforts to ensure universal access to high-quality PreK since 2005. The recently launched Birth Through Three Project has assembled over \$1M from a range of private and corporate foundations to impact developmentally beneficial services for younger children over the next several years (see E9, page 121). These funders provided support to the development of this proposal.

The Permanent Fund, Vermont Business Roundtable, Vermont Businesses for Social Responsibility, Vermont Community Loan Fund, Vermont Community Foundation, A.D. Henderson Foundation, and the Turrell Foundation have all been highly supportive of early

childhood matters. They have funded initiatives, advocated for change, and in some cases have lobbied for in support of early childhood legislation, such as Act 166.

Beyond the subgrantees documented through MOUs in the Appendix to this application (see page 120), many additional LEAs indicated interest in and support for this proposal even though many were not ready to participate at this time.

The Vermont State Board of Education and Building Bright Futures, the state’s early childhood council for early care, health and education, are fully supportive of this proposal and helped in outreach to recruit partners.

A7. Allocate funds between:

A7a. (b)(7)(C) % state infrastructure

As evidenced by the budget and budget justification, no more than (b)(7)(C) % of the proposed funding will be used for state infrastructure throughout the four years of the proposed grant period (also see C1, page 61). In fact, Vermont will spend closer to (b)(7)(C) %.

A7b. Subgrants to early learning providers.

A7b1. Will deliver high-quality preschool programs to eligible children no later than the end of year one of the grant period.

As evidenced by the project timeline (see Table 1 below), the delivery of high-quality preschool programs to eligible children will commence during the first year of the grant period in the 2015-2016 school year that coincides with the date for full implementation of Act 166.

Table 1: Vermont PDG-Expansion Grant Project Timeline, Year One

	Q1	Q2	Q3	Q4
Hire Project Manager & Fiscal Manager	X	.	.	.
Managers & inter-agency team meet with subgrantees to negotiate & execute MOUs	X	.	.	.
Subgrantee strategic plans and budgets developed and approved	X	.	.	.
Contract with external evaluator	X	X	.	.
Outreach and recruitment for PreK, new and improved slots	.	X	X	.
Recruit, train and deploy teacher mentors to increase the number of fully licensed teachers	X	X	X	.
Begin delivery of services (September, 2015)	.	.	X	.

A7b2. (b)(7)(C) % subgrantees

As evidenced by the budget and budget justification, at least (b)(7)(C) % of the proposed funding will be allocated to subgrantees for the delivery of services as described in this application.

A7b3. State must support subgrantees to provide culturally and linguistically appropriate outreach and communication to encourage enrollment.

Vermont has a variety of programs and structures in place that provide culturally and linguistically appropriate outreach and communication related to ELD.

The Vermont Early Childhood Action Plan, in Result #3, targets cultural and linguistic as a key goal. It articulates a variety of specific action steps to build increased cultural and linguistic competency into workforce development activities.

In rural communities, neighbors and local service providers know where isolated families live. Vermont will ensure outreach to isolated or hard-to-reach families through its extensive network of local partners including LEAs and Head Start programs.

Vermont received a LAUNCH (Linking Actions for Unmet Needs in Children's Health) grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA) in 2012. A collaboration between Vermont Department of Health and the Building Bright Futures Council to enhance the quality and availability of existing programs and services for children birth through eight, Vermont's Project LAUNCH is being piloted in Chittenden County, which includes Vermont's most concentrated areas of diversity. The project has built a strong partnership among community partners in the Chittenden region working together to employ innovative cross sector strategies to engage and support families that are New Americans and others of diverse cultural backgrounds.

Public Schools. Public schools provide outreach and services to linguistically and culturally diverse children and families, including in our state preschool program. Examples include the provision of licensed ESL (English as a Second Language) teachers, translators and culturally sensitive and responsible curricula. Targeted family engagement activities and community events are provided to culturally and linguistically diverse families arc provided. These activities are in addition to the daily check-ins and regular meetings scheduled with all families of children enrolled in the public school based PreK classes.

In a rural state like Vermont, local community partners are critical to disseminating information and outreach for new and existing initiatives. All of these partners provide services in culturally and linguistically appropriate manner, or assure appropriate referrals.

Early Head Start & Head Start. Vermont has seven federally funded Head Start programs serving children and families living in poverty across the state. All seven Head Start programs

will be subgrantees under the PDG-Expansion grant. Four of the seven are also Early Head Start programs. Thus, these four organizations provide continuity of high-quality, inclusive early learning and development services for young children from birth to age 5. All seven Head Start programs engage parents in governance decisions through parental participation on Policy Councils regarding the Head Start program's operations and provision of comprehensive education, health, nutrition, and family support services. This includes cultural and linguistic competence.

At least ten percent (10%) of the total number of children actually enroll by each Head Start grantee must consist of children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) by the state or local agency providing services under Section 619 or Part C of IDEA. During the 2013-2014 program year, 21 percent of children served by Head Start programs in Vermont were identified as having a disability and had an Individualized Education Plan, and 96 percent of those identified to be eligible for special education and related services during their enrollment in Head Start received these services according to the 2013-2014 Head Start PIR. Historic and recent federal monitoring reviews yield very high levels of compliance with the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*. These Head Start programs are leaders regionally and nationally in achieving results in health, school readiness and increased protective factors for the children and families they serve.

Parent Child Centers (PCC)/Parent Child Centers Network (PCCN) are funded by legislative appropriation since 1988 and are established in statute. They are unique to Vermont. Vermont's fifteen (15) Parent Child Centers form a network of community-based, non-profit organizations open to all families and children of Vermont, with a special focus on families with young children, young parents, and pregnant and parenting teens. Parent Child Centers are all independent nonprofit organizations, or programs within nonprofits. Parent Child Centers provide a range of services and supports.

Community Child Care Support Agencies (CCCSAs) include 12 CCCSAs located throughout Vermont's fourteen counties. Each of these agencies is a member of Vermont Association for Child Care Resource and Referral (VACCRRRA), Vermont's child care resource and referral network.

The *Vermont Family Network (VFN)* promotes health, education and well-being for all children and families, with a focus on children and young adults with special needs. VFN offers support, services, and referrals for families with children with high needs and disabilities including ASD and high-tech medical concerns. VFN is the state's federally-funded Family-to-Family Health Information Center (F2F-HIC) and Parent Training Information Center (PTIC), and is the national Family Voices Vermont chapter and Parent to Parent Program. Vermont Family Network is a core partner in the Vermont Early Childhood Alliance (formerly Kids Are Priority One) and a member of the Vermont Coalition for Disability Rights (VCDR).

Building Bright Futures (BBF) (see B5, page 54) includes 12 regional early childhood councils who monitor and improve their local systems of service delivery. These local councils contain broad local representation including parents, thus contributing to outreach and communications. BBF Regional councils are tasked in Act 166 with building capacity to provide prequalified PreK education in local communities. They will incorporate building IIQPP capacity into those efforts.

Vermont Early Childhood Alliance is a statewide coalition of individuals, organizations, businesses and agencies from the private and public sectors dedicated to advocating for all of Vermont's children during the early childhood years in the areas of learning, safety, health, and food and economic security.

Also, a variety of online resources exist for Vermont's parents. Outreach will be conducted to assure electronic dissemination of information on opportunities for IIQPP available to parents through this grant, if awarded.

PDG-Expansion funds, if awarded, will extend Vermont's current work to support families with diverse cultural & linguistic backgrounds and add to existing services to support dual language learners and their families. For example, better coordination will be achieved among providers and additional outreach will be conducted.

For details of outreach conducted during the development of this application, see D3, page 106.

A. Executive Summary – Evidence

- Table A (Required spreadsheets) (A3 and A7)
- Elements of high-quality preschool program (A4)

- Act 166 (see Appendix, page 185)
- Vermont Early Learning Standards (VELS), current and revised drafts (see Appendix, page 390)
- VT STARS summary (see Appendix, page 504)
- School readiness expectations (A5)
 - VELS (see Appendix, page 390)
- Letters of support (see Appendix, page 1, 28) (A6)
- Other evidence:
 - VELS (see Appendix, page 390) (A5)
 - Vermont’s Statewide Report on Kindergarten Readiness (see Appendix, page 505) (A5)
 - Act 166 (see Appendix 185) (A1)

B. Commitment to State Preschool Programs

B1. Early Learning and Development Standards

The *Vermont Early Learning Standards* (VELS) (2003) articulate the expectations for school readiness, and what three to five year olds know and can do. The VELS were informed by and aligned with *Vermont’s Framework of Standards and Learning Opportunities* (i.e., learning standards for K-12) and the *Head Start Child Outcomes Framework*. These learning standards are based on a set of principles that view the child holistically and developmentally, include readiness domains, and recognize the importance of play. A parents guide to VELS, *Guiding Your Child’s Early Learning*, was published in 2006 and disseminated through a range of early childhood agencies and providers as well as online. VELS has been incorporated in various state policies, including Vermont’s state preschool program laws, Acts 62 and 166. A summary of the current VELS follows in Table 2.

Table 2: VELS Summary

Domain	Learning Goals	Definition
I. Approaches to Learning	1. Play 2. Curiosity 3. Persistence 4. Self-organization 5. Reasoning 6. Application	1. Children engage in play as a means to develop their individual approach to learning. 2. Children demonstrate curiosity and a willingness to participate in tasks and challenges. 3. Children demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing tasks.

Domain	Learning Goals	Definition
		<p>4. Children demonstrate an increased ability to establish goals, develop and follow through with plans.</p> <p>5. Children demonstrate an increased ability to identify, evaluate and provide possible solutions to problems.</p> <p>6. Children use their prior experiences, senses, and knowledge to learn in new ways.</p>
<p>II. Social and Emotional Development</p>	<p>1. Play</p> <p>2. Self Concept</p> <p>3. Self Control</p> <p>4. Interactions with Others</p> <p>5. Sense of Community</p>	<p>1. Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.</p> <p>2. Children demonstrate and express a positive awareness of self and an awareness of limitations.</p> <p>3. Children increase their capacity for self-control and to deal with frustrations, and increase their awareness of limitations.</p> <p>4. Children develop successful relationships with other members of their learning community.</p> <p>5. Children increasingly demonstrate a sense of belonging to the classroom/program, family and community.</p>
<p>III. Language, Literacy & Communication</p>	<p>1. Play</p> <p>2. Listening and Understanding</p> <p>3. Speaking and Communicating</p> <p>4. Vocabulary</p> <p>5. Early Writing</p> <p>6. Early Reading</p>	<p>1a. Children engage in play as a means to develop their receptive and expressive language skills.</p> <p>1b. Children engage in play as a means to develop early reading and writing skills.</p> <p>2. Children develop skills in listening and in understanding language.</p> <p>3. Children will use verbal and non-verbal language to express and to communicate information.</p> <p>4. Children will acquire and use new words to increase their understanding and express ideas.</p> <p>5. Children demonstrate an interest and ability in using symbols to represent words and ideas.</p> <p>6. Children demonstrate an interest in phonemic and phonological awareness; book knowledge and appreciation; print awareness and concepts; and alphabet knowledge.</p>
<p>IV. Mathematics</p>	<p>1. Play</p> <p>2. Numbers and Operations</p> <p>3. Geometry and Spatial Sense</p> <p>4. Patterns and Measurement</p>	<p>1. Children engage in play to develop and add to their mathematical thinking and problem solving.</p> <p>2. Children show interest and curiosity in counting and grouping objects and numbers.</p> <p>3. Children show an interest in recognizing and creating shapes and an awareness of position in space.</p> <p>4. Children show an interest in recognizing and creating patterns, comparing, and measuring time and quantity.</p>
<p>V. Science</p>	<p>1. Play</p> <p>2. Scientific Knowledge</p> <p>3. Scientific Skills and Methods</p>	<p>1. Children engage in play as a means to develop their scientific skills.</p> <p>2. Children learn about the development of the natural and physical worlds.</p> <p>3. Children begin to use scientific tools and methods to learn about their world.</p>
<p>VI. Social Studies</p>	<p>1. Play</p> <p>2. Spaces and Geography</p> <p>3. People and How They Live</p> <p>4. People and Their Environment</p> <p>5. People and the Past</p>	<p>1. Children engage in play as a means to develop an understanding of social studies.</p> <p>2. Children will demonstrate an understanding of and appreciation for their physical environment.</p> <p>3. Children shall demonstrate skills related to understanding, communication, sharing, cooperation, and participation with others in a community.</p>

Domain	Learning Goals	Definition
		4. Children demonstrate an awareness of and appreciation for the environment. 5. Children demonstrate an understanding of past events and their connection to the present and future.
VII. Creative Expression	1. Play 2. Creative Expression 3. Tools 4. Appreciation of the Arts	1. Children engage in play as a means of self expression and creativity. 2. Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy. 3. Children use a variety of tools and art media to creatively express their ideas. 4. Children express interest in and begin to build a knowledge base in the arts.
VIII. Physical Health & Development	1. Play 2. Gross Motor/ Large Muscle 3. Fine Motor/ Small Muscle 4. Senses 5. Healthy Habits	1. Children engage in play as a means to understand healthy behavior and develop their physical bodies. 2. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination. 3. Children use their fingers and hands in ways that develop hand-eye coordination, strength, control, and object manipulation. 4. Children increase their understanding of the use of their eyes, ears, fingers, nose, and mouth, and how the senses work together. 5. Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.

In February 2012, a VELS Revision Committee was formed to begin the process of researching, conceptualizing, and drafting revised VELS. The Committee included administrators, early childhood educators, consultants, and higher education faculty. The revised VELS incorporate early learning standards that represent the full early childhood developmental continuum, from infancy through grade 3 (see Table 3 below).

The proposed revised VELS expand and clarify Vermont’s current early learning standards. The updated VELS will articulate the development and learning expectations across the entire Birth through Grade 3 continuum. The new VELS will be aligned with the Office of Head Start’s *Head Start Child Development and Early Learning Framework and Revised Framework for Programs Serving Infants and Toddlers and Their Families*. The Common Core State Standards (CCSS) and the New Generation Science Standards (NGSS) are incorporated into the new VELS and serve as the standards for these content areas for K-3. The proposed standards for the younger age groups in the CCSS and NGSS content areas describe the foundational knowledge and skills needed. In these content areas and in the other domains and subdomains, a

progression of learning and development is articulated and the connections across the Birth through Grade 3 continuum are evident.

The revised VELs (see Appendix, page 390) will be adopted at the end of 2014 and disseminated during 2015. Through funds from RTT-ELC, Vermont was able to contract with Catherine Scott-Little, a national expert in the development of state early learning standards, to work with the VELs Committee to create standards that are developmentally, culturally, and linguistically appropriate for all children from Birth through Grade 3. With RTT-ELC funds, Vermont is committed to not only disseminate the new VELs but to provide robust professional development relating to them to assure appropriate implementation.

Table 3: Alignment of VELs & School Readiness Domains, Proposed Revised VELs

Domains of the proposed Vermont Early Learning Standards	Alignment	Essential Domains of School Readiness
Communication: Language Literacy (Creative Expression)	→	Language and Literacy
Learning About the World: Mathematics Science Social Studies	→	Cognition and General Knowledge
Approaches to Learning	→	Approaches to Learning
Growing, Moving and Being Healthy	→	Physical Well-Being and Motor Development
Belonging, Social and Emotional Development and Learning	→	Social and Emotional Development

B2. State’s financial investment

Vermont’s financial investment in early learning and development programs for the last four fiscal years has been substantial (see Table 4 and Figure 2 below, and Table B in the required spreadsheets). Figure 2 shows increasing investments in the CC FAP to support participation of children with high needs in high-quality child care. Despite serious budget constraints and reductions in the difficult economic conditions of recent years, Vermont policymakers have not wavered in their understanding of the importance of investments in early learning and development and have prioritized these investments in their budgets.

Table 4: Vermont Funding for ELD, 2011-2014

Type of Investment	Funding for Each of the Past Four Fiscal Years			
	2011	2012	2013	2014
State-funded preschool. <i>Publicly Funded PreK.</i>	(b)(4)			

Type of Investment	Funding for Each of the Past Four Fiscal Years			
	2011	2012	2013	2014
State contributions to IDEA Part C	(b)(4)			
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry.				
Total State contributions to CCDF ¹				
State match to CCDF.				
TANF spending on Early Learning and Development Programs ² .				
Other State contributions <i>Early Education Initiative Grants</i>				
Total State contributions				

Child Care Financial Assistance Dollars Spent

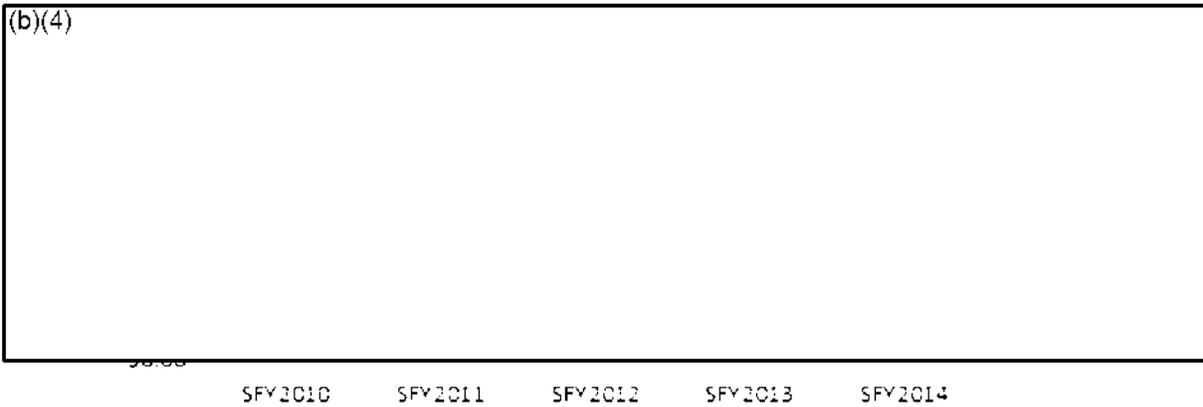


Figure 2: VT Child Care Financial Assistance Dollars Spent, 2010-2014

The Childcare Financial Assistance Program (CC FAP) is Vermont’s child care subsidy program under the Child Care and Development Fund (CCDF). Figure 3 details CC FAP dollars spent in Vermont between 2011-2014. In 2010, Vermont invested \$(b)(4) in new and re-purposed general funds and \$(b)(4) in ARRA funds to implement reforms in the CC FAP and increase funds available for subsidies. As a result, in January 2010, a revised sliding fee scale increased the amount that a family could earn and still be eligible for subsidies and created slight increases

¹ Total State contributions to CCDF includes Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

² Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

in benefit levels for all families. Rates were increased for all providers and a new rate structure was implemented that significantly raised tiered reimbursement rates for providers participating in VT STARS (Vermont's QRIS). These investments were built into the base of subsequent annual state budgets, despite the sunset of federal support, and the administration and legislature have approved annual increases in CC FAP to keep the sliding fee scale current to annual FPL adjustments and support increasing quality in ELDP serving subsidized children.

As part of the CC FAP reforms in 2010, \$(b)(4) in general funds were set aside to establish a new competitive grant program for four- and five-star center-based ELDP serving at least 24% of subsidized children in their enrollment census who were willing to commit to comprehensive child care services and implement strategies to build protective factors in families (see Section E9 on p#). Strengthening Families Center grants were developed to ensure affordable access to high-quality comprehensive early care and education programs for children, particularly infants and toddlers, and families challenged by economic instability and other environmental risk factors. As part of Vermont's RTT-ELC, this grant program was increased to support more center based ELDP and is being expanded to include Family Child Care Homes – an investment Vermont is committed to sustaining into the future.

In July 2013, Governor Shumlin announced a public-private partnership to enable communities across the state to launch or expand publicly funded PreK programs. The state is providing \$(b)(4) from the Agency of Education to towns that want to create or expand their publically funded PreK programs. An additional \$(b)(4) is being provided by the Vermont Community Preschool Collaborative (VCPC), a fund created and supported by the nonprofit Permanent Fund for Vermont's Children, to ensure more children have access to high-quality programs.

The Funders Collaborative, a consortium of private philanthropists, has invested millions of private dollars both individually and collectively into early learning and development in Vermont. Collaborative projects include the Vermont Community Preschool Collaborative (VCPC), which has invested over \$(b)(4) in efforts to ensure universal access to high-quality PreK since 2005. The recently launched Birth – 3 Project has assembled over \$(b)(4) from a range of private and corporate foundations to impact developmentally beneficial services for younger children over the next several years (see E9, page 121).

The Permanent Fund, Vermont Business Roundtable, Vermont Businesses for Social Responsibility, Vermont Community Loan Fund, Vermont Community Foundation, A.D. Foundation, and the Turrell Foundation have all been highly supportive of early childhood matters. They have funded initiatives, advocated for change, and in some cases have lobbied for in support of early childhood legislation, such as Act 166.

For a discussion of how the available state and private funding streams will sustain the initiatives proposed in this application, see G3, page 155.

B3. Enacted and pending legislation, policies, and/or practices

Vermont’s ELD system is firmly established in legislation, policy and practice.

Over the past 20 years, Vermont has sustained public commitment, investment, and leadership related to early learning and development. Through the past three administrations, shifting from a Democratic administration under Governor Howard Dean, to a Republican administration under Governor Jim Douglas and most recently back to Democratic administration under Governor Peter Shumlin, Vermont’s governors and legislature have been ahead of the national curve in supporting innovation and reform in early learning and development and have invested state funds accordingly (see Table 5 below). Support for early learning and development has become a Vermont value.

Vermont’s ambitious but achievable plan under this application, which projects increasing HQPP slots by 1,818 by year four, in concert with the implementation of Act 166 (see below), demonstrates Vermont’s commitment to increasing access to HQPP for eligible children.

Table 5: Summary of Example VT Legislation, Policies and Practices that Support ELD

Activity	Summary
<i>Legislation</i>	
Act 166	Vermont’s universal PreK legislation. Act 166 requires school districts to provide access through prequalified PreK programs operated by a public school, Head Start or a private provider for 10 hours a week, 35 weeks a year, for all Vermont three, four, and five-year-olds not enrolled in kindergarten. The bill applies to enrollments beginning on July 1, 2015.
Act 62	The precursor to Act 166, Act 62, promoted partnerships between school districts and existing qualified community programs, requires community input prior to establishing or expanding PreK programs, and offers children between the ages of three and five and their families access to 6-10 hours per week of publicly.

	funded PreK. Communities could decide whether to offer PreK or not.
Act 66	In 2013, Act 66 was passed, requiring higher standards for home visiting programs. Regulations were drafted in consultation with the Vermont Home Visiting Alliance, a group of providers, business leaders, and agency personnel.
Act 60 & Act 68	These laws established Vermont's current public school funding system and the statewide Education Fund. In these laws, school districts were allowed to use public school funds to pay for PreK. Act 60 was a Vermont law enacted in June 1997 intended to achieve a fair balance of educational spending across school districts, independent of the degree of prosperity within each district. The law was in response to a Vermont Supreme Court decision in which the court ruled that Vermont's then existing educational funding system was unconstitutional, because it allowed students in towns with higher total property values to receive a higher level of education funding per pupil than students in towns with lower property values. Act 60 was followed by Acts 68 and 130, which refined some aspects of Act 60.
<i>Policies and Practices</i>	.
Vermont's Early Childhood Action Plan	In 2012, Governor Shumlin announced an Early Childhood Summit as part of his platform to promote healthy early childhood development. After an extensive planning effort that included the develop of a draft Early Childhood Framework that proposed key goals for Vermont's early childhood programs and services, the Early Childhood Summit took place on October 29, 2013. The Summit's work led to the development of Vermont's Early Childhood Action Plan. The Action Plan, released in 2014, includes the major activities areas in Vermont's Race to the Top-Early Learning Challenge (RTT-ELC) grant. It outlines twenty-seven strategies and numerous related action steps and metrics to monitor progress.
Early Education Initiative (EEI)	Established in 1987 and still funded annually through the Agency of Education budget, this competitive grant program provides early education opportunities for three- and four-year-olds deemed to be at-risk.
Essential Early Education (EEE)	Early childhood special education services for children three to six years old with disabilities (IDEA Part B/619).
Children's Integrated Services (CIS)	Integrates early childhood health, mental health, Part C early intervention services, nursing, home visiting, and specialized child care services for pregnant women and children from birth to age six.

Child Care Financial Assistance Program (CC FAP)	Vermont’s child care subsidy system.
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	Funds with federal MIECHV dollars the Nurse Family Partnership program, an evidence-based home visiting program for first-time mothers.

Legislation:

Act 166

During 2014, the Vermont Legislature passed a new law, Act 166, providing universal PreK (PreK) for all three- to five-year-olds not enrolled in kindergarten in Vermont. Act 166 builds on Act 62 (see below); as in its predecessor, Act 166 provides a minimum of 10 hours of state funded PreK education per week. These programs meet quality standards defined by Vermont’s Agency of Education and Agency of Human Services.

Act 166 requires school districts to provide access through prequalified PreK programs operated by a public school, Head Start, or a private provider for a minimum of 10 hours a week, 35 weeks a year, for all Vermont three, four, and five-year-olds not enrolled in kindergarten. The bill applies to enrollments beginning on July 1, 2015. Act 166 is jointly administered and overseen by the Vermont Secretaries of the Agency of Education (AOE), the Human Services Agency (AHS), and their departments.

With its focus on expanding access and building on Act 62’s quality standards, Act 166 includes a level of flexibility in the variety of early learning and development programs that can offer PreK education, resulting in a more accessible system for all parents who choose a preschool experience for their children. Additionally, this law sets a statewide tuition rate for all PreK reimbursements established annually by the Agencies of Education and Human Services to promote sustainability and consistency within the system. The statewide tuition rate also covers programs’ related administrative, quality assurance, quality improvement, transition planning, or other PreK-related costs.

If parents or guardians wish to or need to have their child participate in more than 10 hours, they may contract with PreK providers and cover the costs that are in excess of the provided 10 hours at a mutually agreeable rate.

Act 166 defines “PreK education” as “developmentally appropriate early development and learning experiences based on Vermont’s early learning standards.” Staff from AOE and AHS will review applications from public schools, Head Start, and private providers seeking to

become “prequalified” to determine if these programs meet the minimum quality standards for PreK that include:

- National Association for the Education of Young Children (NAEYC) accreditation, or
- At least four stars in Vermont’s TQRIS, VT STARS, with at least two points in each of five required arenas; or
- Three stars in VT STARS if the provider has developed a state-approved plan to achieve four or more stars within two years with at least two points in each required area and has met intermediate milestones; and
- In school operated PreK programs, each classroom teacher must be licensed and endorsed in early childhood education (ECE) or early childhood special education (ECSE). This standard is higher than that established under the requirements for the PDG-Expansion RFP in that Vermont requires not only an undergraduate degree but also an educator license. In private and Head Start PreK center-based programs, at least one licensed teacher with an endorsement in ECE or in ECSE is required.
- Registered home providers that are not licensed and endorsed in ECE or ECSE must receive regular, active supervision and training from a licensed ECE or ECSE in order to meet Act 166 standards.

Act 166 requires adherence to evidence-based practices that “create a developmentally appropriate environment and support the delivery of an engaging program that supports the social, emotional, intellectual, language, literacy, and physical development of PreK children.”

Act 166 mandates reporting from the providers to the districts, the districts to the state agencies providing oversight, and the state agencies to the legislature. The legislation requires Vermont’s Agency of Education and Department for Children and Families to “jointly monitor and evaluate PreK education programs to promote optimal outcomes for children (and families) and to collect data that will inform future decisions” including such areas as programmatic details, quality improvement through training, mentoring, and technical assistance, the progress of children enrolled in PreK, and instruction and program practices.

Using RTT-ELC funds, Vermont is building a robust PreK monitoring system. The first wave up PreK programs to be included in this robust PreK monitoring system will be the 33 high-quality PreK subgrantees to be funded by this grant (see C2, page 62).

Act 62.

Act 62 has largely been superseded by Act 166. However, until the full implementation of Act 166 in July 1, 2015, remnants of this law continue. Additionally, it is of interest in understanding the evolution of Vermont's commitment to PreK the establishment of partnerships between school districts and existing community programs, and the State's PreK quality standards.

As early as the 1980's, approximately 150 of Vermont's 250 towns voluntarily offered early education programs to three- and four-year-olds. Initially these programs targeted children with high needs but eventually they expanded to include all children. In 2007, Act 62 was enacted to codify this long-standing practice and to set consistent and high program and personnel standards.

Act 62 promoted partnerships between school districts and existing qualified community programs, required community input prior to establishing or expanding public PreK programs, and offered children between the ages of three and five and their families greater access to quality early learning experiences. It required that all public PreK programs as well as any programs eligible to provide PreK were:

- Nationally accredited or participated in the state's TQRIS system (VT STARS) and had received 4 or 5 VT STARS (out of a maximum of 5); or
- Participated in the state's TQRIS system (VT STARS) and had a plan in place to achieve 4 or 5 VT STARS;
- Employed a licensed early childhood educator or early childhood special educator;
- Used curriculum that addresses the Vermont Early Learning Standards (VELS); and
- Were in good standing and abided by Vermont's Early Childhood Program Licensing Regulations.

Public PreK education looks differently across Vermont. PreK is offered in public schools, private preschools, child care centers and homes, and in Head Start. These programs have different philosophies and use different curricula. However, under Act 62 all programs were required to meet the same program standards, child care licensing regulations, staff qualifications, participate in the State's TQRIS, and ensure that their programs aligned with Vermont's Early Learning Standards (VELS).

School districts were allowed to use public education funding for PreK education, but they were not required to offer PreK; communities decided whether to do so or not. Many communities did choose to offer PreK, but some did not. Even among the school districts that did offer PreK, some limited PreK to only four-year-olds and/or limited the number of children who could participate. These inequities of access under Act 62 were eliminated in Act 166.

Act 62 also required all programs to gather information on children's developmental progress on an annual basis (N.B. This requirement continues in Act 166). All teachers, regardless of setting, use the Teaching Strategies GOLD (TS-GOLD), a widely used, evidenced-based formative assessment instrument. These data have the dual purpose of measuring child outcomes as well as providing information teachers use to differentiate instruction and better meet the unique needs of all children.

Act 66

The purpose of Act 66, passed in 2013, is to recognize the significant positive contribution of home visiting with regard to enhancing family stability, family health, and child development; fostering parenting skills; reducing child maltreatment; promoting social and emotional health; improving school readiness; and promoting economic self-sufficiency. To do this, the Act assures that home visiting services in Vermont are of the highest quality by establishing standards for their administration, delivery, and utilization review.

Policies and Practices

Vermont has a web of early childhood-related policies and practices that demonstrate the state's commitment to increasing access to high-quality preschool programs for eligible children, as well as maintaining or improving quality. These include the following:

Vermont's Early Childhood Action Plan

In 2013, Governor Shumlin announced an Early Childhood Summit as part of his platform to promote healthy early childhood development. He charged the Secretaries of Vermont's Agency of Human Services and Agency of Education to act as Co-Directors of the event, and to enlist the assistance of staff, consultants, and a Summit Planning Committee of 17 community, business and industry leaders from the private and public sectors.

After an extensive planning effort that included the develop of a draft Early Childhood Framework that proposed key goals for Vermont's early learning and development programs and services for young children 0-8 years of age, the Early Childhood Summit took place on October 29, 2013. The Summit's work led to the development of *Vermont's Early Childhood Action Plan*.

The Action Plan, released in draft form in 2014, represents the next stage of Vermont's commitment to its children. It includes the major activities areas in Vermont's Race to the Top-Early Learning Challenge (RTT-ELC) grant, and reflects the input of more than 1,500 Vermonters - parents, teachers, administrators, business leaders, philanthropic leaders, scholars, and the general public - gathered through town meetings, presentations, conferences, and surveys.

The Action Plan outlines twenty-seven strategies and numerous related action steps and metrics to monitor progress. The Plan is framed on outcomes. In summary, the Plan includes:

- Result #1: All children have a healthy start.
 - Support families as children's primary caregivers;
 - Establish a voluntary system that connects children birth through 3rd grade (0-8) with the resources they need to support optimal growth and development, including developmental screening;
 - Ensure access to prenatal care, child health services, including preventive services and dental care, and support services for adults, including mental health and substance abuse treatment;
 - Promote and utilize evidence-based home visiting;
 - Ensure that all children have access to adequate nutrition at home, in early learning and development programs, at school, after school and during the summer; and
 - Develop community efforts in the public and private sectors to enhance children's safety.
- Result #2: Families and communities play a leading role in children's well-being.
 - Engage with families as their child's first and most important teacher;
 - Develop a statewide approach that enriches and expands family leadership at the provider, agency and community level;

- Promote family-centered employment policies that support the physical and social emotional needs of children and their families; and
 - Strengthen community-based decision-making with respect to resource allocation and service delivery systems.
- Result #3: All children and families have access to high-quality opportunities that meet their needs.
 - Implement policies that enhance family stability and economic security;
 - Expand access to high-quality services and programs for all families with young children by increasing quality, capacity and affordability;
 - Ensure a continuum of holistic, family-centered services for young children who are experiencing, or are at risk for, developmental delays due to behavioral or physical health concerns, including children with chronic health conditions;
 - Strengthen the quality of early childhood services throughout the early childhood system through a focus on alignment and best practices; and
 - Ensure quality by adequately supporting the early childhood workforce.
- Result #4: Vermont invests in prevention and plans for the future success of children.
 - Develop an intentional approach to guide Vermont's current and future early childhood expenditures;
 - Promote sustainable business models;
 - Increase the early childhood focus in health care payment reform efforts;
 - Balance resources for treatment with resources for prevention at the whole-population level, with a focus on children and families; and
 - Increase public awareness about the importance for Vermont's future of investing in children's early years.
- Result #5: Data and accountability drive progress in early childhood outcomes.
 - Increase the knowledge, experience and application of Results-Based Accountability (RBA) as the accountability framework for the Early Childhood Action Plan;
 - Establish a data governance structure and related processes; and
 - Enhance data and the use of data to inform policy and practice.

- Result #6: The early childhood system is innovative and integrated across sectors in order to better serve children and families.
 - Continue to develop, strengthen and align clear structures at the statewide level to ensure coordinated leadership and shared work;
 - Create a culture of collaboration at the state and local level that fosters systems-building across sectors;
 - Achieve efficiency and streamline systems to create a seamless experience for families;
 - Move from a competitive to a collaborative approach to resource allocation at the community level;
 - Maximize resources and minimize duplication; and
 - Create a cross-sector, inter-disciplinary early childhood workforce.

(See Vermont's Early Childhood Action Plan, Appendix 229).

Early Education Initiative (EEI)

The Early Education Initiative (EEI) grant program was established by the Vermont Legislature in 1987 to provide early education opportunities for 3- and 4-year-olds deemed to be at-risk – but has been maintained even with Act 62 related investments.

The provisions of the law governing this state fund an annual competitive grant program that: (1) prioritizes areas in the state with few opportunities for early education, (2) provides developmentally appropriate, experiential learning opportunities in home and/or group settings, (3) values parent involvement and input, and (4) develops programs that result from collaborations between school districts and community organizations. Since its enactment, the legislature has allocated an average of \$(b)(4) annually for EEI grants.

EEI grants support a variety of early learning and development opportunities. For example, among this fiscal year's grantees, there are programs that provide home visits to young children and families in remote areas, pay tuition for homeless children to attend a center-based child care program, support early literacy through a focused curriculum, support professional development and family activities, and provide transportation and tuition to enable at-risk children to attend an early learning and development program.

Essential Early Education (EEE) (IDEA Part B/619)

Pursuant to the Individuals with Disabilities Education Act (IDEA) 2004 Part B/Section 619, Essential Early Education (EEE), administered by the Agency of Education, is Vermont’s system of early childhood special education services for children age three to six with disabilities. The following verified December 1st 2013 Child Count Data, represents by age, the number and percentage of children who receive EEE and related services.

Age	Count	Percent
3	491	38.45%
4	597	46.75%
5	181	14.17%
6	8	0.63%
Total	1,277	100.00%

Table 6: Vermont Children Receiving EEE & Related Services (AOE, 2013)

EEE services include individualized specialized instruction in one or more developmental domains (social and/or emotional, adaptive, communication, cognitive and/or motor) and may include related services including speech and language therapy, occupational therapy and physical therapy. EEE services are provided by local school districts to children who have met eligibility criteria given a developmental delay or a medical condition that may result in significant delays by the time the child enrolls in elementary school. Services are provided in a least restrictive environment (LRE) to the extent possible across a full continuum of placement options. Service delivery models may include itinerant service delivery to public PreK and private community-based childcare ELDPs including Head Start, school based EEE classrooms, home-based service and/or other settings depending on the unique needs of each child and family.

Pursuant to 34 CFR §303.300-303.303; 303.311, and VT Special Education Rule 2360.5.2, Vermont has a comprehensive child find system including policies and procedures that are also coordinated with all other major efforts by other state agencies responsible for administering the various health, social service programs and education to ensure that each and every child who may be eligible for services under Part C/Part B are identified, located, screened, referred and evaluated. In 1991, the Governor designated the AHS and the AOE as co-lead agencies responsible for the general oversight of Vermont’s Part C Early Intervention for children birth to 3. To meet the needs of eligible children and their families in an effective and coordinated manner, Vermont’s (June 2014) Part C Interagency Agreement delineates the shared and

separate roles and responsibilities of the co-lead agencies to ensure a Comprehensive Statewide Child Find System. Child Find is defined in rule as the methods and procedures used by Part C CIS/EI or Part B (619) school district personnel and other entities to locate children birth to age three who are in need of, or potentially in need of, early intervention services and/or early childhood special education services. Verified December 1, 2013 Child Count Data reports that 494 (38.68%) of 1277 children who received EEE services transitioned from Part C CIS/EI services at age 3.

Children’s Integrated Services (CIS)

CIS is Vermont’s unique model for integrating early childhood health, mental health, Part C early intervention services including nursing and family support home visiting and specialized child care services for pregnant women and children from birth to age six and pregnant women. The model is designed to improve child and family outcomes by providing family-centered, holistic, prevention, early intervention, and health promotion services, effective service coordination, and flexible funding to address gaps in services (see Figure 3 below).

<p>A CONTINUUM OF CUSTOMIZED RESOURCES</p> <ul style="list-style-type: none"> – IDEA Part C - Early Intervention Services for children from birth to age 3 with a developmental delay or medical condition that may lead to developmental delay. – Early Childhood and Family Mental Health Services for children and their families from birth to age 6 with behavioral health concerns. – Home Visiting - Nursing and Family Support Services for pregnant and postpartum women and young children who have concerns about conditions or risk situations that impact healthy family development. – Specialized Child Care Services to help children with high needs experience success in high quality childcare settings. 	<p>SERVICE DELIVERY REFORM</p> <ul style="list-style-type: none"> – A multi-disciplinary team approach to meet the needs of children – A primary care coordinator to simplify and coordinate care and working with the pediatrician’s office – A One Plan with the inclusion of multiple agencies and professionals from all disciplines to coordinate care <p>PAYMENT REFORM</p> <ul style="list-style-type: none"> – Payment based on multiple performance measures – A capitated payment rate for each child in the program – All services provided by the same resource per month for each child in the program <p>FINANCING REFORM</p> <ul style="list-style-type: none"> – Regional or state-wide or a formula – One fiscal agent to be the fiscal agent for all related activities – A capitated payment structure based on community service needs
	<p>MOVING CIS FORWARD</p> <p>Legislative action in 2010 created the Child Care and Early Childhood Development Council with the goal of bringing all children together. In 2013, the Council released a report that has provided the initial steps to the model of care.</p>

Figure 3: Children's Integrated Services

Ranges of services grouped into four integrated categories are available statewide through multi-disciplinary, cross-agency Children's Integrated Services Teams in each of the twelve Agency of Human Services regions. These services – which target PreK children as well as others – include coordination, health education, childbirth and parenting education, developmental education, specialized instruction, specialized therapies (e.g. speech, physical therapy, audiology, vision, and nutrition), and consultation with child care, medical evaluation, medical social work and family support. Home visiting is also included.

The following services also target PreK as well as older children.

CIS Nursing and Family Support (NFS) activities are focused on prevention and early intervention and include health education and counseling, screening and assessment, referral, advocacy, risk reduction and case management. Services are available to pregnant and postpartum women, and infants and children from birth to age five regardless in insurance status in 10 regions of the state, and for those who are eligible for Vermont's Dr. Dynasaur insurance in the others. The CIS State Team at CDD works closely with VDH Maternal Child Health staff to integrate the continuum of home visiting services available to pregnant women and very young children and their families in Vermont.

CIS Early Childhood and Family Mental Health (ECFMH) promotes healthy social and emotional development for children up to six years old, their families, and child care programs. These services include information and referral, direct services with children and families, parenting education, and training and consultation for early care, health and education providers.

CIS Early Intervention (EI), (IDEA Part C), provides a comprehensive system of individualized early intervention services for families and their young children from birth to age three with established developmental delays or medical conditions that may lead to developmental delays.

Specialized Child Care Services (SCCS) provide an array of customized supports that help high needs children experience success in early learning and development programs. The Child Care Coordinator on the local CIS Team works to increase the supply of high-quality, specialized early learning and development programs in centers and family child care homes prepared to serve high needs children and to ensure that when enrollment in center or family

child care home is part of the child's coordinated plan of care, it's a good match that will support development.

Vermont also applies innovative funding strategies such as Vermont's Global Commitment to Health waiver to support blending and managing funds to support full integration of service delivery at the regional level.

Child Care Financial Assistance Program (CC FAP)

The CC FAP is Vermont's child care subsidy program under the Child Care and Development Fund (CCDF). In December 2009, the National Center for Children in Poverty (NCCP) at Columbia University released *Work Supports in Vermont: An Analysis of the Effectiveness of State Policies Supporting Work*, a report prepared for the Vermont Department for Children and Families. The report identified child care as one of the largest expenses working families face and recommended reforms in both the CC FAP and in child care tax credits to begin to address this significant pressure for low-income working families struggling to achieve economic stability for their families. DCF took these recommendations seriously and in 2009, after extensive analysis and broad community input, embarked on a wide scale effort to initiate reforms in the CC FAP.

Vermont has made substantial investments in CC FAP. (Please see B2, page 20).

B4. Quality of existing state preschool programs as evidenced by policies and program data.

Vermont assures quality in its state preschool programs through a variety of systems and strategies that demonstrate (a) commitment to the components of a HQPP, (b) the establishment of program standards in VT STARS (Vermont's QRIS) that meaningfully differentiate levels of quality and (c) support program monitoring and improvement through VT STARS.

As evidenced by the evolving legislation and implementation described in B2 of a robust publicly funded state preschool program, Vermont has proven a strong and enduring will to ensure access to PreK education. This includes a commitment to a mixed delivery model that meets the differing needs of families and helps to preserve a supply of high-quality public school and private program options for children across the early childhood age spectrum.

The infrastructure supporting this mixed delivery model includes a distinctive partnership between the AOE and the AHS who co-administer the state preschool program.

NIEER (Barnett, et al., 2013) ranked Vermont fourth in the nation for access to PreK for four-year-old children and second for access for three-year-olds – rankings likely to increase in 2015 under Act 166. The same report, however, shows that Vermont’s current program meets only four of 10 quality benchmarks established by NIEER as national standards. Act 166, Vermont’s universal PreK legislation, is primarily focused on access and equity. Thus, Act 166 did not increase quality standards but it did include an intent to address increasing quality instructing the Vermont AOE and AHS to review existing standards and recommend changes for 2016 “designed to ensure that programs are based on intentional, evidence-based practices that create a developmentally appropriate environment and support the delivery of an engaging program that supports the social, emotional, intellectual, language, literacy and physical development of PreK children.” With universal voluntary access achieved, increasing quality and dosage in the state preschool program will be exponentially accelerated with the resources requested in this proposal.

Commitment to the components of a high-quality preschool system (HQPP) and compliance with program standards

Table 7: Elements of HQPP in Vermont’s SPP

Fully Incorporated Elements	Substantially Incorporated Elements	Partially Incorporated to be Expanded under this Proposal
<ul style="list-style-type: none"> • Class size of no more than 20. • Child-to-instructional staff ratio of no more than 10 to 1; • Evidence-based health and safety standards; • Inclusion of children with disabilities; and • Individualized accommodations and supports; and high-quality professional development for staff. 	<ul style="list-style-type: none"> • High staff qualifications; • High-quality professional development; • Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with Vermont’s Early Learning and Development Standards (VELS); • Program evaluation to ensure continuous improvement; and • On-site or accessible comprehensive services. 	<ul style="list-style-type: none"> • Salary comparability; and • Full-day program.

Of the 12 structural elements identified in the PDG-Expansion RFP as ensuring program quality as defined in a HQPP, Vermont’s current state preschool program requires or fully incorporates five, approaches or substantially includes five more, and plans to fully incorporate

the two remaining elements into the HQPP created through funding from this proposal (Table 7 above)..

Fully incorporated elements

The components required or operationalized in Vermont's current state preschool program are:

- Class size of no more than 20.
- Child-to-instructional staff ratio of no more than 10 to 1;
- Evidence-based health and safety standards;
- Inclusion of children with disabilities; and
- Individualized accommodations and supports; and high-quality professional development for staff..

Class size/staff ratio

All ELDP in Vermont, including PreK programs operated by public schools in school buildings, are subject to childcare licensing regulations. All qualified PreK education programs participate in STARS and must receive at least one annual visit monitoring compliance with licensing requirements. Current and proposed regulations limit class sizes for preschool children to no more than 20 with a child-to-instructional staff ratio of no more than 10 to 1. Vermont's early childhood education culture places a high value on human scale and most class sizes in Vermont ELDP in both public and private settings are smaller with lower ratios than is required. Further, Vermont's class size and child-to-instructional staff ratios are documented by the National Institute of Early Education Research's (NIEER) Yearbook (Barnett, et al., 2013).

Evidence-based health and safety standards

Licensing regulations also include health and safety standards based on *Caring for Our Children*, the definitive evidence-based reference on health and safety in group settings for children published by the American Academy of Pediatrics. These are included in current regulations and significantly expanded, clarified, and specified in observable, measurable terms in the proposed regulation revision that will take effect in January 2016.

Inclusion of children with disabilities

More than 73% of preschool children with disabilities participate in inclusive early learning and development programs with typically developing peers. The Vermont Agency of Education Part B Annual Performance Report (2012) states that 73.68% - or 1,349 of the total population of 1,831 children age three to five with IEPs in Vermont - attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program. This is a 2.10% increase from 2011, and exceeds Vermont's target for this indicator of 71.78%. Only 4.81% - or 88 of the total population of 1,831 children age three to five with IEPs - attended a separate special education class, separate school or residential facility. This is a 1.58% decrease from 2011, and exceeds Vermont's target for this indicator of 6.19%.

In Vermont, 73.7% of children age three to five identified with disabilities attend and receive EEE and related services in inclusive early learning and development programs compared with 42.4% nationally. Vermont ranks high among the top ten states in providing placement options for children with disabilities within inclusive ELDPs.

Individualized accommodations and supports

Individualized accommodations and supports that allow all children to participate fully in learning activities is a component that IDEA Part B coordinators, teachers and specialists from LEAs support in the inclusive settings environments described above. Many districts support itinerant specialists and developmental educators who serve children with IEPs in private partnership settings and mentor and train staff in those settings around inclusion and individualized instruction. In addition to these LEA supports, Children's Integrated Services (CIS), administered by the CDD in DCF and implemented locally by an array of integrated community partners, supplements and complements the work of the LEAs through Specialized Child Care Services (SCCS), a continuum of customized supports that help children with high needs access and experience success in ELDP. Services supported through SCCS include transportation, on-site consultation, funding for special equipment or environmental modifications and grants to community programs to pay additional staff, including one-to-one aides, to support children's success. The CDD enters into agreements with Specialized Child Care Services providers who meet certain standards that include mandatory annual training in topics related to inclusion and serving children with special needs and pays a 7-10% premium in

CC FAP for children with high needs including children with IEPs. Vermont will use RTT-ELC funding to help Specialized Child Care Services providers achieve a minimum of 3 stars in VT STARS and to recruit additional high-quality providers to enter into SCCS agreements.

Substantially incorporated elements

The components that are substantially incorporated into Vermont's current state preschool program are:

- High staff qualifications;
- High-quality professional development;
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with Vermont's Early Learning and Development Standards (VELS);
- Program evaluation to ensure continuous improvement; and
- On-site or accessible comprehensive services.

High staff qualifications

Acts 62 and 166 both require participation of a Vermont licensed teacher with an endorsement in early childhood education or in early childhood special education. The standard for this qualification exceeds that described for teachers in the PDG-EG RFP as Vermont law requires a BA, a teaching license and an appropriate endorsement. This higher standard will be maintained in the HQPP supported in this proposal.

State law does not require, however, that a teacher meeting this standard is included in every prequalified PreK education program class indicating that current state preschool standards fall short of HQPP standards in this regard in Vermont. All state preschool program classrooms operated by LEAs in school-based settings or in community-based Head Start settings through Head Start-LEA PreK partnerships must meet this standard as public school standards require a licensed teacher in every classroom.

Under Acts 62 & 166 (see B3, page 23) private prequalified PreK education programs are only required to have one licensed teacher per program that may include more than one PreK classroom. Some private programs do exceed the state requirements and employ at least one highly qualified teacher in every PreK class. Approved child care providers operating in their homes (family child care home providers) as prequalified PreK education programs are only

required to have regular, active supervision and training from a licensed and endorsed teacher for a minimum of three hours weekly though some family child care home providers are qualified as licensed teachers with an appropriate endorsement.

Vermont’s existing state preschool program creates a high standard for a highly qualified teachers but not every classroom is taught by a teacher meeting that standard. Resources through this PDG-Expansion grant will increase the number of Vermont prequalified PreK education programs that deploy a full-time licensed and endorsed teacher in every classroom as that standard will be rigorously applied in HQPP supported through this proposal. To help build a pipeline of licensed teachers, Vermont’s early childhood philanthropic community will be focusing resources on mentoring to meet the growing demand for this crucial quality component.

Teaching assistants in public schools are required to meet qualifications as a paraprofessional educator and also staff qualifications established in current and proposed child care licensing regulations. Licensing regulations in Vermont establish appropriate minimum qualifications that balance education, specialized training, and experience for Teaching Associates and Teaching Assistants in PreK classrooms. This demonstrates that teaching assistants in the existing state preschool program have appropriate credentials (see Table 8 below).

The Vermont Agency of Education (AOE) reports 1,135 individuals with a current teaching license with an early childhood endorsement and 308 with a early childhood special education endorsement. Of these, 145 are endorsed in both. Many of these are currently teaching in public K-3 classrooms. Resources from this PDG-EG proposal will be used to grow the cadre of professionals who meet state preschool program teacher requirements and stabilize highly qualified staff throughout Vermont’s mixed delivery system.

Table 8 (below) summarizes the status for all ELD workforce credentials currently available in Vermont, and Figure 5 demonstrates Vermont’s progress in awarding Early Childhood Certificates.

Table 8: Status of ELD Workforce Credentials Currently Available in Vermont

ELD Credential	Alignment to Workforce Knowledge and Competency Framework?)	Number and percentage of Early Childhood Educators who have the credential		Notes
		#	%	

ELD Credential	Alignment to Workforce Knowledge and Competency Framework?)	Number and percentage of Early Childhood Educators who have the credential		Notes
		#	%	
Vermont Educator License- Early Childhood Educator (Birth-Grade 3)	YES	1,593	20%	Percent of all individuals working in state licensed programs (7,983)
Vermont Educator License- Early Childhood Educator (Birth through age 5).	YES	469	6%	Percent of all individuals working in state licensed programs (7,983)
Level I	YES	118	1.3%	Level I % (and subsequent Level percentages) represents a percentage of the entire workforce in both licensed centers and homes (9,027) that have verified information in BFIS) All certificates require a current professional development plan. . Level I requires successful Completion of "Fundamentals for Early Childhood Professionals". A 45 hour course that includes an on-site observation (or equivalent education/observation)
Level II	YES	203	2.24%	Child Development Associate (CDA) Credential or Northern Lights approved Level II Portfolio with documentation, 125 hours of verified professional development and two approved observations of the practitioner or 3. Northern Lights approved 12 related college credits in at least 2 VT Core Knowledge areas and two approved observations of the practitioner.
Level III A:	YES	72	.79%	Completed Vermont Child Care Registered Apprentice or Community College of Vermont Child Care Certificate program. or Highly Qualified Paraprofessional or Northern Lights approved equivalent: 21 related college credits in at least 3 of the VT Core Knowledge areas and two approved observations of the practitioner
Level III B:	YES	87	.96%	Associate degree in early childhood education or related field or

ELD Credential	Alignment to Workforce Knowledge and Competency Framework?)	Number and percentage of Early Childhood Educators who have the credential		Notes
		#	%	
				Associates degree with 21 related college credits in at least 3 VT Core Knowledge areas
Level IVA	YES	151	1.66%	Bachelor's degree in early childhood education or related field or Bachelor's Degree with NL approved 30 related college credits within at least 3 of the VT Core Knowledge Areas
Level IVB	YES	40 Level	.44%	Level IVA is a BA with VT Agency of Education teaching license with endorsement in early childhood, early childhood special education or elementary education. Not all individuals with this degree and endorsement have requested an IVB Certificate. Some indications of the actual numbers with these qualifications are noted in the first two rows of this chart.
Level VA	YES	40	.44%	Master's degree in early childhood education or related field
Level VB	YES	10	.11%	Level IVA with VT Agency of Education teaching license with endorsement in early childhood, early childhood special education or elementary education
Program Director Credential	YES	17	.19%	This credential started in 2007. The Early Childhood and Afterschool Program Director Credential offers a three-step sequence of 21 credits of college-level courses for directors in the field or those interested in becoming a new director. The first two steps consist of 3, 3-credit hour courses. Step 3 is a culminating seminar. Currently there are 79 recipients with Step 1 Certificate and 20 recipients of Step 2 Certificate.
Early Childhood and Family Mental Health Credential	YES	3	.04%	This credential is newly implemented after a comprehensive pilot. The Credential includes coursework and intensive professional consulting and mentoring.

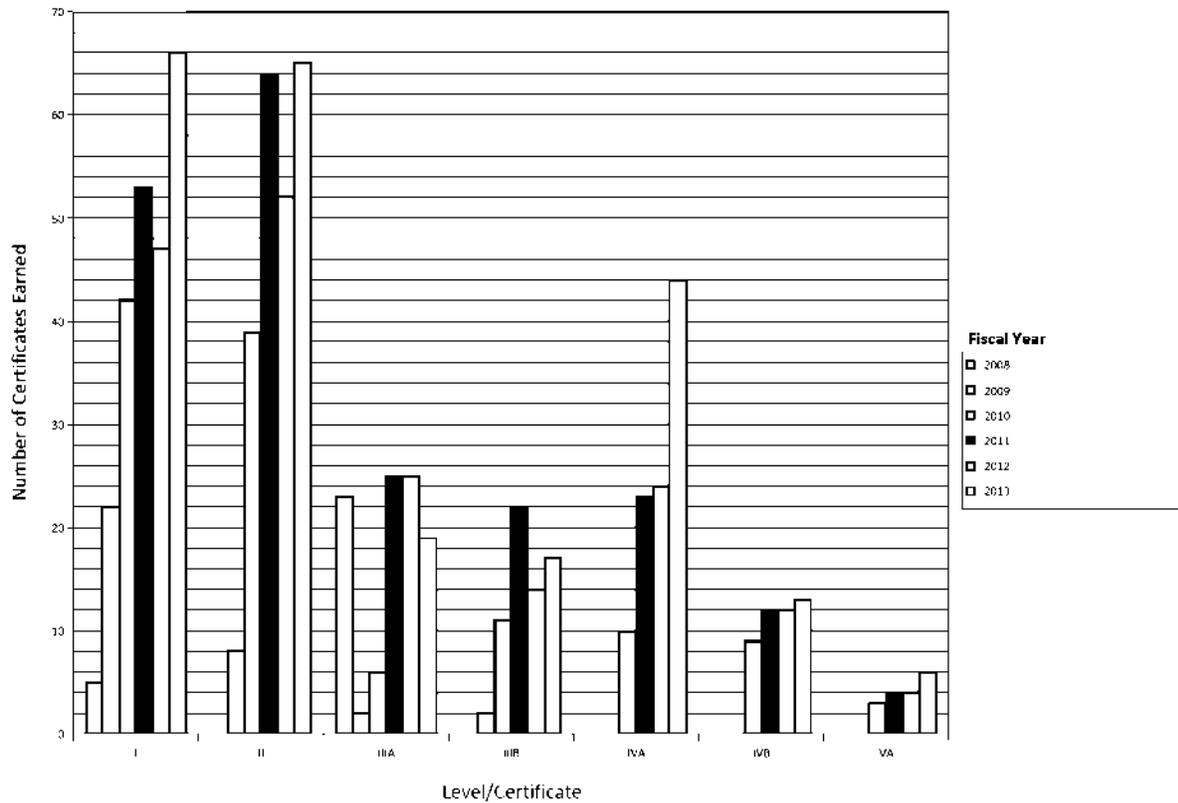


Figure 4: Early Childhood Certificates Awarded on Vermont's Early Childhood Career Ladder, 2008-2013)

The national degree and credential requirements for teachers and teaching assistants in Head Start programs differ from those required of teachers and teaching assistants in state-funded programs under Act 166 because Head Start teachers and teaching assistants are not required to be licensed with an endorsement in early childhood education or in early childhood special education from the State of Vermont.

According to the Head Start Act, at least 50% of Head Start teachers nationwide in center-based programs must have either (1) a baccalaureate or advanced degree in early childhood education; or (2) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children. In Vermont, 88% of classroom teachers in center-based Head Start programs meet this criteria that is 17 percentage points higher than the 71% national average of classroom teachers in center-based Head Start programs. Meanwhile, the Head Start Act mandates that teaching assistants in center-based Head Start programs must have either (1) at least a child development associate credential; (2) enrolled in a program leading to an associate or baccalaureate degree; or (3) enrolled in a child development associate credential program to be completed within two years -

unless the Head Start program has received a waiver from the federal Office of Head Start - to meet this degree and credential requirements for teaching assistants.

High-quality professional development

Vermont has developed and implemented a comprehensive system of professional development for ELD providers over the past 30 years designed to support those that work in all regulated settings including state preschool programs. Child care licensing requires all ELDP staff to have a current Individualized Professional Development Plan (IPDP) and document a minimum of 12-18 hours of annual professional development that intentionally supports goals established in each practitioner's IPDP. Individual qualifications and annual professional development is entered and maintained in a Professional Registry in the Bright Futures Information System (BFIS) as part of the Northern Lights Career Development Center (see E10bi, page 125).

Appropriate and responsive instruction

Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with Vermont's Early Learning and Development Standards (VELS).

Under Act 166, and the previous Act 62, prequalified PreK education programs may select or develop their own curricula and may have different educational philosophies and approaches but each must ensure that the program's curricula is aligned with Vermont Early Learning Standards (VELS) (see B1, page 17). Both the current VELS and the impending revision completed as part of Vermont's RTT-ELC plan incorporate developmentally appropriate, culturally and linguistically responsive instruction, evidence-informed best practice and engaging learning environments. See A73b for a comprehensive discussion of cultural and linguistic competence in ELD in Vermont. Each Head Start grantee implements a research-based early childhood curriculum that promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning and that is aligned with the *Head Start Child Development and Early Learning Framework* and the *Vermont Early Learning Standards*.

This standard is substantially met in the existing state preschool program. Child care licensing standards, which are enforced in all state preschool programs, also incorporate these

components as part of the teaching and learning requirements in proposed revised legislation. Further curricula convergence is included in Vermont STARS, the state's QRIS. In the Program Practice Arena of the VT STARS application (see Appendix 497), the following statement is included: "The Vermont Early Learning Standards (VELS) inform educators in the development of curriculum and educational strategies, and should be used as a framework for developing curriculum and program changes."

Program evaluation to ensure continuous improvement

Acts 62 and 166 similarly require all prequalified PreK education programs to achieve national accreditation through the National Association for the Education of Young Children (NAEYC) or participate in VT STARS at a high level – 4 or 5 stars or, with special state approval, 3 stars with a plan to progress to achieve at least 4 stars within 2 years. Both accreditation and VT STARS, as a quality rating and improvement system, incorporate program evaluation as a means to continuous quality improvement inherently in their systems. Most state preschool programs in Vermont achieve prequalification through participation in VT STARS. The Program Practices Arena in VT STARS requires that an independent assessor evaluate program quality with an approved valid and reliable tool such as the Environmental Rating Scales (ERS) or the Classroom Assessment Scoring System (CLASS) and that programs develop and implement quality improvement plans consistent with the results of these evaluations. Projects underway with resources from Vermont's RTT-ELC project are expanding capacity to support readily accessible objective, valid and reliable program evaluations for Vermont programs. In the Families and Communities Arena programs can earn points by using the Strengthening Families Child Care Assessment Tool to evaluate and guide improvements in supporting and engaging families. This demonstrates how the coordination of the VT STARS with requirements for the state preschool program create an infrastructure that substantially incorporates program evaluation to ensure continuous quality improvement. Resources from this PDG-EG proposal, if successful, will support a Professional Learning Community among subgrantees and their partners focused on creating statewide and regional capacity to provide technical assistance and consultation to strengthen this component.

On-site or accessible comprehensive services

Vermont's Early Childhood Framework and Action Plan envision a comprehensive continuum of holistic, family centered services for young children and incorporate this vision in strategies and programs as it builds an integrated ELD system. These services are not currently incorporated as part of the state preschool program but are available to families through a number of initiatives linked to high-quality ELDP in Vermont who are delivering state preschool services as a prequalified PreK education program . . .

Head Start programs deliver a full range of on-site and accessible comprehensive services aligned with the definition put forth in the PDG-EG RFP including health, mental health, nutrition, physical activity, and family support services, including home visits as part of the early education curriculum. Head Start programs in Vermont are an integral part of the state preschool program delivering services as prequalified PreK education programs in a variety of partnership arrangements with LEAs. Six of the seven Head Start programs partner directly with 23 LEAs at 28 individual partnership sites, many with multiple classrooms within a site. Head Start programs also partner with private high-quality PreK programs in the community. In all of these partnerships Head Start brings it's particular focus and established expertise in delivering services for low-income families participating in Vermont's state preschool program that meet the PDG-EG definition of comprehensive.

All seven Head Start programs in Vermont have signed on to collaborate in this proposal as subgrantees. All are consistently recognized by the U.S. Department of Health & Human Services, Office of Head Start for excellence as high-quality and innovative programs and high performing Head Start programs. These programs are leaders regionally and nationally in achieving results in health, school readiness and increased protective factors for the children and families they serve. The experience and expertise of Vermont's Head Start programs will benefit SU/SD subgrantees as they participate together in Professional Learning Communities (see E5, page 115).

Strengthening Families grants, established in center based ELDP in 2010 as part of the CC FAP and expanded to Family Child Care Homes through an RTT-ELC funded project also aspire to infuse ELDP, particularly those serving a concentration of low-income children or other children with high needs, with a more comprehensive approach. Thirty-six center based programs serving, on average, 800 preschool children across Vermont participate in the

Strengthening Families Child Care Center grants program. These are all rated as 4 and 5 stars in the Vermont STARS and most are also prequalified PreK education programs delivering state preschool program services in partnership with LEAs. Comprehensive services as defined for the purpose of the Strengthening Families Child Care Center grants program means child care enhanced by services to specifically support; children's health; a developmentally beneficial early education experience; children's social and emotional competence and wellness; meaningful inclusions and early education for children with disabilities; healthy nutrition and food security for children and families; family education and empowerment; and linkages and partnerships between service providers, local schools and other organizations in the community.

PDG-Expansion resources awarded to subgrantees in Vermont through this proposal will build on the Head Start vision and the excellence of Vermont Head Start programs, and on the increasing awareness and capacity of Strengthening Families Child Care grantees who are also prequalified PreK education programs to create consistent expectations and standards for comprehensive services, as defined by the PDG-EG RFP, as part of the state preschool program in IIQPP for income eligible four-year-olds throughout Vermont.

Partially incorporated elements

Two components, which are partially incorporated, will be fully incorporated through the funds requested in this application:

- Salary comparability; and
- Full-day program.

Salary comparability

In Vermont, PreK programs operated by LEAs provide salaries to early childhood workforce that are equivalent to K-12 instructional staff. All PreK teachers and assistant teachers employed by a school district are on the same salary scale as their K-12 colleagues. In Vermont school teacher salaries are negotiated at the local school district level. Hence, there is a large range in teachers' starting salaries across the state.

Private ELD programs do not pay comparable wages. This parallels the National workforce (T.E.A.C.H. Early Childhood® National Technical Assistance Center, 2010) and is evidenced by the Vermont results from the Bureau of Labor and Statistics Occupational Employment Survey (May 2012).

- Child care workers earn an annual average of \$ (b)(4) (centers and home-based average);
- Classroom Head Start teachers earned an average \$ (b)(4) and Head Start assistant teachers earned \$ (b)(4) during the 2013-2014 program year according to the 2013-2014 Head Start.
- Preschool teachers, except early childhood special educators, earn an annual average of \$ (b)(4)

Although Vermont STARS standards reward programs that establish wage scales based on qualifications in the Administration Arena and further award points for highly qualified staff in the Staff Qualification Arena, many private programs lack the resources to compete with wages negotiated by teacher unions in public settings. This creates a dilemma and an inconsistent quality standard as preschool teachers meeting the licensed and endorsed standard in Vermont may achieve that professional milestone in a private program but then often migrate to a school operated classroom. Given the number of teachers who meet the highly qualified standard described previously, it would appear that wage equity may help to mitigate the turn over issue in private HQPP classrooms with funding from subgrantees to private partners in this proposal.

Full day program

Act 166 entitles every three and four year old in Vermont access to 10 hours weekly of free PreK education that meets standards set out in the law. Ten hours weekly of free PreK education meeting the same standards was an option for LEAs under Act 62 which meant that some, but not all, 4 year had access to the state preschool program. All four-year-olds will have access beginning in September 2016 but without the resources requested in this proposal, the dosage any four-year-old receives will be limited 10 hours weekly rather than the 30 proposed in this plan. Increasing dosage to at least 20 -25 hours is a long held goal for Vermont advocates and stakeholders but universality was a more achievable milestone in the last legislative session.

Some school districts in Vermont, particularly rural districts with limited numbers of children, already exceed the requirement in the law and provide a full school day, school year experience to preschoolers. In Vermont's mixed delivery system, many private prequalified PreK education programs provide a full day of early learning and development that includes the 10 hours of free PreK paid for by schools supplemented by additional hours supported by parent tuition, CC FAP or Head Start. Under this proposal, all subgrantees have agreed to provide a

free, high-quality, developmentally appropriate, PreK program for qualified children equal to the number of hours and days offered to K-12 children in their districts. In Vermont, on average, this is 6 hours a day, 5 days a week. Head Start subgrantees have also committed to meet this standard. Each sub grantee will develop an approach to the full day requirement that complements the established publicly funded PreK education already offered in their districts. In planning for the full day option for qualified four-year-olds at or below 200% FPL, Vermont will strongly encourage approaches that support classrooms that include children from diverse socio-economic backgrounds.

Compliance with program standards

VT STARS, the state’s Tiered Quality Rating and Improvement System (TQRIS)(see C2a, page 65) is a tiered, voluntary, point-based system. It requires participants to meet one threshold requirement, State licensing or registration, and then awards a star rating (one to five stars) based on points acquired for meeting additional criteria in five arenas:

- Regulatory history;
- Staff qualifications and annual professional development;
- Families and communities;
- Program practices; and
- Administration.

Vermont STARS codifies standards that are clear, aligned with nationally recognized and evidence-based standards that support developmentally beneficial quality for young children, and meaningfully differentiate program quality level. Point assignments in each arena reflect the intention to differentiate program quality levels in meaningful ways. Overall point accumulation requires participating ELDP to increase quality within each arena and expand across arenas to develop a holistic approach to global program quality at higher star levels.

Table 9: Meaningful Differentiation Between Program Quality Levels

One Star	Achieved when the program obtains one to four points. One-star programs may be just starting on a path to improvement or may be stronger in one area
Two Stars	Achieved when the program obtains a total of five to eight points. Two-star programs may have made some progress in many areas or more progress in one or two areas.
Three Stars	Achieved when the program obtains a total of nine to 11 points. Three-star programs have either made substantial progress in two or three areas or some improvements in all five.
Four Stars	Achieved when the program obtains a total of 12 to 14 points including at least two points in the Program Practices Arena. Four-star programs have documented quality in all five areas. Many are also nationally accredited.

Five Stars	Achieved when the program obtains a total of 15 to 17 points. Five-star programs are outstanding in all five areas. Many are also nationally accredited.
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The integrated program standards established for the state preschool program in Vermont STARS and Act 166 PreK Education regulations address:

- Early learning and development standards by measuring alignment of curricula and program practices with VELs;
- Routine use of a Comprehensive Early Learning Assessment System that uses information collected with valid and reliable evidence-based tools to improve instruction and enhance program quality. This encompasses both child outcomes (Teaching Strategies GOLD) and program performance (ERS and CLASS);
- Requirements related to staff qualifications and intentional on-going professional development that ensure instructional staff have the knowledge and competence needed to improve the health, social, emotional, and educational outcomes of young children;
- Program practices that are responsive to the diverse needs of families, help build protective factors and proactively engage them in their children's early learning and development (SFF);
- Health promotion practices incorporated into licensing standards and comprehensive services efforts; and
- Effective data practices that require programs and program monitors to gather essential data elements and enter these into early learning data systems that guide classroom practice and program improvement as well as inform policies and systems development.

Support for program monitoring and improvement

In Vermont's current system state licensing regulations and practices are a foundation for assuring compliance with program standards in Vermont STARS. ELDP participating in VT STARS receive unannounced annual visits from Licensing Field Specialists to ensure that Regulatory History is based on recent site visits. ELDP at higher STAR levels are also required to work with third party assessors using an ERS or CLASS and the assessment scores impact points earned. Each participating program is also required to submit annual compliance reports.

Much of the information required to document certain VT STARS arenas – regulatory history, staff qualifications and annual professional development in particular – is independently

verified in the Bright Futures Information System (BFIS) by VT STARS Coordinators. Other verifications are required and provided as part of the application or annual reporting process.

Complaints about ELDP with VT STARS ratings are addressed by CDD Licensing staff or VT STARS Coordinators. Processes have been established to address non-compliance with standards during an active award period. These include appeal processes for participating ELDP. The VT STARS Oversight Committee has worked hard to assess and maintain the balance between a streamlined, user-friendly approach to encourage participation and catalyze quality improvement and sufficient, measurable and meaningful monitoring to ensure accountability for quality that is known to impact child outcomes.

The system has proven to be functionally effective, and is currently being formally evaluated with RTT-ELC funds. Beyond improving Vermont STARS based on the results of the evaluation, Vermont RTT-ELC project will support expansion to a strong, integrated, cross sector monitoring system that rests on the foundation of Child Care Licensing, incorporates verification of compliance with the program standards established to differentiate quality in the Vermont STARS, including documentation of valid and reliable on-site program assessments, and initiates new resources and activities to assess compliance with expectations for accountability related to specific quality standards and anticipated outcomes for state preschool programs as part of Act 166 and the increased state investments it leverages. Please see C2a (page 65) for more specific program standards and a detailed description of Vermont STARS and the integrated monitoring system envisioned in Vermont's RTT-ELC project.

Figures 5, 6, and 7 below show that Vermont's focus on quality in the current ELD system, which encompasses the state preschool program as a mixed delivery model, has resulted in consistent progress in improving the quality of its licensed early childhood programs, the number of registered home programs participating in VT STARS and the number of children who receive child care financial assistance enrolled in high-quality programs. All of these accrue to increased capacity to build on this quality to expand the state preschool program with resources grown under Act 166 mandates and further, with resources from this proposal that achieve quality standards in high-quality preschool programs (HQPP) that are generally aspirational in our current system. Other demonstrations of increases in quality resulting include its school readiness results (see C3, page 80).

Number of Registered Home Programs Participating in STARS by Star Level

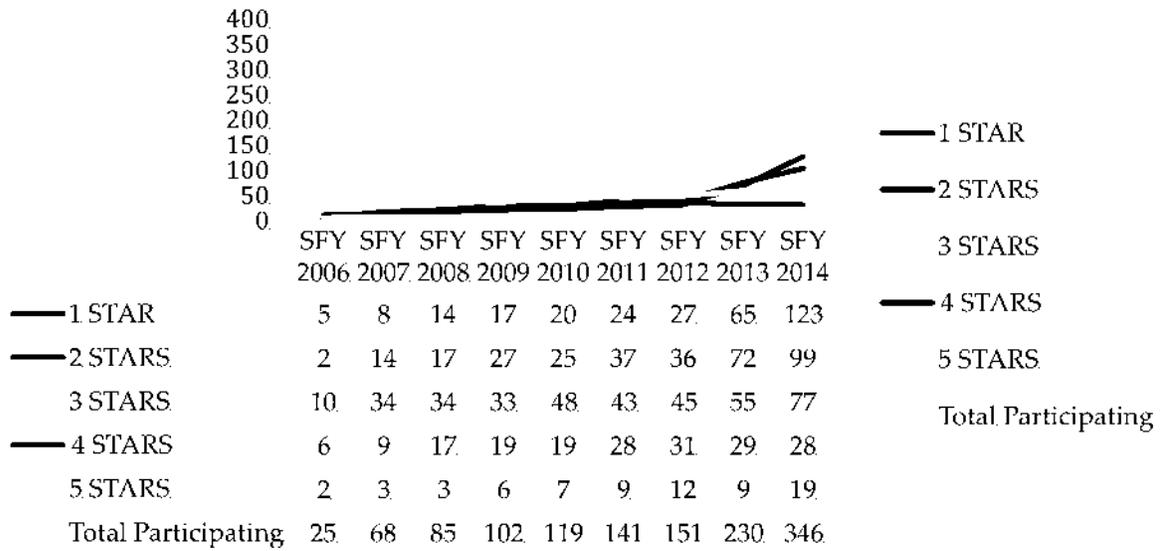


Figure 5: Number of Registered Home Programs Participating in STARS by Star Level (2006-2014)

Comparison of Total Licensed Programs to High Quality Licensed Programs

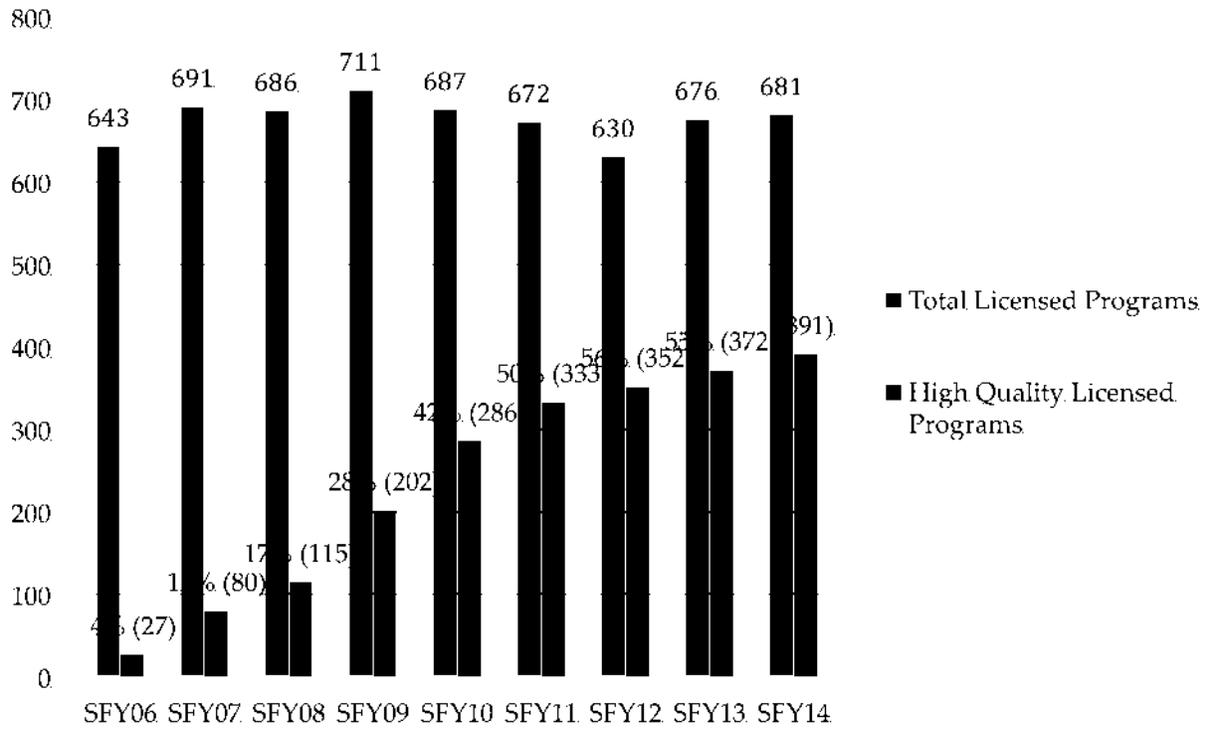


Figure 6: Comparison of Total Early Childhood Licensed Programs to High-quality Licensed Programs (2006-2014)

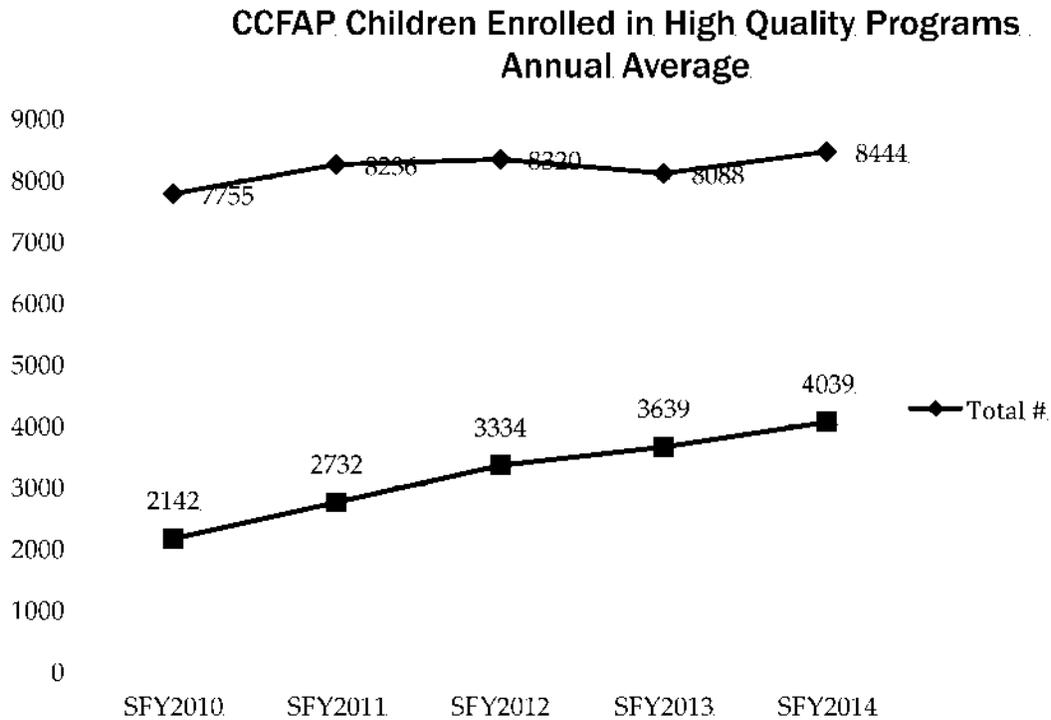


Figure 7: VT Children Enrolled in High-quality Programs, Annual Average, 2010-2014.

B5. Vermont’s coordination of preschool programs and services

Coordination of preschool programs and services across the many public and private agencies that provide them is assured through a range of partners, and is supported through legislation (Acts 62, 66, and 166) (see B3, page 23). These partners have different levels of participation. For example, PreK is administered at the supervisory union or school district level. They do enrollment, contracting, disbursement of funds, and data collection and reporting. Head Start and Early Head Start provide PreK within their own federal to local system. Vermont’s Agency of Education (AOE) and Agency of Human Services (AHS) provides policy, technical assistance, data collection, and ensures compliance. Building Bright Futures, Parent Child Centers/Parent Child Centers Network, and Community Child Care Support Agencies participate by providing advocacy, outreach, coordination and referrals. The partners and their roles include:

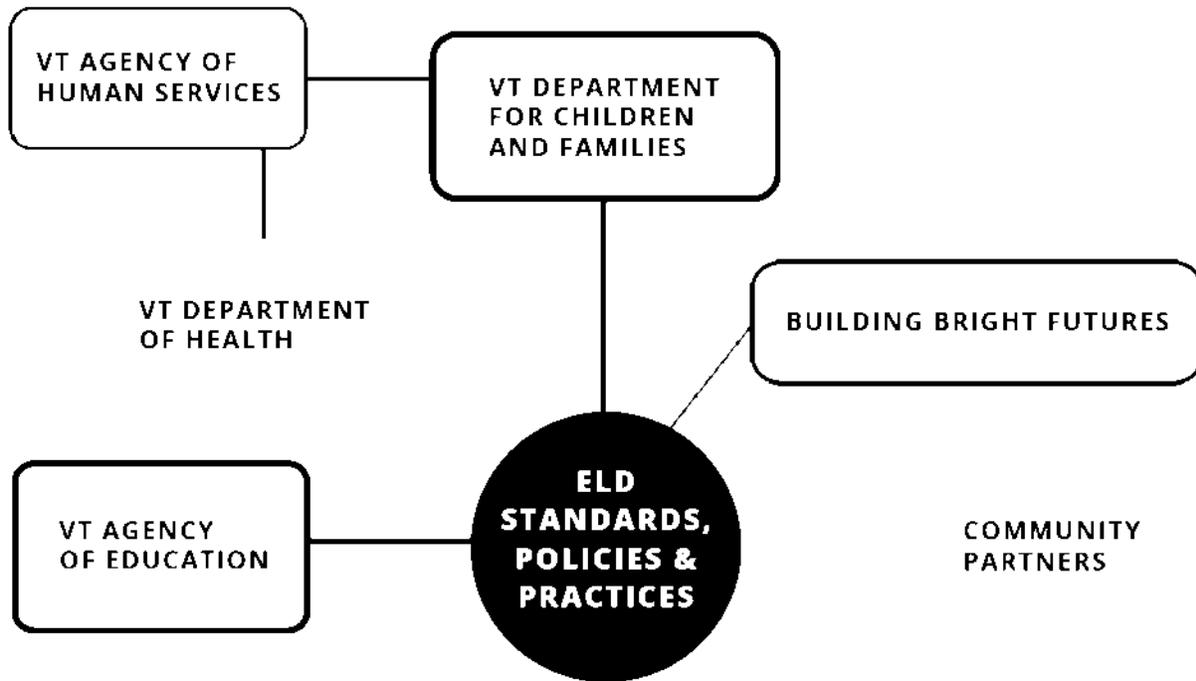


Figure 8: Key Vermont ELD Institutions

Vermont’s Agency of Education (VT AOE) shares authority with DCF to oversee implementation of Act 62, administers the Readiness Kindergarteners Survey and the Early Education Initiative Grants, and is a co-lead with AHS for IDEA Part C. VT AOE administers IDEA Part B Essential Early Education services, Title I, Early Multi-Tiered System of Support and the Child Nutrition program. It also designed and implemented the Higher Education Collaborative-Early Childhood/Early Childhood Special Education (ECE/ECSE) teacher licensure program that has enabled nearly 100 early educators to obtain an ECE or ECSE license.

Agency of Human Services (AHS) is the umbrella agency for six health and human services related departments of Vermont state government. These include the Departments of Health (VDH), Children and Families (DCF), Corrections, Mental Health, Aging and Independent Living and Health Access (Medicaid & state health care programs).

The Agency has had a decade long focus on coordination and organization of services to provide a unified “one agency” approach to consumer services. The most recent and robust effort to bring agency services together is the integration of child and family services across the AHS into one seamless continuum of care for children & families prenatal to 22. These efforts are happening within the context of health care reform and comprehensive multi-disciplinary response to care across the health and human services spectrum.

As part of that effort, Integrated Family Services (IFS) is strongly committed to prenatal and early intervention for children and families. It is understood that giving families early support, education and necessary developmental intervention will produce more favorable and lasting outcomes at a lower cost than the current practice of waiting until circumstances are bad enough to access high end funding streams which often result in out of home or out of state placements or more intensive medical interventions. This leads naturally to a fundamental focus on early learning and development. Children's Integrated Services (CIS) is a model of the IFS approach focused on children prenatal age 6 and their families.

As a product of shared work on the Vermont Early Childhood Framework and Action Plan, an Early Childhood Interagency Coordinating Team (ECICT) was convened by the Governor's Office and the Secretaries of Human Services and Education (see Appendix, page 264). The ECICT is responsible for fostering active collaboration between the organizations represented by the membership to "serve as an interagency body to maintain a broad view of the collective work in the early childhood world and to foster a collaborative and collective approach across state government to realizing the promise of every Vermont child." The ECICT provides oversight to the EC Action Plan and support the BBF Council to develop assessment mechanisms to track and measure progress towards the Results defined in the plan.

The Department for Children and Families (DCF) includes CDD, which administers the Child Care Financial Assistance Program (CCFAP) and related workforce and quality improvement initiatives under CCDF. CDD has responsibility for Child Care Licensing, the Head Start-State Collaboration Office and Children's Integrated Services (CIS) that includes early intervention services under Part C of IDEA. The CDD and AOE also co-administer public PreK under Vermont Act 166. The CCD administers Community Based Child Abuse Prevention (CBCAP).

The DCF also includes the Family Services Division (FSD), responsible for child protection and child welfare, and the Economic Services Division (ESD), responsible for Reach Up (TANF), 3 Squares VT (SNAP) and Dr. Dynasaur eligibility (SCHIP). The CDD within DCF works closely with and supports Building Bright Futures by granting \$184,000 annually in Vermont general funds to the Building Bright Futures State Advisory Council. Also, in fiscal year 2015, a total of \$942,334 has been awarded in grants to the 12 Building Bright Futures Regional Councils. These funds are used to provide community-based services to promote

family protective factors and to link families to local early childhood services (See Appendix, page 330).

Building Bright Futures

Building Bright Futures (BBF) is the state early childhood council for Vermont's early care, health and education system. The BBF has been established as a public-private partnership, operating as an independent 501(c)(3) organization.

A governing council of 23 members leads Building Bright Futures statewide. These members are appointed by the Governor and include government leaders, legislators, and early care, health, and education representatives from various stakeholder groups including parents. The Council's chief tasks are: (1) to monitor and report on the quality, accessibility, and equity of services for families and young children through an integrated system for planning, coordinating, and developing of early childhood programs; and (2) to advise on early childhood policy, data collection, and resource allocation decisions at the State and regional levels. Current staffing includes an Executive Director, a Data Analyst, a Regions Manager and a part-time Coordinator.

BBF serves an additional role as umbrella organization to 12 regional early childhood councils who monitor and improve their local systems of service delivery. These local councils contain broad local representation, and conduct outreach and coordination in their own service areas. They all have local action plans that align with Vermont's Early Childhood Action Plan (see B3, page 23; and Figure 9. below). Thus, between the Council and the Regional Councils, BBF has extensive reach throughout Vermont's early childhood infrastructure and stakeholders.

BBF is statutorily charged under Act 104 with assuring an accountable, results based, comprehensive and coherent system of high-quality early childhood services that are coordinated, aligned with established early learning and development standards, and are geographically and financially accessible to all families with young children. The BBF Regional Councils do not actually deliver direct services to children and families. Rather, they work with community partners to make sure that local services to young children are plentiful, of high-quality, and easily available to anyone who needs them. Under Act 104, early care, health and education are defined as "all services provided to families expecting a child and to children up to the age of six, including child care, family support, early education, mental and physical health services, nutrition services and disability services."

In April 2014, BBF issued the second edition of an annual report, *How Are Vermont's Young Children?* (Coffey and Paterson). This report looks comprehensively at the "state of young child and family well-being in Vermont."

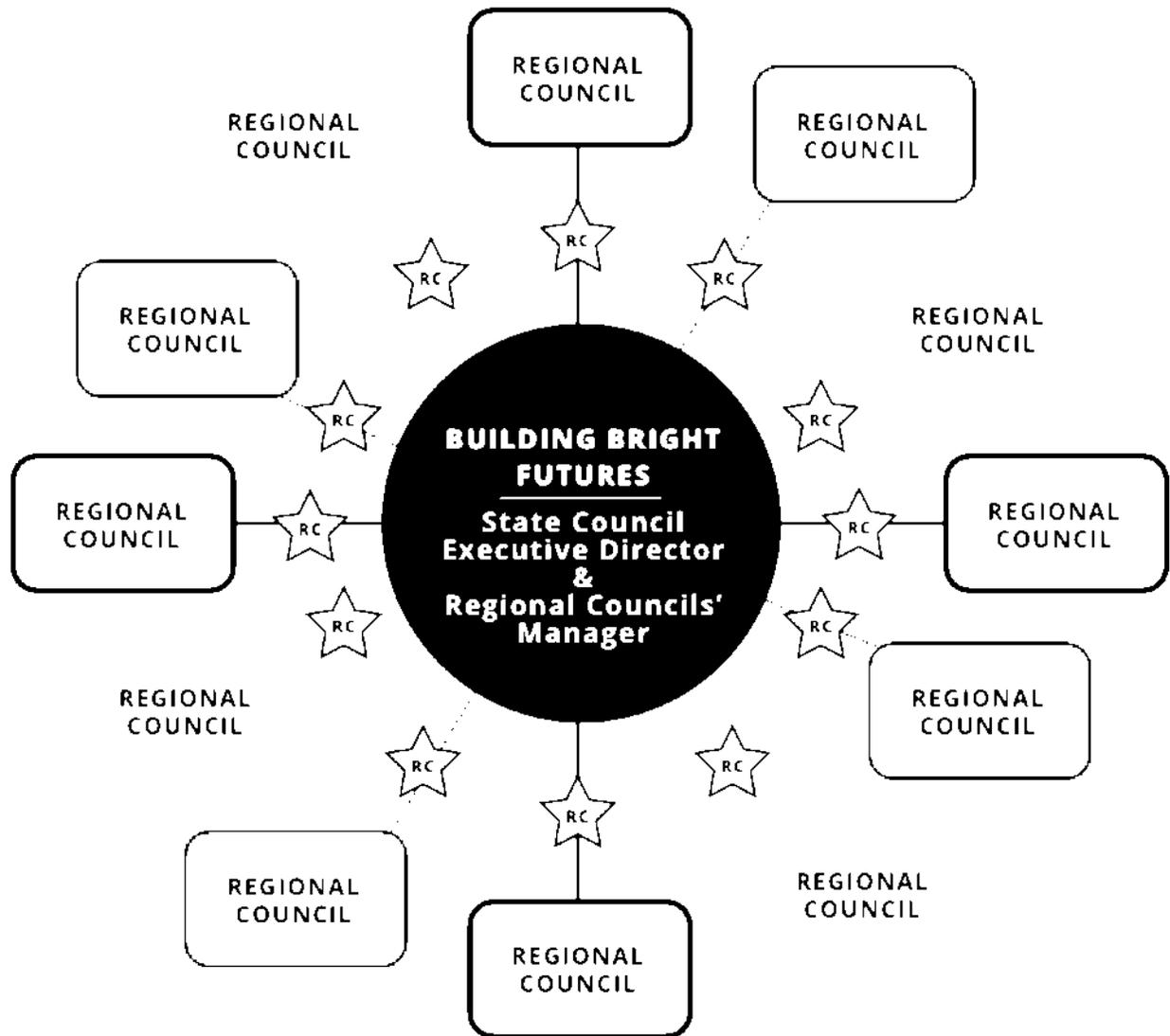


Figure 9: Building Bright Futures Structure

Early Head Start & Head Start. Vermont has seven federally funded Head Start programs serving children and families living in poverty across the state. They provide PreK programs within their own system. Four of the seven are also Early Head Start programs. All seven Head Start programs in Vermont participate in Act 62 preschool partnerships. Head Start programs work with the Vermont Head Start State Collaboration Office and their school partners to

implement effective school transitions practices to help Head Start graduates to make a successful transition into kindergarten.

The Vermont Head Start Collaboration Office Director is a member of the Building Bright Futures State Advisory Council, Inc. (BBF SAC) and co-chairs the BBF SAC Data and Evaluation Committee.

Community Child Care Support Agencies (CCCSAs) include 12 CCCSAs located throughout Vermont's fourteen counties. Each of these agencies is a member of Vermont Association for Child Care Resource and Referral (VACCRRRA), Vermont's child care resource and referral network. Six of the CCCSAs are also Parent Child Centers.

The *Vermont Family Network (VFN)* promotes health, education and well-being for all children and families, with a focus on children and young adults with special needs. VFN offers support, services, and referrals for families with children with high needs and disabilities including ASD and high-tech medical concerns. VFN is the state's federally-funded Family-to-Family Health Information Center (F2F-HIC) and Parent Training Information Center (PTIC), and is the national Family Voices Vermont chapter and Parent to Parent Program. Vermont Family Network is a core partner in the Vermont Early Childhood Alliance (formerly Kids Are Priority One) and a member of the Vermont Coalition for Disability Rights (VCDR).

A variety of online resources also exist for Vermont's parents. Outreach will be conducted to assure electronic dissemination of information on opportunities for PreK available to parents through this grant, if awarded.

B6. Role in promoting coordination of preschool programs with other sectors

As previously discussed, Vermont's universal PreK legislation, Act 166, includes a mandate for joint authority over monitoring by Vermont's Agency of Education and Department of Children and Families. The Vermont legislature's decision to mandate joint authority is in recognition of the importance of a comprehensive view of preschool children and their families.

Vermont's state preschool program is a mixed delivery system. It includes partnerships between Vermont state agencies and LEAs, Head Start, and private providers – exemplifies cross-sector collaboration in that regional partners design and implement services in accord with their own approaches but in conformity with Vermont and federal standards. Various types of programs use different curricula and have different philosophical approaches. However, under Act 166 (see B3, page 23), and the previous Act 62, all programs must meet the same program

standards, child care licensing regulations, staff qualifications, and ensure that their programs align with Vermont's Early Learning Standards (VELS) (see B1, page 17).

Act 166 in particular, which becomes fully operational on July 1, 2015, mandates "developmentally appropriate early development and learning experiences based on Vermont's early learning standards." It prequalifies both public and private providers based on minimum quality standards, and requires adherence to evidence-based practices that "create a developmentally appropriate environment and support the delivery of an engaging program that supports the social, emotional, intellectual, language, literacy, and physical development of PreK children."

Vermont's Agency of Human Services has recently brought agency services together through Integrated Family Services (IFS) (see B5, page 54).

The Vermont Head Start State Collaboration Office (VHSSCO) is one of the state entities that contributes to promoting the coordination of preschool programs and services at the state and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors. Because the federal government oversees Head Start services and operations and provides funding directly to Head Start programs/programs to serve preschool-age children and their families in their local communities, the VHSSCO funded by a federal grant from the Office of Head Start, Administration for Children and Families and located in the Child Development Division, Department for Children and Families, Agency of Human Services, provides a structure and process to facilitate collaboration among Head Start and Early Head Start programs and state and local entities that perform activities designed to benefit young children from birth to school entry and their low-income families and promotes the collaboration and coordination of Head Start programs and services.

Head Start programs have a variety of agreements with partners regarding the coordination and provision of publicly funded PreK education, services for children with disabilities, and transitions services. The VHSSCO collected data through a November – December 2013 Head Start-LEA PreK Partnership survey of the seven Head Start programs who reported on PreK partnerships with LEAs during the 2013-2014 school year. The survey found that six Head Start programs directly partner with 23 LEAs at 28 individual Head Start-LEA PreK Partnerships sites. In early 2014 Rutland County Head Start became the seventh Head Start grantee to have a

Head Start-LEA PreK partnership. According to the 2013-2014 Head Start PIR, Head Start programs during the 2013-2014 program year collectively had 63 formal agreements with LEAs to coordinate services for children with disabilities and 12 formal agreements with Part C agencies to coordinate services for children with disabilities. During the same program year, Head Start programs collectively had 57 formal agreements with LEAs to coordinate transition services according to the 2013-2014 Head Start PIR.

B. Commitment to State Preschool Programs - Evidence

- Vermont's Early Learning Standards (see Appendix, page 390) (B1)
- Table of state's financial investment (Required Table B)(see Appendix, page 184) (B2)
- Evidence of enacted and pending legislation, policies, or practices (B3)
 - Act 62 (see Appendix, page 201)
 - Act 66 (see Appendix, page 215)
 - Act 166 (see Appendix, page 185)
- Other evidence:
 - Vermont licensing standards (see Appendix, page 219) (B4)
 - Vermont's Early Childhood Action Plan (see Appendix, page 229) (B3)
 - BBF Direct Services Allocations, FY 2015 (see Appendix, page 217) (B4)
 - NIEER Yearbook (2013) (see Appendix, page 306) (B4)
 - Status of Head Start PreK Partnerships in Vermont and Nationally (see Appendix, page 325) (B6)
 - Head Start PIR (2013-2014) (see Appendix, Page 278) (B6)
 - Early Childhood Interagency Coordinating Team Agreement (see Appendix, page 264) (B5)

C. Ensuring Quality in Preschool Programs

C1. Use no more than % of funds for infrastructure and quality improvements including:

Vermont will use no more than % of funds, if awarded, for infrastructure and quality improvements (Vermont's allocation will be closer to %). Vermont's use of these funds mirrors several of the suggestions in the RFP including "enhancing or expanding early learning

and development standards,” “supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development” and “building state and community support for HQPP through systemic linkages to other early learning programs and resources to support families.” Highlights of the use of the (b) (5) % of funds include:

- Creation of Grant Coordinator (who will serve as the program manager) and School Finance Analyst (who will serve as the fiscal manager) positions to assure implementation and sustainability of the grant including the provision of technical assistance to subgrantees.
- Technical assistance will include the implementation of a Professional Learning Community for improving practice and continuous quality improvement; and assistance with administrative tasks such as budgeting and reporting, and in braiding funding to promote sustainability.
- A contract for program evaluation.
- Limited expenses relating to travel and equipment.

See the budget and budget narrative for a more complete description of proposed use of the (b) (5) % set-aside for infrastructure and quality improvements.

C2. Implement a system for monitoring

As noted in C1 above and discussed elsewhere in this application, Vermont’s universal PreK legislation, Act 166 (see B3, page 23), mandates reporting from the providers to the districts, the districts to the state agencies providing oversight, and the state agencies to the legislature. The legislation requires Vermont’s Agency of Education and Department for Children and Families to “jointly monitor and evaluate PreK education programs to promote optimal outcomes for children and to collect data that will inform future decisions” including such areas as programmatic details, quality improvement through training, mentoring, and technical assistance, the progress of children enrolled in PreK, and instruction and program practices.

Vermont proposes to fulfill this monitoring and data collection mandate by building on its existing data collection systems and infrastructure and integrating the federal Head Start monitoring system with the State’s PreK monitoring system. Currently, Vermont’s Agency of Education (AOE) collects and maintains information about publicly funded preschool programs but there is no formal monitoring process. Using RTT-ELC funds, in combination with

infrastructure through this PDG-Expansion application, Vermont seeks to institute such an expanded monitoring system. PDG-Expansion funds will not be used for this purpose.

Vermont will partner with a nationally recognized organization or individual with expertise in early childhood education and program evaluation to help design a preschool monitoring system. Using PDG Expansion funds, if awarded, Vermont will use its subgrantees as the first wave of PreK programs in this expanded and robust monitoring system. In the monitoring system, state staff will go out and monitor PreK programs. AOE and CDD will convene a work group comprised of staff from state agencies, monitoring project consultants, early childhood educators from both LEAs and community-based ELDPs, legislators and a small group of interested stakeholders and experts to advise the design and piloting processes.

AOE is currently recruiting a highly qualified early childhood educator as the Monitoring Project Consultant to manage the development and piloting processes in the first two years of the RTT-ELC grant period and then actively monitor preschool programs as the monitoring system is implemented in the third and fourth years. A second preschool monitoring consultant will be brought on in the third year to assist in implementation. Preschool monitors will go out to the subgrantees and collect and organize data and information about how each publicly funded preschool program is offered locally and will provide on-site technical assistance to programs regarding program rules, services for children and families and coordination with other local ELDP and other services for children and families. They will have full access to all program information available in BFIS and to all VT STARS program assessment data. Preschool monitoring will be intentionally coordinated with child care licensing and VT STARS assessment activities. In addition, the State will use RTT-ELC funds to build on its existing data collection systems and infrastructure by linking PreK data, Teaching Strategies GOLD data, and Head Start child outcomes data to the State's Kindergarten through Grade 12 State Longitudinal Data System (SLDS), and preschool monitors will be able to access monitoring relevant data from these data sources by 2017. AOE recently selected a vendor to construct its Kindergarten through Grade 12 SLDS, and AOE and DCF staff will be able to access monitoring-relevant data from this enhanced data infrastructure.

The AOE and CDD will use the data and anecdotal evidence accumulated during piloting and implementation to assess the efficacy of the system for monitoring publicly funded preschool

and make recommendations for sustaining and improving its PreK system in accordance with the monitoring requirements of Act 166.

The goals of the new monitoring system will be:

- To ensure programs monitor data that evidence shows makes a difference in quality and outcomes.
- To ensure programs that provide PreK in Vermont are adhering to the standards of quality and have provide high-quality services that maximize positive outcomes for children and families.
- To ensure providers are functioning at the optimal professional level, with improvement plans developed and implemented as required to ensure optimal performance; and
- Specifically, metrics will track child outcomes and adult/child interactions, rating on the environmental scales, data from Vermont's TQRIS, VT STARS, and related child care licensing data, and data from Head Start and Early Head Start monitoring.

The federal Head Start monitoring and training and technical assistance (T/TA) system will be linked to the State's PreK monitoring system when there is the presence of Head Start-eligible children who are part of the funded Head Start enrollment as determined by OHS and who receive State-funded PreK education.

Head Start programs will operate under the following rules:

- If federal Head Start funds (or non-federal match, such as State Act 166 universal PreK funds or local government funds or private funds) support slots providing all of the required Head Start programming and services under the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*, federal Head Start monitoring is conducted in those classrooms (or groups) at no cost to the State of Vermont.
- With the exception of full-day classrooms consisting of children in slots funded with federal Head Start dollars and children in slots funded with federal PreK expansion grant dollars in the same classroom at the same time, Federal Head Start monitoring will not happen for slots paid for by federal PreK expansion grant dollars or if federal Title I dollars and are administered by Head Start programs to provide all of the required Head Start programming and services under the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*.

- For full-day classrooms consisting of both children in slots funded with federal Head Start dollars and children in slots funded with federal PreK expansion grant dollars that receive all of the all of the required Head Start programming and services under the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*, the Head Start monitoring system will still monitor those classrooms in terms of teacher qualifications and physical surroundings, etc. but it will only monitor the individual cases files of those children in slots funded with federal Head Start dollars.
- The Office of Head Start will still monitor part-day slots funded with federal Head Start dollars even if the Head Start program uses federal PreK expansion dollars, State Act 166 universal PreK dollars, and/or Child Care and Development Fund dollars to extend the day from part-day to full-day provided the children in those slots are Head Start-eligible and receive the all of the required Head Start programming and services under the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*.³

C2a. Has the capacity to measure preschool quality, including parent satisfaction and to provide performance feedback

Vermont STARS

Vermont was one of only thirteen states to launch a Quality Rating System (QRS) prior to 2004 (ACF OPE, 2010). Vermont Step Ahead Recognition System (VT STARS) was developed to increase the number of programs intentionally addressing and documenting quality in their programs in order to close the “quality gap” between the [b] % of regulated programs that were then nationally accredited and the [b] % which were simply operating legally. VT STARS and the levels of quality it describes were also developed to provide a resource to parents to help guide them in selecting a high-quality program for their child.

VT STARS is a tiered, voluntary, point-based system. It requires participants to meet one threshold requirement, State licensing or registration⁴, and then awards a star rating (one to five VT STARS) based on points acquired for meeting additional criteria in five arenas:

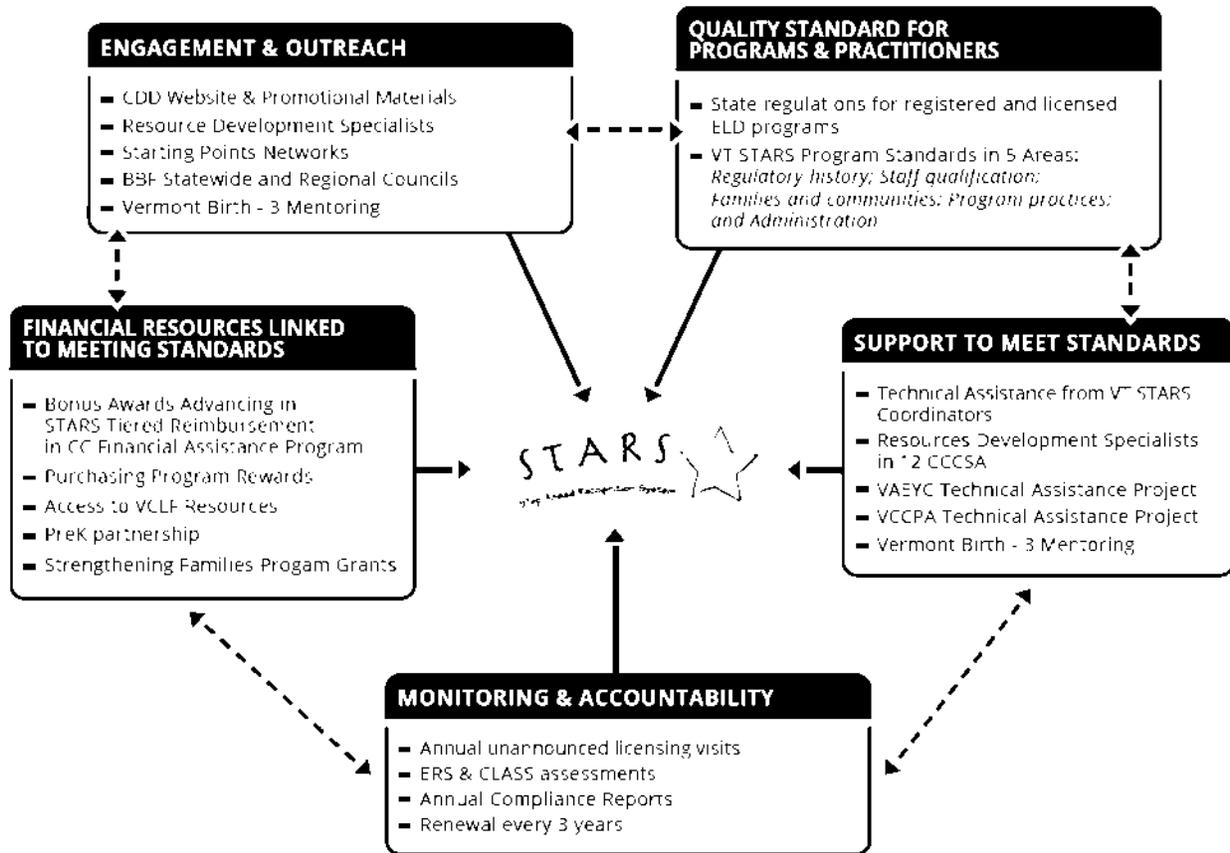
³ Based upon email correspondence from September 19-27, 2014 between Louise Eldridge, Program Manager with the Region I Office of Head Start, and Ben Allen, Vermont Head Start Collaboration Director.

⁴ In Vermont, all full-time child care providers providing care for more than two families must be licensed to operate a child care facility or be registered with the State to run a family child care home.

- Regulatory history;
- Staff qualifications and annual professional development;
- Families and communities;
- Program practices; and
- Administration.

A maximum of three or five points is possible in each arena. Programs identify the points their program is eligible to earn based on tier-specific achievements that are verified through the application process. The point total determines their number of stars.

This tiered, point-based model creates a dynamic interaction between programs and VT STARS progress, accommodates the wide variety of ELDP included in VT STARS and promotes a strengths based approach to continuous quality improvement. VT STARS ratings are valid for three years from the date of the assessment, with an annual reporting requirement. Any program can request an additional assessment within that time period in order to attain a higher star level.



* Graphic from Alliance for Child Care Financing (2007), Quality Rating and Improvement Systems: A Powerful Policy for Improving and Expanding Early Care and Education, Vermont Quality Rating and Improvement System (STARS) information applied to framework.

Figure 10: Vermont STARS Functions

VT STARS includes the following elements:

Quality Standards for Programs and Practitioners.

VT STARS is based on a statewide set of comprehensive tiered program standards (see Table 9 below).

Early Learning and Development Standards

Vermont Early Learning Standards (VELS) are Vermont’s statewide early learning and development standards for three to five year olds (see B1, page 17). In the Program Practice Arena of the VT STARS application (see Appendix, page 497), the following statement is included: “The Vermont Early Learning Standards (VELS) inform educators in the development of curriculum and educational strategies, and should be used as a framework for developing curriculum and program changes.”

Comprehensive Assessment

The Program Practices Arena of VT STARS embeds components of a comprehensive assessment system intended to help early childhood educators (ECE) make informed instructional and programmatic decisions about the process and context of young children's learning and development. Progression through VT STARS levels allows providers to begin accessing assessment where they are, and guides them upward toward greater reliability and rigor in assessment practices. Several valid and reliable assessment tools are approved for use in VT STARS.

Formative Assessment: ELDP participating in VT STARS must provide verification that "the program regularly uses observation and other forms of informal assessments to document children's strengths, needs, interests and growth. The program maintains records of this documentation and utilizes the results of this ongoing system of assessment to inform curriculum planning." In order to earn four or five points in this arena, programs must use the Agency of Education (AOE)/Child Development Division (CDD) approved child assessment system, which is TS GOLD. TS GOLD is a widely used, evidenced-based formative assessment instrument. These data have the dual purpose of measuring child outcomes as well as providing information teachers use to differentiate instruction and better meet the unique needs of all children. The use of TS GOLD throughout the state is being expanded through RTT-ELC funds. TS GOLD has been aligned with current VELs.

Measures of Environmental Quality: The Environmental Rating Scales (ERS) are the predominant valid program assessment tool recognized and applied in the VT STARS. These include the Infant Toddler Environmental Rating Scale (ITERS), the Early Childhood Environmental Rating Scale (ECERS), the Family Child Care Environmental Rating Scale (FCCERS) and the School Age Care Environmental Rating Scale (SACERS).

Measures of Quality of Adult Child Interactions: The Classroom Assessment Scoring System (CLASS) will be added as a valid program assessment tool in VT STARS in 2015.

Early Childhood Educator Qualifications

In the Staff Qualification and annual Professional Development Arena of VT STARS, participating ELD programs complete a Vermont Child Development Division approved worksheet that assigns a numerical value to educational level, experience in the field and annual

hours of participation in relevant professional development for every staff member working directly with children. Detailed definitions of relevant course work, credentials and degrees are described in the VT STARS application (see Appendix, page 497). The program's average score across all staff working directly with children determines how many points may be awarded in this arena.

All staff members are also required to have a current Individual Professional Development Plans (IPDP) or a statement of annual professional development goals. VT STARS requirements in this arena are aligned with, and reference, Vermont Agency of Education Early Childhood Licensure and the Northern Lights Career Development Center (NLCDC) Career Ladder.

VT STARS Family Engagement Strategies

Vermont licensing requirements for ELDPs include mandates to provide parent orientation to the program, parent access to the program, ongoing two-way communication with families, opportunities to volunteer and participate in the program, support for breast feeding, offer parent education in child development and parenting skills, and linkages with community supports.

The Families and Communities Arena of VT STARS (Vermont's TQRIS) awards points to licensed programs for implementing strategies that promote two-way communication between the ELDP and families; invite families to participate actively in the ELDP; link families to community resources; and enhance the capacity of families to support their children's education and development. To earn 3 points in this arena, ELDP must apply the Strengthening Families Framework (SFF) to program practices.

Currently, Vermont's TQRIS requires the following:

- STARS Tiers 5 and 4 (Highest)
 - Use the Center for the Study of Social Policy - Strengthening Families Child Care Program Assessment tool, Document the process and submit a program improvement plan.
 - Conduct a Family Satisfaction survey at least once a year that includes, but is not limited to, the following types of questions: daily routines/curriculum, the environment and program policies including communication with families and program policies. Document numbers of surveys distributed and returned and summarize what was learned as a result of the survey and the actions taken.

- Describe 3 strategies the program uses to share resources/information with families and which are most successful and why.
- Have a written philosophy statement defining the relationship between families and the program.
- Document opportunities for families to meet with program staff and with other parents that occur annually at two social events and document one family group event designed to discuss specific content of interest to families.
- Document three ways families are encouraged to be involved in the program throughout the year.
- Attain specialized Child Care Status.
- Document that the program maintains connections with the community to support and advocate for children, families or the profession (24 hours annually).
- STARS Tiers 3 and 2
 - b through h standards as described above
- STARS Tier 1 (Lowest)
 - b through d standards as described above

For a broader discussion of Vermont’s family engagement strategies (see E10bii, page 131).

Health Promotion Practice

The Regulatory History Arena of VT STARS embeds health promotion practices and related nutrition policies in state regulations. ERS assessments also evaluate aspects of health promotion and raise the bar above licensing regulation in addressing increasing levels of environmental quality in ELDP.

Table 10: How ELD Programs Meet VT STARS Standards

Regulatory History Arena					
No Points Requested	1 point	2 points	3 points	4 points	5 points
In regulatory compliance	Operated as a regulated program for 12 months to 35 months with no serious or	Operated as a regulated program for 36 months to 59 months with no serious or	Operated as a regulated program for 60 months or more with no serious or	Not applicable (N/A)	N/A

	reoccurring violations	reoccurring violations	reoccurring violations		
Staff Qualifications and Annual Professional Development Arena					
No Points Requested	1 point	2 points	3 points	4 points	5 points
In compliance with Vermont Child Care Licensing Regulations for staff training and qualifications.	Have an individual professional development plan AND Score based on achievements in course work, experience, annual training.	Have an individual professional development plan AND Score based on achievements in course work, experience, annual training.	Have an individual professional development plan AND Score based on achievements in course work, experience, and annual training.	N/A	N/A
Families and Communities Arena					
No Points Requested	1 point	2 points	3 points	4 points	5 points
In compliance with Vermont Child Care Licensing Regulations for working with families.	<p>Conduct a family satisfaction survey</p> <p>Create a plan based on what was learned from the family satisfaction survey</p> <p>Have a written philosophy on relationships with families</p> <p>Share community information & resources with families</p> <p>Do some professional networking activities</p>	<p>Criteria for one point</p> <p>Have social & education events for families</p> <p>Have opportunities for families to be involved in the program</p> <p>Be an approved Specialized Child Care Provider</p> <p>Refer families to community supports as needed</p>	<p>Criteria for one and two points</p> <p>Use the Strengthening Families Child Care Assessment Tool</p> <p>Develop a Strengthening Families program improvement plan</p> <p>Have a leadership statement</p> <p>Do leadership activities</p> <p>Professional reference about your leadership role</p>	N/A	N/A
Program Practices Arena					
No Points Requested	1 point	2 points	3 points	4 points	5 points
In compliance with Vermont Child	Do an evaluation of the program using an	With a trained mentor do an evaluation of	Have an independent assessor	Have an independent assessor	Have national accreditation Program

Care Licensing Regulations for program practices	approved tool Develop a program improvement plan	the program using an approved tool Develop a program improvement plan Do child observations Use child observations to plan curriculum	evaluate the program using an approved tool. Achieve a specific score Develop a program improvement plan Do child observations Use child observations to plan curriculum	evaluate the program using an approved tool. Achieve a specific score. Develop a program improvement plan Do child observations Use child observations to plan curriculum	improvement plan Do child observations Use child observations to plan curriculum
Administration Arena					
No Points Requested	1 point	2 points	3 points	4 points	5 points
In compliance with Vermont Child Care Licensing Regulations for administrating a child care program.	Family Homes: Have written agreement or contract Licensed Centers: Policy about planning individual professional development and benefits and salary scale	Family Homes: Criteria for one point: policy on program closures; professional membership. Licensed Centers: Criteria for one point: staff breaks policy.	Family Homes: Criteria for one & two points: parent handbook; liability insurance; written budget Licensed Centers: Criteria for one & two points: wages at least 85% of the livable wage	N/A	N/A

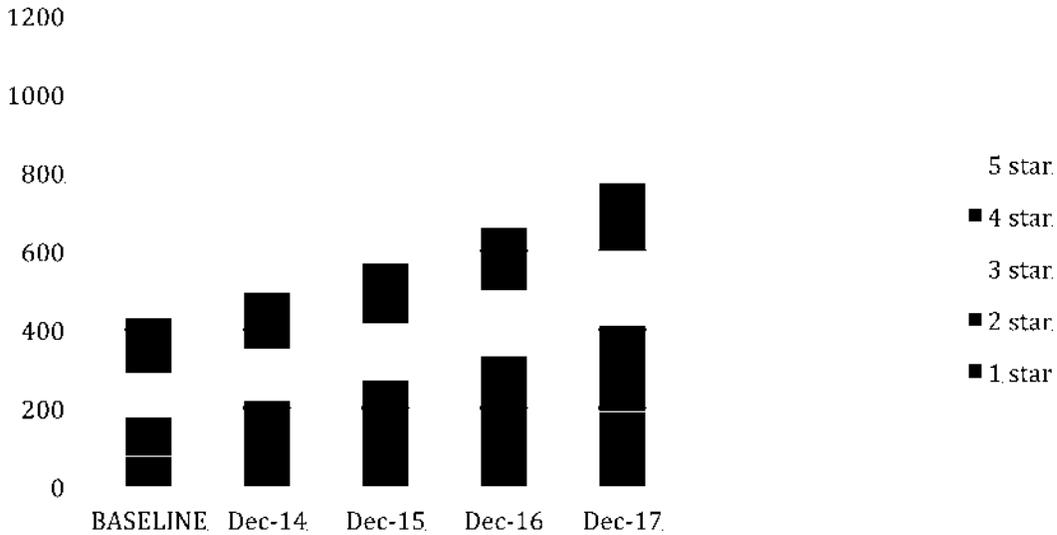


Figure 11: Targets for Improving ELDP Quality in Vermont

Vermont has specific targets for improving ELDP quality through 2017 (Figure 12 above).

Effective Data Practices.

The Bright Futures Information System (BFIS) developed and maintained by the Vermont Child Development Division (CDD) contains extensive programmatic, regulatory and quality rating data on ELDP in Vermont including STAR level, program type, bonuses paid for level achieved, enrollment of Child Care Financial Assistance Program (CC FAP) eligible children and quality differentials paid on behalf of children eligible for CC FAP. BFIS also contains verified information about staff qualifications and professional development that is becoming more robust and allows the VT STARS Coordinators, who have permission to view information in BFIS, to confirm the accuracy of information in the Staff Qualifications arena.

These VT STARS Coordinators, employed by a community contractor responsible for VT STARS administration, also maintain a collection of process and program data related to applications received and processed, points awarded, ERS scores, and progression of programs through VT STARS. They have established standard data collection and recording practices that allow them to evaluate system outcomes and submit detailed quarterly reports to the CDD in order to track trends in VT STARS.

The VT STARS data set from BFIS is incorporated into the Vermont Early Childhood Data and Reporting System (ECDRS.) The VT BFIS CC FAP enrollment and attendance dataset and

workforce credentials and education dataset will be included in ECDRS in 2015, data sharing agreements were recently signed (see below).

VT STARS is monitored by the VT STARS Oversight Committee, a group of 15 diverse experts and stakeholders, including state agency representatives, VT STARS Coordinators, technical assistance providers and VT STARS rated ELDP, who have met monthly for the past eight years to advise the Child Development Division (CDD) and the Agency of Education (AOE) on how to improve and support VT STARS. They apply what is known about the elements of a high-functioning standards based system, as defined by the QRIS National Learning Network, as well as feedback from experiences in the VT STARS System to continually improve our TQRIS. The VT STARS Oversight Committee advises the CDD on improving data collection and expanding the capacity of BFIS to collect and report information on VT STARS participation.

In 2014, 681 of Vermont's child care providers were licensed. Depending on provider type, between 42% and 100% of early childhood providers participate in VT STARS. Licensure is a threshold requirement for participation in VT STARS. Through ongoing outreach through multiple early childhood provider networks, Vermont seeks to attract unlicensed early childhood providers to seek licenses and ultimately to participate in VT STARS.

Vermont statute requires that providers must be regulated when providing paid care to children in more than two families rather than for more than two unrelated children. Our TQRIS program, VT STARS, includes all regulated providers as well as state funded preschool programs in any setting, all of which must be licensed. VT STARS does not exclude any regulated provider and regulation encompasses everyone caring for more than two families with no exceptions. Thus, Vermont does mandate that all regulated programs are included in the State's TQRIS, but the State's definition of regulated programs varies from the federal definition. A statutory change will be proposed in the next legislature to require regulation when providing paid care for more than two children unrelated to the provider.

The majority of unlicensed providers are small, informal caretakers giving care to a small number of children, often in more remote parts of the State. All types of Vermont early learning and development (ELD) programs are eligible to participate in VT STARS. All participants are rated on the same criteria, including staff qualifications and annual professional development, program practices (including ERS and child observation, and health promotion), families and

community, program administration, and regulatory history. However, the VT STARS rating evaluation process is tailored to different kinds of providers. For example, there are streamlined processes for accredited and Head Start programs.

C2b. Uses a Statewide Longitudinal Data System (SLDS) that tracks student progress from Preschool-Grade 3.

Vermont’s existing early learning and related data systems are robust but not well integrated (see Table 10 below). Initiatives underway using RTT-ELC funds will result in a coordinated, integrated 21st Century early learning data system (ELDS) and will enhance, will aligned with, and will be interoperable with the State of Vermont’s SLDS. This integration will improve instructions, practices, services, and policies that support the health, development and learning of children and families, including PreK. Vermont’s Agency of Education is currently constructing its SLDS, and the SLDS will be operational in 2016. RTT ELC funds will link the SLDS to Head Start, Early Head Start, Part B 619, Kindergarten Readiness Survey, PreK, and TS GOLD data. It will collect and maintain detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. In the interim, data are being housed at Vermont’s Agency of Education’s Education Data Warehouse.

Table 11: Early Learning and Development Data Systems Currently Used in Vermont

	Essential Data Elements						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
BBF: Early Childhood Data Reporting System (ECDRS)²			X			X	
Building Bright Futures Information System (BFIS)³	X	X	X	X	X	X	X
Children’s Integrated Service EI-Part C of IDEA Database⁴	X			X			X
Children’s	X		X	X			X

	Essential Data Elements						
	Unique child identifier.	Unique Early Childhood Educator identifier.	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information.	Data on program structure and quality.	Child-level program participation and attendance
Integrated Services Database ⁵							
Head Start Agency Data Systems	X	X	X	X	X	X	X
Education Data Warehouse (EDW) at AOE: Part B of 619 (EEE) Database	X		X	X		X	X
Teacher Licensure Database		X			X		
EDW Publicly Funded PreK Datasets ⁶	X		X			X	X
Kindergartener Readiness Survey	X		X				
Teaching Strategies [®] for Early Childhood GOLD Assessment Database ⁷	X		X	X			
COLYAR Child Nutrition Program (CNP) web program: CNP Data also on EDW	X			X			
MIECHV Nurse Family Partnership Database	X			X			
Child Health Profile SPHINX ⁸	X			X			
WIC Database	X			X			
Child Abuse and Neglect Database ⁹	X			X			
ESD Economic Services Database ¹⁰	X			X			

¹ Sources: VT Response to 50-State Survey on Early Childhood Care & Education Data Systems, Early Childhood Data Collaborative, December 2010 and March 2013; Email correspondence with Kathleen Paterson, BBF co-director of ECDRS, on September 26, 2013 and October 05, 2014; Danielle Howes, Program Administrator, CIS in CDD on September 30, 2013; Email correspondence with Danielle Howes, Program Administrator, CIS in

	Essential Data Elements						
	Unique child identifier.	Unique Early Childhood Educator identifier.	Unique program site identifier.	Child and family demographic information.	Early Childhood Educator demographic information.	Data on program structure and quality.	Child-level program participation and attendance.
<p>CDD on September 30, 2013. Email correspondence with Peggy Brozicovic, Research and Statistics Section Chief, VDH and with Manucla Fonseca, Early Education Coordinator, AOE on October 1, 2013.</p> <p>²The ECDRS working prototype currently has program level data and uses the BFIS Program Unique ID (UID) as the authoritative program UID and uses a matching algorithm if that UID is unavailable. It will have all the remaining essential data elements at the end of Year 2 of this grant.</p> <p>³The BFIS is an integrated child care information system that includes child care licensing, child care subsidy, TQRIS, referral, professional development, education attainment and professional development. BFIS has unique identifiers at the child, family, program, educator level that are used to link across the system to generate integrated data reports. The Bright Futures Information System has the capacity to capture non-subsidy child-level and program-level enrollment in all licensed programs through a probabilistic matching approach using data elements (child's initials, date of birth, town, and gender.) This functionality of BFIS has not been used to date. All early learning and development programs are required to be licensed and thus have a unique program identifier. This means all school or community based care and education programs are included in BFIS. AHS is currently enhancing BFIS by expanding its program type option set (e.g., center, family home, after school program) to include Publicly Funded PreK programs and Early Head Start or Head Start programs or partnerships. Programs that serve children enrolled in Part C of IDEA, or Part B of 619 children will be added to program type. Once this is complete, all early learning and development programs will have a unique ID.</p> <p>⁴This applies only to Part C of IDEA children entering Part B, Section 619, which is administered in AOE. Part B of 619 assigns a State Education Unique ID upon transition. The information from Part C is shared with Part B of 619, but only by transfer of hard copy data, not electronically.</p> <p>⁵CIS is a resource for pregnant or postpartum women and families with children from birth to age six, and specialized child care providers. It integrates services that include Part C of IDEA (EI), nursing and family support, early childhood and family mental health and specialized care. All data is submitted manually at this time. Comprehensive data is collected regionally and analyzed for reporting. Data includes service-specific data such as: custody status of child clients, referral source, services provided, payer, environment where services are provided, outcomes, timelines for completion of case elements (evaluations, development of a plan, plan reviews, etc.), transition/exit data for all clients served.</p> <p>⁶Publicly Funded PreK data is collected at the Supervisory Union level (61 datasets) but is not reported at the state level, or at the school or program level.</p> <p>⁷The AOE is working with the TS GOLD vendor to match the State Education Unique ID with the child-level portfolios. Once this is done, we will be able to link it to the K-12 SLDS.</p> <p>⁸The Child Health Profile Data SPHINX includes a person ID number across these VT's universal programs (referred to as tabs): newborn vision and hearing screening and tracking; lead screening, immunization registry and birth certificates.</p> <p>⁹This data system has an interface with BFIS using an AHS Integration server and processes.</p> <p>¹⁰This data system has an interface with BFIS using an AHS Integration server and processes.</p>							

Vermont will ensure that both systems (SLDS and ECDRS) (a) contain all essential data elements; (b) enable uniform data collection and easy entry of essential data elements; (c) facilitate the exchange of data between participating State agencies; (d) generate information that is timely, relevant, accessible, and easy for early learning and childhood programs and providers to use for continuous improvement and decision making and to share with parents and other

community stakeholders; and (e) meet regulatory and best practice data oversight requirements.

Figure 13 below summarizes the data initiatives underway.

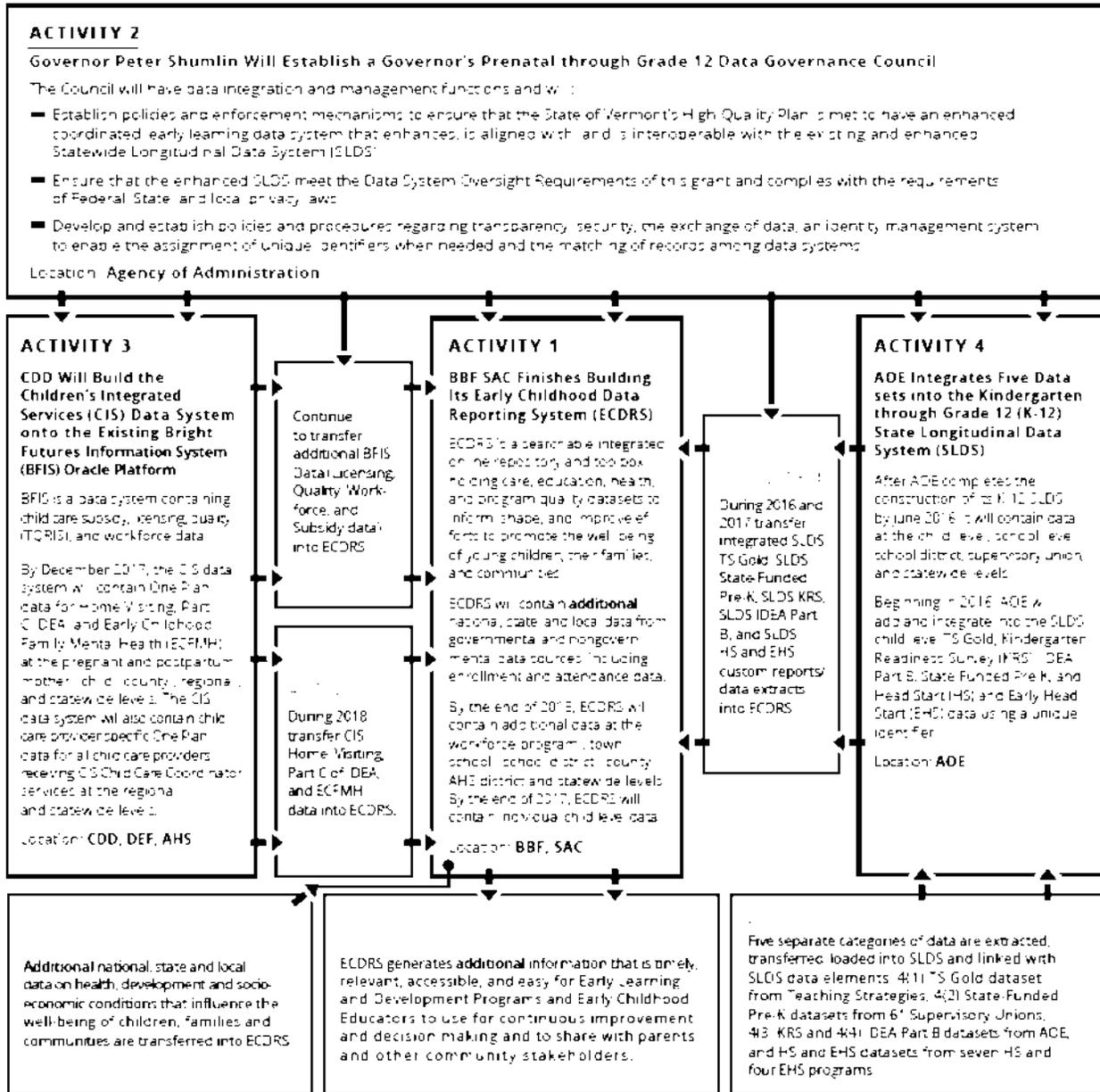


Figure 12: Summary of Proposed Data Initiative

Early Childhood Data Reporting System (ECDRS).

ECDRS is a searchable web-based integrated public platform holding care, education, health, and program quality datasets as well as socio-demographic data to inform, shape, and improve efforts to promote the well-being of young children, their families and communities from birth, with a focus on prenatal care, through age 8 (third grade).

The Building Bright Futures State Advisory Council launched the ECDRS in September 2013 as a working prototype (version 1.3) using seven datasets, including STARS data (since 2007). In November 2014, a production ready system, built from the ECDRS working prototype, to be named Vermont Insights v1.0 will be released to Vermont data stewards and stakeholders. Several new data sets will be included in v1.0 including the Kindergarten Readiness Survey results for 2011-12, 2012-13, 2013-14 and ongoing by SU/SD and statewide. This early childhood data reporting system will be fully developed by the end of 2016.. Vermont policymakers will be able instantly access, track and analyze state and local indicators of young child and family well-being and early childhood system strengths through visual depictions such as graphs, maps, and charts. This feature will allow for rapid recognition of the circumstances of Vermont families data backed, zoned geographically by legislative and school districts improving program planning and policies, and driving continuous improvement and results accountability. In the new production ready system, Vermont Insights, in addition to the built-in data view, visualization, and export capabilities, it will also have a "share out" capability to send selected information to configured external systems via APIs (Application Program Interfaces). Use of data by a diverse group of stakeholders will be a key focus in the roll out of Vermont Insights in 2015.

ECDRS is a product of Building Bright Futures State Advisory Council and is currently advised by its Data and Evaluation Committee (DEC).

ECDRS is a publicly accessible online toolbox that integrates meaningful data on the well-being of children, families and communities. It provides a detailed profile of Vermont's early childhood data systems by key characteristics. Our work with the national Early Childhood Data Collaborative since 2010 and the current BBF sponsored ECDRS initiative has provided opportunities for us to closely examine and build relationships between each of the stewards and stakeholders of the data systems.

Over time, this will lead to an increased understanding by stakeholders of the comprehensiveness and inter-connectedness of the early childhood system. Further, it reinforces that we all share a common goal: that longitudinal and comprehensive data are necessary to support children's health, development and learning in their early years, through their school years and onward.

C2c. Clearly specifies measurable outcomes to be achieved.

Vermont has built a third party evaluation into the infrastructure of the Vermont PDG - Expansion proposal. Once an evaluation partner is identified, the outcomes proposed in this section will be considered and final outcome measures collectively confirmed by AOE, AHS and participating Subgrantees. These will then be written into Memorandums of Agreement for Subgrantees. Consistent with measures identified in Act 166 and the Vermont Early Childhood Action Plan, outcomes measure for eligible children participating in HQPP, their families and the IIQPP are proposed as:

Child Outcomes

- 90% of children participating in HQPP are rated as "ready" at the start of their Kindergarten year in each of the 5 domains on the Kindergarten Readiness Survey.
- 90-100% of the children participating in HQPP meet or exceed expectations for progress between the fall and the spring assessment period in each of the 6 domains of learning and development using the on-line TS GOLD assessment system.
- 75-90% of children participating in HQPP attend preschool at least 98% of the time it is offered and the percent of children participating at least 98% of the time increases over each year of the grant period.
- 90-100% of children participating in HQPP receive developmental screenings on a schedule consistent with recommendations in *Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents, 3rd edition*, are referred to the appropriate resources when any developmental concerns are identified.

Family Outcomes

- The percent of families of children participating in HQPP self-evaluate family strengths and resiliency at least twice annually using a valid and reliable tool, such as the Strengthening Families Framework (sec E9, page 121) with perceived growth in strengths.
- 75-90% of families of children participating in HQPP, including families of children with special needs and families of children who are dual language learners report that they are

engaged in their child's early learning and development in the HQPP and satisfied with the quality of the program and the services they receive.

HQPP Outcomes

- 100% of the HQPP are observed using a valid and reliable program assessment tool approved by the AOE and AHS and identified in the Program Practice Arena of Vermont STARS, such as the Early Childhood Environmental Rating Scales (ECERS) or the Classroom Assessment Scoring System (CLASS), and develop and implement a continuous quality improvement plan to address any program weaknesses.
- The percent of HQPP that use a valid and reliable program assessment tool, such as the Strengthening Families Child Care Assessment tool at least annually and create a program improvement plan to build protective factors and otherwise increase positive outcomes for families increase in each year of the grant period.
- The number/percent of HQPP that achieve and maintain a rating of 5 stars in the Vermont STARS or achieve and maintain national accreditation by the National Academy of Early Childhood Programs in NAEYC increase in each year of the grant period.

C3. Measure the outcomes of participating children

Kindergarten Entry Assessments

The Ready Kindergarteners Survey (RKS) is one of the strengths of Vermont's early childhood statewide assessment system. Since 2000, Vermont has gathered information on the readiness of children entering kindergarten by annually surveying all kindergarten teachers about the "readiness" of their students within the first six to ten weeks of school. The survey includes the five Essential Domains of School Readiness: (1) language and literacy development, (2) cognition and general knowledge, (3) approaches toward learning, (4) physical well-being and motor development, and (5) social and emotional development. The survey conforms to the recommendations of the National Research Council report on early childhood assessments, and is aligned with VELs. By 2015, revised Vermont Early Learning Standards (VELS) that extend from infancy through grade 3 will fully align with Vermont's Ready Kindergarteners' Survey (RKS).

This survey is not a direct assessment of children, but relies on the accumulated observational knowledge the teacher has developed about the child during the first few weeks of

kindergarten. Teachers complete a survey for each child. The *Ready Kindergartners Survey* consists of 28 items.

The results from the RKS have been used to drive state policies including the passage of universal PreK.

Table 12 below contains the number and percentages of children who were rated as “ready” in the most recent RKS report (2013-2014). Figure 13 below shows Vermont’s improvement in school readiness.

While the Ready Kindergartners Survey has served Vermont well, there is some work to be done to ensure that it reflects the latest research on predictors of school success and to verify that it is appropriate for all subgroups of kindergartners. The methods currently used to collect the readiness data need to be improved so that kindergarten teachers can easily and securely submit child level ratings that include children’s identifying information. Further, kindergarten teachers need to engage in professional development experiences to assure reliability and that they know how to interpret the data to use it to inform their instruction.

With support from philanthropists and Vermont’s RTT-ELC grant, Vermont has conducted a validity and reliability study of the RKS using four years of data. The American Institute for Research (AIR) conducted the validation study. The results indicated the tool is valid with the majority of children and that there is a degree of reliability in the measure; however, areas of weakness were identified and recommendations made to improve the tool and its appropriateness for all populations.

A focus group of kindergarten teachers and early childhood educators was held to discuss AIR’s recommendations and to ask participants what they perceived as the most important knowledge and skills children needed to possess upon entering kindergarten. The results of the focus group confirmed many of the AIR recommendations as well as suggesting additional items in the social-emotional domain.

Vermont has entered into a second contract with AIR to analyze the results of the pilot in terms of validity, and compare the results with those of the same children assessed using the current KRS assessment. Additionally, a review of the revised KRS and the newly adopted Vermont Early Learning Standards will be completed this spring. The results from both of these activities will determine the items that will be included in the final enhanced Vermont Kindergarten Readiness Survey.

Although having KRS items that are appropriate for all children, including those from diverse cultural and linguistic backgrounds, as well as aligned with the new birth-Grade 3 VELs is crucial, the accuracy and utility of the KRS to inform instruction and policy depend on the knowledge the kindergarten teacher who will be using the KRS has about using this assessment tool and understanding how to use the data. Professional development on KRS and developmentally appropriate assessments and practices to use with kindergartners is as important. Hence, AOE will be contracting with a consultant to create two interactive e-learning modules: a basic introduction to the enhanced VT RKS for administrators and PreK educators, and an in-depth module on administering and interpreting the RKS for kindergarten teachers. Another contract is providing a one-credit course on the enhanced RKS, and Vermont is also contracting with a national research group to analyze the results of the enhanced RKS pilot.

Table 12: Readiness by Domain & Across All 5 Domains

Domain	Number "Ready"	Valid Responses	Percent "Ready"
Social-Emotional Development	4,111	5,658	73%
Approaches to Learning	3,881	5,658	69%
Communication	4,668	5,658	83%
Cognitive Development	3,546	5,658	63%
Wellness	4,693	5,658	83%
Across All 5 Domains	2,533	5,154	49%

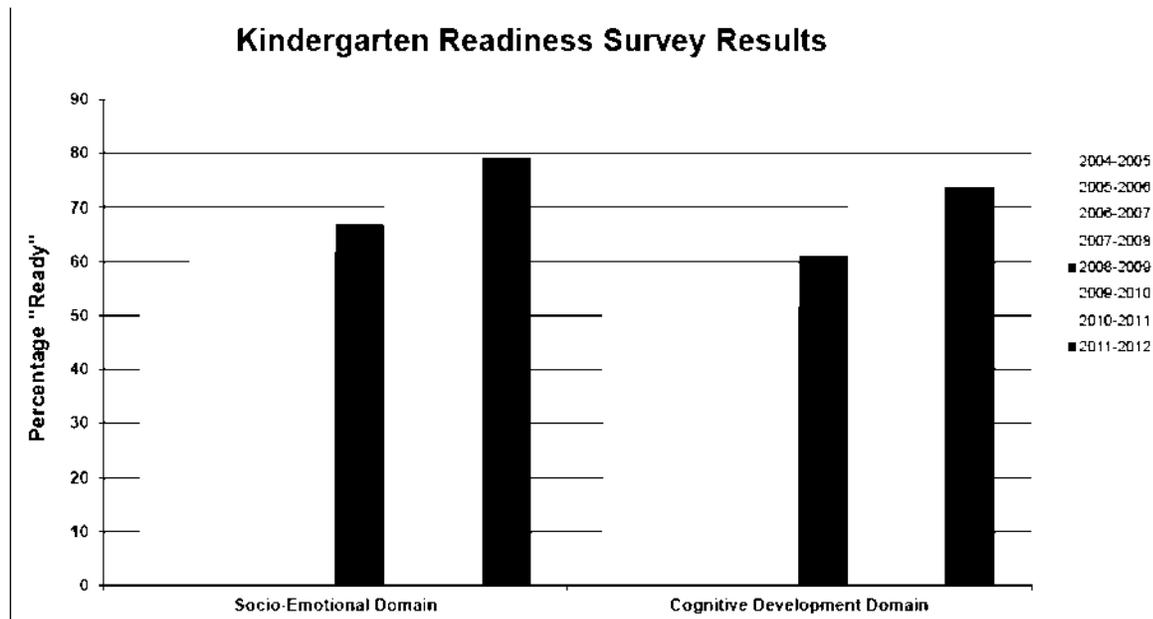


Figure 13: VT RKS Results 2004-2012

An analysis of 2012-2013 and 2013-2014 RKS data sought to determine to what degree attending publicly funded PreK in Vermont had an effect on children's kindergarten readiness.

Key results were:

- The more children who are eligible for free or reduced lunch attend PreK, the more likely they are to be ready for kindergarten.
- Children from low-income backgrounds who don't attend PreK have a 30% probability of being kindergarten ready, while students from low-income backgrounds with one year or two years of PreK have a 35% or a 55% probability of being kindergarten ready, respectively.
- This relationship is also present for more affluent students, although it is not as pronounced. More affluent students who don't attend PreK or attend for only one year have a 58% probability of being kindergarten ready, while more affluent students with two years of PreK have a 70% probability of being kindergarten ready.

C. Ensuring Quality in Preschool Programs – Evidence

- Continuous program improvement protocol (C2a)
 - Emerging Quality Improvement Protocol for Vermont PreK (see Appendix, page 266).
- Evidence of state targets with measurable outcomes, including school readiness (C2c)
 - Report on Progress of Children in PreK Education in 2012-2013/Impact of PreK Education on Kindergarten Readiness (see Appendix, page 317)
 - Vermont's Statewide Report on Kindergarten Readiness, 2013-2014 (see Appendix, page 505)
- Other evidence:
 - VT STARS application (see Appendix, page 497) (C2)
 - Strengthening Families Framework (see Appendix, page 330) (C2)
 - Northern Lights Career Development Center Career Ladder (see Appendix, page 314) (C2)

D. Expanding High-Quality Preschool Programs in Each High-Need Community

D1. How the state has selected each subgrantee and each high-need community.

Definition and selection of high needs communities

A total of 33 subgrantees with early learning and development program providers (ELDP) in well approximately 150 communities statewide will provide services through PDG-Expansion funding, if awarded.

In a white paper on poverty in Vermont, Blalock and Lumbert (2010) noted that one of the key differences between patterns of poverty in Vermont and in the United States as a whole is that individuals in deep poverty in Vermont “live in much more rural areas.” Because it is one of the most rural states in the country, poverty in Vermont exists in pockets scattered throughout its geography rather than being concentrated in urban and suburban environments.

To reflect the scattered nature of poverty in the state, Vermont has defined “high need communities” as local educational authorities (LEAs) - Supervisory Unions (SUs) and Supervisory Districts (SDs) - that have 25% of their four-year-olds at or below 200% of the Federal Poverty Level (FPL). There are 64 SUs and SDs in Vermont. We believe all (100%) of Vermont’s SDs and SUs are high needs communities as defined above.

In Vermont, there are three forms of LEAs constituted for the administrative control and direction of public elementary and secondary schools. These are “Supervisory Unions” (SUs) and “Supervisory Districts” (SDs), and within them, “school districts.” (Vermont Gen. Laws ch 16 V.S.A. § 11, No date).

A “Supervisory Union” is an administrative, planning, and educational service unit created by the state board under section 261 of this title, which consists of two or more school districts; if the context clearly allows, the term may also include a supervisory district.

A “Supervisory District” is a supervisory union that consists of only one school district, which may be a unified union district.

A “School District” is a town school district, union school district, interstate school district, city school district, unified union district, and incorporated school district, each of which is governed by a publicly elected board. Vermont currently has 251 school districts.

In this application, Vermont is using several sources to establish the poverty rates of four-year-olds in the state. Because of the low numbers of four-year-olds in Vermont, in order to

comply with federal FERPA standards as well as other rigorous confidentiality standards for lunch assistance, Vermont Agency of Education (VT AOE) has to be very careful to avoid situations where raw data could inadvertently identify or disclose sensitive information about specific students (even by inference from, or cross-correlation with, other information or community context). The standard for this has been well established by the Privacy Technical Assistance Center of the United States Department of Education...

Additionally, with such small numbers, being able to discuss the data in proportionate terms can present concerns surrounding being able to fully represent what is happening in the empirical reality of these SU/SDs. In some SU/SD, for example, the total number of eligible children is as few as one. In some cases, the presence of an additional child would be sufficient to move the SU/SD from one category of Free or Reduced Price Lunch (FRL) status to another.

Wendy Geller, Ph.D., Data Administration Director, Vermont Agency of Education has analyzed aggregated data and issued the following empirically-based statement: "In Vermont, in 59% of SU/SD, at least 25% of four-year-olds are eligible for free or reduced lunch. Indeed, almost 19% of all SU/SDs have at least 50% eligibility for FRL among their four-year-old population enrolled in EEE (for example, Vermont's Part B.619) and/or PreK. In Vermont more than 31% (31.32%) of all four-year-olds enrolled in EEE and or PreK are known to be eligible for Free or Reduced Price Lunch via the National School Lunch Program." This statement is supported by Table 12 below.

Table 13: Vermont Free and Reduced Lunch (FRL) Eligibility by SU/SD

SU/SD #	SU/SD Name	>25% eligibility Free AND Reduced Lunch (FRL)	>50% eligibility for FRL
01	Addison Northeast S.U.	..	..
02	Addison Northwest S.U.	..	..
03	Addison Central S.U.	YES	..
04	Addison-Rutland S.U.	YES	..
05	Southwest Vermont S.U.	YES	YES
06	Bennington - Rutland S.U.	YES	YES
07	Colchester S.D.	YES	..
08	Caledonia North S.U.	..	..
09	Caledonia Central S.U.	..	..
10	Milton S.D.	..	..
11	St. Johnsbury S.D.	YES	YES
12	Chittenden East S.U.	YES	..
13	Chittenden Central S.U.	..	..
14	Chittenden South S.U.	..	..
15	Burlington S.D.	YES	..
16	South Burlington S.D.	..	..

SU/SD #	SU/SD Name	>25% eligibility Free AND Reduced Lunch (FRL)	>50% eligibility for FRL
17	Winooski S.D.	YES	YES
18	Essex - Caledonia S.U.	YES	YES
19	Essex North S.U.	.	.
20	Franklin Northeast S.U.	YES	.
21	Franklin Northwest S.U.	YES	YES
22	Franklin West S.U.	.	.
23	Franklin Central S.U.	YES	.
24	Grand Isle S.U.	YES	.
25	Lamoille North S.U.	YES	.
26	Lamoille South S.U.	.	.
27	Orange East S.U.	YES	.
28	Orange Southwest S.U.	YES	.
29	Orange North S.U.	YES	.
30	Orange - Windsor S.U.	YES	.
31	North Country S.U.	YES	.
32	Washington Central S.U.	YES	.
33	Rutland South S.U.	.	.
34	Orleans Central S.U.	YES	YES
35	Orleans Southwest S.U.	.	.
36	Rutland Northeast S.U.	YES	.
37	Rutland Central S.U.	.	.
38	Rutland Southwest S.U.	.	.
40	Rutland City S.D.	YES	YES
41	Washington Northeast S.U.	YES	.
42	Washington West S.U.	.	.
43	Washington South S.U.	YES	.
45	Montpelier S.D.	.	.
46	Windham Central S.U.	YES	.
47	Windham Northeast S.U.	YES	YES
48	Windham Southeast S.U.	YES	.
49	Windham Southwest S.U.	YES	.
50	Windsor Northwest S.U.	.	.
51	Windsor Central S.U.	.	.
52	Windsor Southeast S.U.	YES	YES
54	Hartford S.D.	.	.
55	Dresden Interstate S.D.	.	.
56	Springfield S.D.	.	.
57	Blue Mountain Union S.D.	YES	YES
59	Essex Town S.D.	.	.
60	Battenkill Valley S.U.	YES	.
61	Barre S.U.	YES	.
63	Two Rivers S.U.	YES	.
64	Rivendell Interstate S.D.	.	.

In Table 13 below, Vermont CC FAP data reflect the number of four-year-olds at or below 200% FPL receiving CC FAP. Also, U.S. Census data (2008-2012) (Table 14 below) reflect the number of children age 6 or under by county at 100% and 200% FPL. We believe these data

support the assertion that 25% or more of Vermont’s four-year-olds are at or below 200% FPL, and are distributed throughout the state.

Table 14: SUs/SDs - Geographic & Student Financial Characteristics

SU/SD #	SU/SD Name	Counties in SD/SU	4-Year-Olds Total Student Enrollment	4-Year-Olds ≤ 200% FPL Receiving CC FAP ⁵⁶
01	Addison Northeast S.U.	Addison	50	14
02	Addison Northwest S.U.	Addison	91	58
03	Addison Central S.U.	Addison	58	24
04	Addison-Rutland S.U.	Rutland	32	46
05	Southwest Vermont S.U.	Bennington	161	123
06	Bennington - Rutland S.U.	Rutland	94	<10
07	Colchester S.D.	Chittenden	28	<10
08	Caledonia North S.U.	Caledonia, Essex	69	<10
09	Caledonia Central S.U.	Caledonia	49	42
10	Milton S.D.	Chittenden	55	34
11	St. Johnsbury S.D.	Caledonia	47	41
12	Chittenden East S.U.	Chittenden	43	23
13	Chittenden Central S.U.	Chittenden	72	15
14	Chittenden South S.U.	Chittenden	171	26
15	Burlington S.D.	Chittenden	199	<10
16	South Burlington S.D.	Chittenden	109	20
17	Winooski S.D.	Chittenden	33	29
18	Essex - Caledonia S.U.	Essex, Caledonia	22	<10
19	Essex North S.U.	Essex	3	36
20	Franklin Northeast S.U.	Franklin	72	25
21	Franklin Northwest S.U.	Franklin	104	<10
22	Franklin West S.U.	Franklin	75	46
23	Franklin Central S.U.	Franklin	112	17
24	Grand Isle S.U.	Grand Isle	55	10
25	Lamoille North S.U.	Lamoille	96	40
26	Lamoille South S.U.	Lamoille	81	29
27	Orange East S.U.	Orange	50	23
28	Orange Southwest S.U.	Orange	4	13
29	Orange North S.U.	Orange	35	<10
30	Orange - Windsor S.U.	Orange, Windsor	21	10
31	North Country S.U.	Essex, Orleans	85	58
32	Washington Central S.U.	Washington	56	12
33	Rutland South S.U.	Rutland	34	11
34	Orleans Central S.U.	Orleans	40	20

⁵ VT CC FAP eligibility is at or below 200% FPL. The CC FAP enrollment (VT AHS-CDD) and PreK enrollment (VT AOE) data are derived from separate data systems that are not linked at the child nor program level. Thus, four-year olds enrolled in PreK may not be enrolled in CC FAP and four-year-olds enrolled in CC FAP may not be enrolled in PreK.

⁶ Counts <10 are being withheld to assure confidentiality.

SU/SD #	SU/SD Name	Counties in SD/SU	4-Year-Olds Total Student Enrollment	4-Year-Olds ≤ 200% FPL Receiving CC FAP ⁵⁶
35	Orleans Southwest S.U.	Orleans, Caledonia, Lamoille, Washington	50	31
36	Rutland Northeast S.U.	Rutland, Addison	67	31
37	Rutland Central S.U.	Rutland	26	13
38	Rutland Southwest S.U.	Rutland	41	11
40	Rutland City S.D.	Rutland	26	100
41	Washington Northeast S.U.	Washington	33	<10
42	Washington West S.U.	Washington	105	20
43	Washington South S.U.	Washington	41	22
45	Montpelier S.D.	Washington	36	17
46	Windham Central S.U.	Windham	41	10
47	Windham Northeast S.U.	Windham	68	25
48	Windham Southeast S.U.	Windham	105	82
49	Windham Southwest S.U.	Windham	33	<10
50	Windsor Northwest S.U.	Windsor	29	<10
51	Windsor Central S.U.	Windsor	23	12
52	Windsor Southeast S.U.	Windsor	11	18
54	Hartford S.D.	Windsor	80	35
55	Dresden Interstate S.D.	Windsor	3	12
56	Springfield S.D.	Windsor	74	49
57	Blue Mountain Union S.D.	Caledonia, Orange	24	86
59	Essex Town S.D.	Chittenden	45	53
60	Battenkill Valley S.U.	Bennington	23	24
61	Barre S.U.	Washington	133	<10
63	Two Rivers S.U.	Windsor, Rutland	53	12
64	Rivendell Interstate S.D.	Orange	26	<10
	Unable to determine	N/A.	N/A.	<10
	Vermont Total	N/A.	3,502	1,561

Table 15: Number & Percentage of Children (Age 6 or Under) by Poverty Level (State & County) (U.S. Census, American Community Survey, 2008-2012)

State or County	Children ≤ Age 6 By Poverty Level			
	≤ 100% FPL		≤ 200% FPL	
	#	%	#	%
Vermont (State)	7,203	19.28%	15,329	41.02%
Addison	480	23.47%	829	40.54%
Bennington	735	32.71%	1,269	56.48%
Caledonia	397	20.30%	987	50.46%
Chittenden	1,484	15.62%	2,823	29.71%
Essex	78	23.08%	215	63.61%
Franklin	658	19.62%	1,598	47.64%

Grand Isle	73	17.72%	154	37.38%
Lamoille	285	16.18%	704	39.98%
Orange	443	24.85%	885	49.64%
Orleans	357	22.31%	865	54.06%
Rutland	676	21.60%	1,397	44.63%
Washington	558	15.63%	1,189	33.30%
Windham	359	14.50%	1,078	43.54%
Windsor	620	19.42%	1,336	41.85%

Selection of subgrantees

Subgrantees will be SUs, SDs and Head Start programs providing high-quality services to four-year-olds at or below 200% of FPL in their catchment areas. Subgrantees were recruited statewide through outreach conducted during the summer and fall of 2014. In accord with the statewide focus of this application, all Supervisory Unions/Supervisory Districts (SU/SD) (LEAs) and Head Start programs in Vermont were invited to partner with the state on this grant.

Many SU/SD currently implement PreK programs and oversee the implementation of PreK through a mixed delivery system for early learning and development programs that exists in Vermont. The 26 SU/SDs selected to participate as partners in this grant represent the range of models and contexts through which PreK education is provided. Some SU/SDs large cities that operate their own school-based programs, partner with several community child care and private preschool programs, and with Head Start (e.g., Burlington, Winooski). A few do not operate their own school-based PreK program; rather, they provide PreK education exclusively through partnerships with qualified community programs and Head Start (Springfield, Windham SE). One SU is in a very rural and isolate area where there are no qualified community programs with which to partner (i.e., Essex North). Most of the SU/SD partners selected operate their own programs and partner, to a greater or lesser degree, with existing community programs. Two of the SU/SDs (i.e., Burlington and Winooski) have the state’s largest population of racially, culturally, and linguistically diverse children since these cities are Refugee Resettlement centers. By selecting these 26 SU/SDs, Vermont will be able to to evaluate how targeted strategies to read high quality PreK education work across many different contexts in the state. These results will inform Vermont’s statewide effort to raise the quality of PreK education across the state.

Vermont’s seven Head Start programs are consistently recognized by the Office of Head Start for excellence as high-quality innovative Head Start programs. Historic and recent federal monitoring reviews yield very high levels of compliance with the Head Start Act and the *Head Start Program Performance Standards and Other Regulations*. These Head Start programs are

leaders regionally and nationally in achieving results in health, school readiness and increased protective factors for the children and families they serve. These Head Start programs are experts in parental engagement and comprehensive services, and are already serving the target population typically in inclusive settings. The combination of these institutions as subgrantees allows Vermont to have a state-wide reach for improving and expanding slots through this grant opportunity.

Table 16: Participating Subgrantees

Head Start Programs (7 of 7 = 100% of Vermont Head Start Programs)
Bennington County HS
Capstone Head Start
Champlain Valley Head Start
Early Education Services
NEKCA Head Start
Rutland County Head Start
SEVCA/Windsor County
SU/SD (26 of 64 = 41% of Vermont SU/SD)
Addison Central SU
Addison Northeast SU
Addison Northwest SU
Bennington-Rutland SU
Burlington SD
Chittenden East SU
Essex North SU
Franklin Central SU
Franklin Northwest SU
Lamoille South SU
Milton Town SD
Orange North SU
Orange Southwest SU
Orange Windsor SU
Rivendell SD
Rutland Central SU
Rutland Northeast SU
Southwest Vermont SU
Springfield SD
St. Johnsbury SD
Two Rivers SU
Windham Central SU
Windham Southeast SU
Windsor Northwest SU
Windsor Southeast SU
Winooski SD

Extensive outreach was conducted to recruit subgrantees. For a discussion, see D3, page 106.

As Table 16 (above) suggests, a total of 33 subgrantees with early learning and development program providers (ELDP) in approximately 150 communities statewide will provide services through PDG-Expansion funding, if awarded. Below, Table 17 shows the robust range of community partners and public schools operating PreK programs in Vermont.

Table 17: Publicly Funded PreK Programs: Community Partners & Public School Operated (2013-2014)

COMMUNITY PARTNER PROGRAMS* (N=82)		PUBLIC SCHOOL OPERATED PROGRAMS (N=109)	
<i>Name</i>	<i>Town</i>	<i>Name</i>	<i>Town</i>
Annette's Preschool	Hinesburg	Albany Early Childhood Collaborative Program	Albany
Apple Tree Learning Centers	Stowe	Alburgh Community Education Center	Alburgh
Arlington Area Childcare/Happy Days Playschool	Arlington	Allen Brook School	Williston
Ascension Childcare, Inc	Shelburne	Bakersfield Elementary Middle School	Bakersfield
Bennington Early Childhood Center	Bennington	Barlow Street Preschool	St Albans City
Blooming Minds	St Albans	Barnard Academy PreK Program	Barnard
Brattleboro Centre for Children	Brattleboro	Barnet School	Barnet
Bristol Preschool	Bristol	Barre City and Middle School	Barre
BTC Kid Connection	Barre, VT.05641	Barre Town Elementary	Barre Town
Burlington Children's Space	Burlington VT.	Barstow Memorial School	Chittenden
Caring Community Preschool	Post Mills	Berkshire Elementary School	Berkshire
Carolyn's Red Balloon Enrichment Center	Colchester	Berlin Elementary School	Berlin
Champlain Islands Parent Child Center	South Hero, VT	Bethel Elementary School	Bethel
Child Care Resource	Williston, VT. 05495	BFA Fairfax	Fairfax
Children's Preschool and Enrichment Center	Essex Junction	Blue Mountain Union School	Wells
Colleen's Child Care	South Burlington	Brewster-Pierce Memorial School	Huntington
Dandelion Wishes Family Home Child Care	Springfield	Bridport Central School	Bridport
Diann's Day Care	Barre	Brighton Elementary	Island Pond
Discovery Preschool	South Burlington	Bristol Elementary School	Bristol
Evergreen Preschool	Vergennes VT	J.J. Flynn School	Burlington
Family Center of Washington County	Montpelier	C.P.Smith Elementary School	Burlington
Farmhouse Nursery School	Bennington	Calais Elementary School	Calais, VT
Forever Friends Playschool	Bennington	Canaan Schools	Canaan
Four Seasons of Early Learning	Greensboro Bend	Charleston Elementary School	West Charleston
Growing-Up Right at the CDC, Inc.	Bennington	Charlotte Central School	Charlotte
Heartworks and Renaissance	Shelburne	Clarendon Elementary	North Clarendon

COMMUNITY PARTNER PROGRAMS* (N=82)		PUBLIC SCHOOL OPERATED PROGRAMS (N=109)	
<i>Name</i>	<i>Town</i>	<i>Name</i>	<i>Town</i>
Schools, Inc.			
Heartworks and Renaissance Schools, Inc.	Williston	Clarendon Elementary School	Clarendon
Heartworks and Renaissance Schools, Inc.	Burlington	Concord School	Concord
Hill House Preschool and Child Care Center	Bellows Falls Vt	Danville Elementary School	Danville
Hinesburg Nursery School	Hinesburg	Depot Center	Wolcott
Hunger Mountain Children's Center	Waterbury	Dothan Brook School	Hartford
Kelley's DayBreak ChildCare Kids & Fitness	Waterbury South Burlington	Doty Memorial School	Worcester
KinderStart Preschool	Williston	East Montpelier Elementary School	East Montpelier
King Street Center Preschool	Burlington	ECP Derby Elementary	Derby Line
Lawrence School for Young Children	East Dorset	Enosburg Elementary School	Enosburg, VT
Lincoln Cooperative Preschool	Lincoln	Fairfield Central School	Fairfield
Meeting House School	Marlboro	Fayston School	Fayston
Milton Family Community Center	Milton	Fisher Elementary Pre-K Program	Arlington
Montessori School of Central Vermont	Berlin	Franklin Elementary School	Franklin
Mud City Kids Child Care Center, LLC	Morrisville	Georgia Elementary Middle School	Georgia
Mulberry Bush Early Learning Center	Brattleboro	H.O. Wheeler Preschool at the Integrated Arts Academy	Burlington
Northshire Day School	Manchester Center	Hartland Elementary	Hartland
Oak Hill Children's Center	Pownal	Hiawatha Elementary School	Essex Junction
Orchard Valley Waldorf School	East Montpelier	Highgate Elementary School	Highgate
Otter Creek Child Center	Middlebury	Hinesburg Community School	Hinesburg
Pine Forest Children's Center	Burlington	IRA Allen Early Ed Center	Burlington
PlayWorks Child Center	North Springfield	Isle La Motte Elementary School	Isle La Motte
Robin's Nest Children's Center	Burlington	Jamaica Village School	Jamaica
Rutland County Parent Child Center - Early Childhood Education	Rutland	John F. Kennedy School	Winooski
Safe N Sound Preschool & Child Care	North Springfield	Johnson Elementary School	Johnson
Saxon Hill School	Jericho	Lamoille South Early Ed Programs	Morrisville/Stowe
Saxtons River Montessori School	Saxtons River	Leicester Central School	Leicester
Springfield Learning Garden	Springfield	Lothrop Elementary School (Caverly Site)	Pittsford
Squeaky Sneakers - Springfield	Springfield	Ludlow Elementary School	Ludlow
Stepping Stones Children's Center Inc.	Burlington	Manchester Elementary Middle School	Manchester
		Mary Hogan Elementary	Middlebury

COMMUNITY PARTNER PROGRAMS* (N=82)		PUBLIC SCHOOL OPERATED PROGRAMS (N=109)	
<i>Name</i>	<i>Town</i>	<i>Name</i>	<i>Town</i>
Stepping Stones Preschool	Proctorsville	Mettawee Community School	West Pawlet
Sugar Maple Preschool	East Corinth	Montgomery Elementary School	Montgomery Center
Sunflower Farm Preschool	Putney	Moretown School	Moretown
Sunny Lane Daycare Center & Preschool	Brookline	Morristown Elementary School	Morristown
Suzy's Little Peanuts	Springfield	Mount Holly School	Mount Holly
Tami Dodge Family Child Care	Fairfax	Neshobe Elementary School	Brandon
The Children's Early Learning Space	Waterbury	Newport ECP	Newport, VT
The Children's School	South Burlington	Northfield Elementary School	Northfield
The Little School	Weston	Orleans Centra Early Childhood Collaborative Program	Barton
The Schoolhouse Learning Center	South Burlington	Ottauquechee School	Quechee
The Stowe Co-op Nursery School	Stowe	Peacham Elementary School	Peacham
The Waitsfield Children's Center	Waitsfield	Proctor Elementary	Proctor
Timson Hill Preschool	Williamsville	Putney Central School	Putney
Trinity Children's Center	Burlington	Ripton Elementary	Ripton
UVM Campus Children's Center	Burlington	Rochester Elementary School	Rochester
Valley Cooperative Preschool	Bradford	Roxbury Village School	Roxbury
Wee Explorers Preschool	Morrisville	Rumney Memorial School	Middlesex
West Bee Nursery School	Brattleboro	Rutland Town Elementary	RutlandTown
West River Montessori School	S. Londonderry	Salisbury Community School	Salisbury
Williston Enrichment Center	Williston	Sharon Preschool and Childcare Center	Sharon
Winooski Family Center	Winooski	Shelburne Community School	Shelburne
Winston Prouty Center	Brattleboro	Sheldon Elementary School	Sheldon
World of discovery III	Springfield	Shrewsbury Mountain School	Shrewsbury
YMCA Early Childhood Program	Burlington	South Royalton School	South Royalton, VT
YMCA Early Childhood Programs/St Albans	St Albans	St Albans City School	St Albans City
		St. Johnsbury School	St. Johnsbury
		Stockbridge Central School	Stockbridge
		Stowe Elementary School	Stowe
		Summit Street School	Essex Junction
		Sustainability Academy Preschool	Burlington
		SVSU Early Childhood Program	Bennington
		Swanton Elementary School	Swanton
		Thatcher Brook Primary School	Waterbury Duxbury
		The Mountain School at Winhall	Bondville
		Townshend Elementary School	Townshend
		Twin Valley Elementary School	Whitingham & Wilmington
		Vergennes Elementary School	Vergennes

COMMUNITY PARTNER PROGRAMS* (N=82)		PUBLIC SCHOOL OPERATED PROGRAMS (N=109)	
<i>Name</i>	<i>Town</i>	<i>Name</i>	<i>Town</i>
		Village Center Preschool	Hardwick
		Waitsfield School	Waitsfield
		Walden Elementary School	Walden
		Wallingford Elementary School	Wallingford
		Wardsboro Elementary School	Wardsboro
		Washington Village School	Washington
		Waterford School Preschool	Waterford
		Waterville Elementary	Waterville
		West Rutland Elementary	West Rutland
		Westfield Elementary	Westfield
		Westford Elementary School	Westford
		White River School	Hartford
		Whiting Elementary School	Whiting
		Williamstown Elementary School	Williamstown
		WNESU Early Education Center	Bellows Falls
		WNESU Early Education Center at Westminster Eementary	Westminster

All of Vermont’s seven Head Start programs will participate as subgrantees. According to the Office of Head Start-Region I Office, the federal Administration for Children and Families (ACF) funded enrollment during Federal Fiscal Year 2015 is 1,093 Head Start slots in Vermont. This figure is 67 slots higher than the 1,026 figure reported in the 2013-2014 Head Start Program Information Report (PIR) because sequestration of federal Head Start funding was in effect during much of the 2013-2014 program year.

The figures and tables that follow below show the range of Head Start partnerships in Vermont, including LEAs, center-based child care programs, and others.

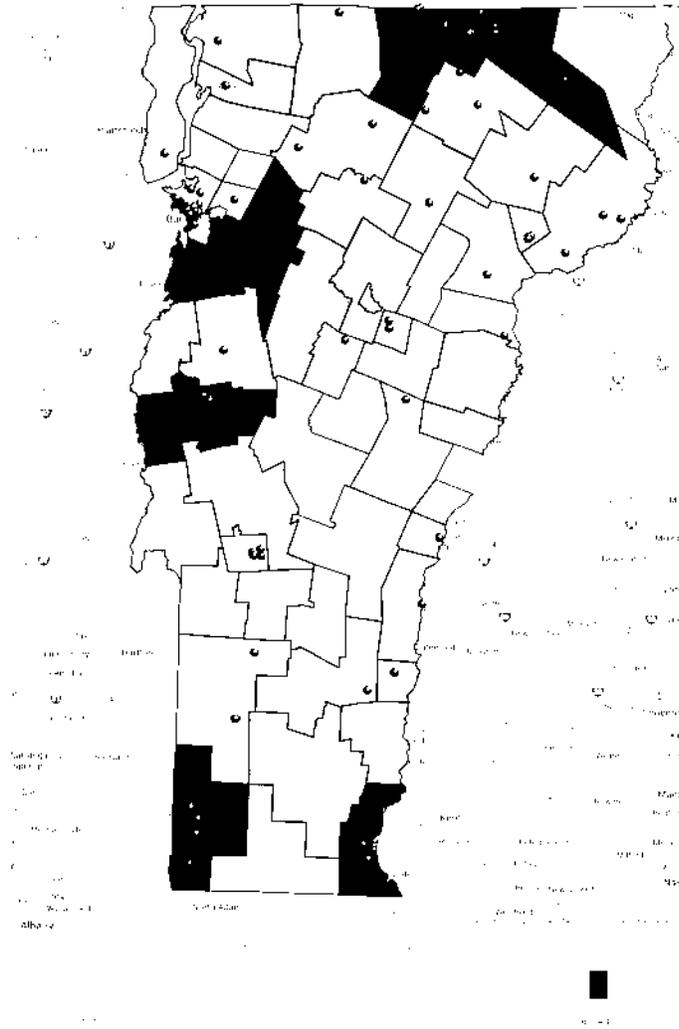


Figure 14: Vermont Head Start-Early Head Start Programs and Partner Locations Overlaid on the Share of Quality (4-5 Stars) Care and Education Programs.

Table 18: Vermont Head Start-Early Head Start Programs and Partners

Head Start-Early Head Start Programs and Partners, March 2013.	Total
Bennington County Head Start, UCS	8
Champlain Valley Head Start, CVOEO	22
CVCAC Head Start, CVCAC	8
EES/Windham County, Brattleboro Town School District	6
NEKCA/Child and Family Development Program, NEKCA	24
Rutland County Head Start, Rutland Community Programs, Inc.	6
SEVCA/Windsor County Head Start, SEVCA	4
Grand Total	78

Although private ELD providers will participate as subcontractors to the subgrantees rather than directly as subgrantees, it is useful to note the breadth of these providers throughout the state. Figure 16 below displays Vermont’s four and five star rated ELDPs by SU/SD.

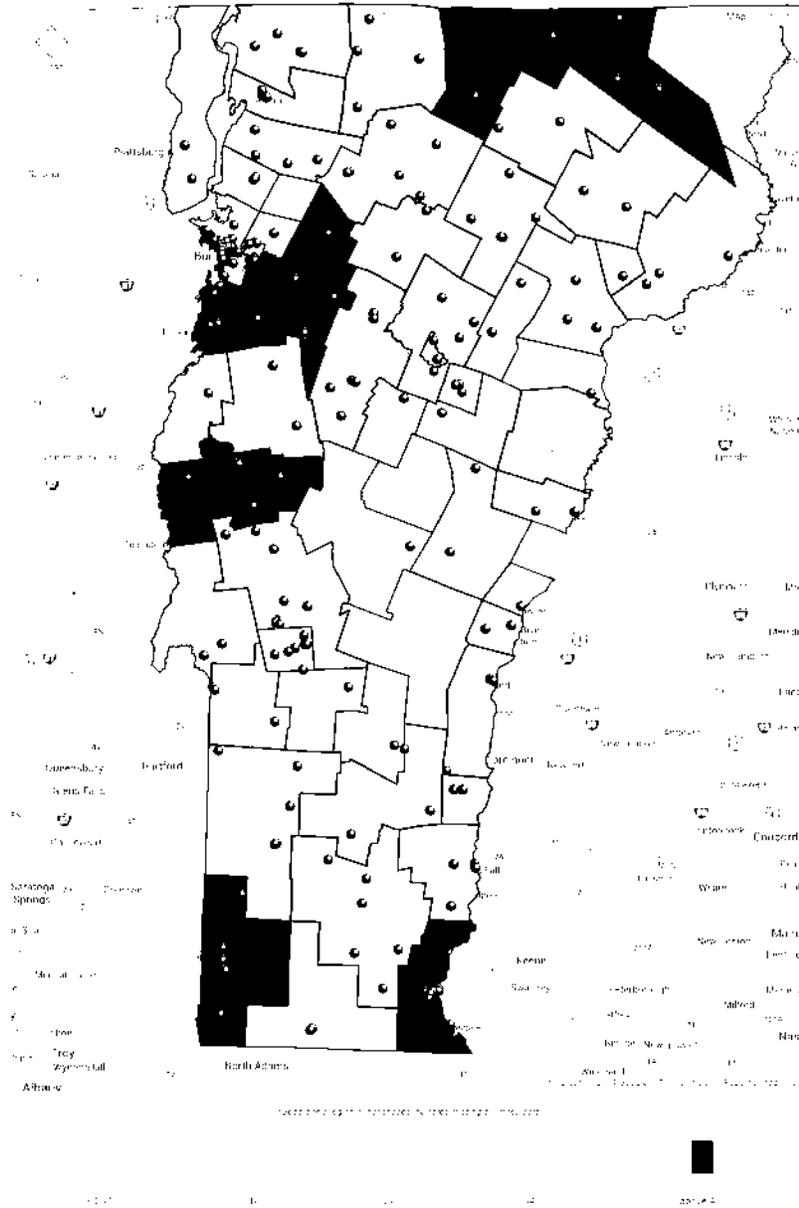


Figure 15: The Share of Vermont Quality (4-5 Stars) Care and Education Programs Overlaid on SU/SD

Table 19: Jurisdictions of Children Served by Head Start programs in Vermont, 2013-2014 (Allen, 2014)

Name of Head Start Grantee	Number of Towns of Residence Served by the Head Start Grantee	Number of Supervisory Unions or Supervisory Districts of Residence Served by Head Start Grantee	Name of County in Head Start Grantee's Service Area
Champlain Valley Head Start	57	20	Addison Chittenden Franklin Grand Isle
Capstone Community Action Council Head Start	36	15	Lamoille Orange

Name of Head Start Grantee	Number of Towns of Residence Served by the Head Start Grantee	Number of Supervisory Unions or Supervisory Districts of Residence Served by Head Start Grantee	Name of County in Head Start Grantee's Service Area
			Washington
Early Education Services/Brattleboro School District	8	2	Windham
Northeast Kingdom Community Action Head Start	33	8	Caledonia Essex Orleans
Rutland County Community Programs, Inc. Head Start	7	5	Rutland
Southeastern Vermont Community Action, Inc. Head Start	12	4	Windsor
United Children's Services Head Start	5	3	Bennington

D2. How each high-need community is currently underserved

In spite of Vermont's record of commitment to its children, some children still struggle. PreK children who come from homes with low-incomes are among these. Based on U.S. Census data (2014), Vermont estimates there are 6,324 four-year-olds of whom 2,591 are at or below 200% FPL. Funding through this application would enable Vermont to build on its universal PreK by expanding access for four-year-olds with low-income by adding 1,818 new and improved slots by year four.

Table 21. (below) shows selected characteristics of four-year-olds enrolled in Vermont PreK, and other related data are presented in Tables 22 through 26. Table 27 presents a projection of the number of eligible children.

Consistent with the characteristics of the general population, with the exception of Burlington SD and Winooski SD (two of the 26 proposed subgrantees), the eligible children to be served through PDG-Expansion funding are predominantly White.

With regards to children with disabilities, the low numbers of four-year-olds in Vermont, in combination with federal FERPA standards, requires the Vermont Agency of Education (VT AOE) to be very careful to avoid situations where raw data could inadvertently identify or disclose sensitive information about specific students (even by inference from, or cross-correlation with, other information or community context). The standard for this has been well

established by the Privacy Technical Assistance Center of the United States Department of Education.

Wendy Geller, Ph.D., Data Administration Director, Vermont Agency of Education has analyzed aggregated data and issued the following empirically-based statements:

- “In Vermont, nearly one third (27%) of all SU/SDs have a population of four-year-olds enrolled in EEE (i.e., Vermont’s IDEA section 619 services) and or PreK where 25% or more of these children have an IEP.”
- “In Vermont, more than 31% (31.32%) of all four-year-olds enrolled in EEE and or PreK are eligible for Free or Reduced Price Lunch via the National School Lunch Program.”
- “In Vermont, more than 54% (54.23%) of SU/SDs have a population of four-year-olds enrolled in EEE and or PreK where 25% or more of these children are eligible for free lunch via the National School Lunch Program.”
- “In Vermont, slightly more than 61% (61.02%) of SU/SDs have a population of four-year-olds enrolled in EEE and or PreK where 25% or more of these children are eligible for Free or Reduced Price Lunch via the National School Lunch Program.”

Vermont’s relative homogeneity is reflected in the demographics of the children served by Head Start (2013-2014 PIR). In terms of ethnicity, 97% of the children served by Head Start programs were of Non-Hispanic/Non-Latino Origin and 3% were of Hispanic/Latino Origin. The racial breakout of children served by Head Start programs was as follows:

- White: 83%;
- Biracial or Multi-racial: 8%;
- Black or African American: 5%;
- Asian: 3%; and
- American Indian/Alaskan Native, Native Hawaiian/Pacific Islander; and Unspecified Race: 1%.

The primary family language at home for 93% of children enrolled in Head Start during the 2013-2014 program year was English and the primary family languages at home for the remaining 7% was divided as follows:

- African: 3%;
- East Asian: 2%;
- European and Slavic: 1%; and

- Spanish, Pacific Island, Other, or an Unspecified Language: 1%.

Table 20: SUs/SDs – Selected Characteristics of Enrolled 4-Year-Olds

SU/SD #	SU/SD Name	Children Age 4							
		Gender		Race ⁷					Ethnicity (Hisp/ Latino)
		F	M	AI	AS	Af	W	M	
01	Addison Northeast S.U.	18.	32.				48	2.	
02	Addison Northwest S.U.	38	53				91.		3
03	Addison Central S.U.	35.	23.		2	1.	55		
04	Addison-Rutland S.U.	15.	17.				32		
05	Southwest Vermont S.U.	73.	88.		6.	2.	150.	3.	4
06	Bennington - Rutland S.U.	38	56			1	90.	3	4
07	Colchester S.D.	11.	17.				28		
08	Caledonia North S.U.	30.	39.				69		
09	Caledonia Central S.U.	26	23			1	46.	1	2
10	Milton S.D.	21.	34.		1.	2.	53		1
11	St.Johnsbury S.D.	16	31		3	2	42		1
12	Chittenden East S.U.	22.	21.				42	1.	1
13	Chittenden Central S.U.	38.	34.		1.		69	2.	1
14	Chittenden South S.U.	77.	94.		6.	3.	156	6.	2
15	Burlington S.D.	89.	110		20	25	137	17	7
16	South Burlington S.D.	47.	62.		3.	6.	93	7.	
17	Winooski S.D.	14.	19.		6.	10	14	3.	
18	Essex - Caledonia S.U.	11.	11.				22		
19	Essex North S.U.	1	2				3.		
20	Franklin Northeast S.U.	40.	32.				66	6.	
21	Franklin Northwest S.U.	39.	65.				103	1.	1
22	Franklin West S.U.	35.	40.				75		1
23	Franklin Central S.U.	57.	55.		1.	2.	109		1
24	Grand Isle S.U.	24.	31.				53	2.	
25	Lamoille North S.U.	47.	49.		1.		95		
26	Lamoille South S.U.	41.	40.		1.	1.	78	1.	1
27	Orange East S.U.	27	23				50		1
28	Orange Southwest S.U.	4	** ⁸				4.		
29	Orange North S.U.	16	19				35.		
30	Orange - Windsor S.U.	5	16.				21		
31	North Country S.U.	46.	39.			1.	83	1.	2
32	Washington Central S.U.	28	28				56.		
33	Rutland South S.U.	19.	15.				34		
34	Orleans Central S.U.	14.	26.				39	1.	
35	Orleans Southwest S.U.	24	26				50.		
36	Rutland Northeast S.U.	25.	42.				64	3.	
37	Rutland Central S.U.	11	15		1		25.		
38	Rutland Southwest S.U.	21	20				40.	1	1

⁷ AI – American Indian; AS – Asian; Af – African-American; W – White; M – Multiracial

⁸ Data not available due to FERPA or reliability concerns.

SU/SD #	SU/SD Name	Children Age 4							
		Gender		Race ⁷					Ethnicity (Hisp/ Latino)
		F	M	AI	AS	Af	W	M	
40	Rutland City S.D.	13	13				25		
41	Washington Northeast S.U.	21	12			1	31	1	
42	Washington West S.U.	52	53				104	1	1
43	Washington South S.U.	20	21				38	3	
45	Montpelier S.D.	15	21		1	1	34		
46	Windham Central S.U.	20	21				39	2	
47	Windham Northeast S.U.	29	39				66	2	
48	Windham Southeast S.U.	43	62		2	6	95	2	3
49	Windham Southwest S.U.	16	17		1	1	31		
50	Windsor Northwest S.U.	12	17				26	3	
51	Windsor Central S.U.	7	16			1	22		
52	Windsor Southeast S.U.	5	6				10	1	
54	Hartford S.D.	30	50		1	3	71	5	2
55	Dresden Interstate S.D.	1	2				3		
56	Springfield S.D.	38	36		1		70	3	2
57	Blue Mountain Union S.D.	12	12				24		
59	Essex Town S.D.	22	23		2		42	1	
60	Battenkill Valley S.U.	6	17				23		
61	Barre S.U.	61	72	2			128	3	3
63	Two Rivers S.U.	29	24				52	1	
64	Rivendell Interstate S.D.	12	14				25	1	
	Vermont Total	1,607	1,895	2	60	70	3,279	90	45

Table 21: Single Parent (Female) with Children Under Age 6 by Vermont & County (U.S. Census, American Community Survey, 2008-2012)

State or County	Single Parent (Female) with Children Under 6	
	#	%
Vermont (State)	3,868	24.79%
Addison	176	20.71%
Bennington	274	27.70%
Caledonia	255	31.76%
Chittenden	905	21.06%
Essex	37	33.33%
Franklin	365	29.89%
Grand Isle	31	16.94%
Lamoille	138	17.34%
Orange	162	22.78%
Orleans	187	35.62%
Rutland	428	31.10%
Washington	266	18.64%
Windham	248	23.57%
Windsor	396	31.40%

Table 22: Number & Percentage of Children (Age 5-17) by Their Primary Language Spoken at Home (Vermont & County) (U.S. Census, American Community Survey, 2008-2012)

State or County	Primary Language Spoken at Home (Children 7-17)			
	English		Spanish	
	#	%	#	%
Vermont (State)	92,302	95.52%	1,217	1.26%
Addison	5,602	97.00%	54	0.94%
Bennington	5,441	96.71%	95	1.69%
Caledonia	4,970	98.07%	58	1.14%
Chittenden	21,249	91.64%	240	1.04%
Essex	907	95.68%	< 10	0.21%
Franklin	8,539	97.14%	75*	0.85%
Grand Isle	1,038	96.56%	< 10	0.93%
Lamoille	3,708	95.35%	46	1.18%
Orange	4,488	97.46%	53	1.15%
Orleans	4,233	97.56%	57	1.31%
Rutland	8,747	96.02%	148	1.62%
Washington	8,859	97.07%	61	0.67%
Windham	6,354	96.10%	121	1.83%
Windsor	8,167	96.32%	197	2.32%

Table 23: Number & Percentage of the Population (Age 25 & Over) by Educational Attainment (Vermont & County) (U.S. Census, American Community Survey, 2008-2012)

State or County	Educational Attainment (Age 25 & Over)					
	< High School		High School Diploma or Equivalent		Some College, Associates, Bachelors or Higher	
	#	%	#	%	#	%
Vermont (State)	37,748	8.7%	134,734	31.2%	259,099	60.0%
Addison	2,273	9.2%	8,154	33.0%	14,264	57.8%
Bennington	2,545	9.7%	7,957	30.4%	15,653	59.8%
Caledonia	2,294	10.7%	7,571	35.2%	11,640	54.1%
Chittenden	6,202	6.1%	22,582	22.3%	72,423	71.6%
Essex	780	16.6%	2,051	43.8%	1,855	39.6%
Franklin	3,897	11.9%	12,598	38.6%	16,122	49.4%
Grand Isle	359	7.0%	1,759	34.1%	3,044	59.0%
Lamoille	1,320	7.9%	5,393	32.2%	10,029	59.9%
Orange	1,846	9.0%	7,374	35.9%	11,333	55.1%
Orleans	2,764	14.3%	7,903	40.8%	8,688	44.9%
Rutland	4,788	11.0%	15,463	35.5%	23,285	53.5%
Washington	2,924	7.0%	11,950	28.6%	26,842	64.3%
Windham	2,798	8.8%	10,354	32.4%	18,758	58.8%
Windsor	2,958	7.1%	13,625	32.6%	25,163	60.3%

Table 24: Number & Percentage Of Homeownership (U.S. Census, American Community Survey, 2008-2012)

State or County	Home Ownership
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	#	%
Vermont (State)	182,744	71.20%
Addison	10,471	74.00%
Bennington	11,226	71.90%
Caledonia	9,012	72.00%
Chittenden	40,899	65.70%
Essex	2,335	82.50%
Franklin	13,979	75.00%
Grand Isle	2,555	81.60%
Lamoille	7,070	70.90%
Orange	9,615	81.30%
Orleans	8,362	76.10%
Rutland	18,055	69.30%
Washington	18,054	73.10%
Windham	13,371	69.40%
Windsor	17,740	71.20%

Table 25: Number & Percentage of Veteran Civilians (Age 16 or Older) (State & County) (U.S. Census, American Community Survey, 2008-2012)

State or County	Veteran Civilians (Age 18 or Older)	
	#	%
Vermont (State)	50,705	10.21%
Addison	2,703	9.22%
Bennington	3,468	11.78%
Caledonia	3,055	12.51%
Chittenden	9,740	7.76%
Essex	754	14.79%
Franklin	4,101	11.39%
Grand Isle	558	9.94%
Lamoille	1,750	9.20%
Orange	2,335	10.19%
Orleans	2,307	10.76%
Rutland	5,622	11.32%
Washington	4,842	10.27%
Windham	3,944	11.09%
Windsor	5,526	12.19%

Table 26: Projected Eligible Children

	Year 1	Year 2	Year 3	Year 4
Total Eligible Children	2,591	2,591	2,591	2,591
Eligible Children Served in New Preschool Slots	498	575	575	575
% Eligible Children Served in New Preschool Slots	19%	22%	22%	22%
Eligible Children Served in Improved Preschool Slots	795	843	996	1,243
% Eligible Children Served in Improved Preschool Slots	31%	33%	38%	48%
Total % Eligible Children	49.90%	54.73%	60.63%	70.17%

	Year 1	Year 2	Year 3	Year 4
Served With New and Improved Slots				
Total Children Served	1293	1418	1571	1818

While ethnic and racial disparities play a role, in Vermont the single largest driver of achievement is income with the related factor of rurality. As Lichter and Parisi (2008) write: “the rural poor live in a much different physical and social world from the large majority of middle-class Americans....They truly are doubly disadvantaged they have many needs but live in communities lacking the resources to meet them.”

Too many of Vermont’s children are poor. Children in Vermont have the highest rates of poverty of any age group. As Table 15 (page 88) shows, 19.28% of children at or below age six are at or below 100% FPL, and 41.02% are at or below 200% FPL. *Kids Count* (2014) notes that childhood poverty has risen 25% in Vermont since 2007.

A number of factors contribute to economic instability for too many of Vermont’s children.

- Although Vermont’s unemployment rate at 4.1% is relatively low compared to the national rate of 6.1% (VT DOL, 2014), employment is not necessarily secure. Although 60% of adults age 25 or over have some college or Associates or Bachelors degrees (Table 24, page 101), about 28% of Vermont’s children under age 18 live in families where no parent has regular, full-time employment (KidsCount, 2014).
- Almost one in four (27.1%) of Vermont’s children are in economic circumstances such that they receive SNAP benefits (known in Vermont as 3SquaresVT).
- About two-thirds (67%) of Vermont’s children living in low-income households (at or below 200%) are living in households with a high housing cost burden (KidsCount, 2014), which may contribute to housing instability.
- A reported 26,000 (22%) of Vermont’s children under age 18 are living in households with food insecurity (KidsCount, 2014).
- The number and percentage of single parent female-headed households is relatively high at greater than 30% in some Vermont counties (Table 22, page 100). Only 40% of unmarried women living in one or more of their own children under age 18 were receiving child support (KidsCount, 2014), placing Vermont 44th among the 50 states.

- About 4,000 (3%) of Vermont’s children under the age of 18 live in households without a vehicle (KidsCount, 2014). Lack of private transportation is a significant barrier to access in a large, rural state with very limited public transportation infrastructure.

Vermont is the second least populous state in the U.S. (population 626,741), and the sixth smallest (9,349.94 square miles). The state is a collection of small towns scattered across a geographically challenging terrain of mountains and river valleys. It has an average population density of 65 people per square mile. Twenty-five percent (25%) of Vermont’s population are young children. According to the U.S. Census Bureau, American Community Survey (2008), no children in Vermont live in an area characterized as urban and only 30% live in communities defined as suburban. The majority of Vermont’s children (70%) live in rural areas.

A recent analysis of Vermont’s Ready Kindergarteners Survey (RKS) (AOE, 2014) scores demonstrates the impact of income inequalities on children. Nine SU/SD in Vermont were in the bottom 25 percent in four domains of the RKS. Three of these scored in the lowest 25% in all five domains. Not coincidentally, these SU/SD all have higher percentages of children eligible for free and reduced lunch. These educational disparities persist up through the elementary grades and beyond in a widening achievement gap between children living in poor communities and their peers in more affluent communities.

Although Vermont’s children do well on national and statewide assessments, there is a persistent achievement gap for children with high needs (See Table 28 below).

- In eleventh grade science, students receiving free or reduced lunch (FRL) scored as “proficient” at less than half the rate of students who did not receive free or reduced lunch (15% FRL versus 37% non-FRL). (Vermont AOE, 2013).
- In fourth grade math, 31% of students receiving FRL scored as proficient compared to 48% of students not receiving FRL. (Vermont AOE, 2011). Fourth grade reading is comparable.

Table 27: Vermont NECAP Scores^{9 10 11 12}

	Free/Reduced Lunch	English Language Learner	Race/Ethnicity	Special Education
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⁹ Teaching Year: 2011-2012 Grades 3-8

¹⁰ Teaching Year: 2012-2013 Grade 4

¹¹ Teaching Year: 2011-2012 Grades 3-8

¹² Teaching Year: 2012-2013 Grade 4

	NO FRL	FRL	NOT ELL	ELL	White	Black	Hispanic	No Special Ed	Special Ed
READING: Total Proficient & Above	83%	59%	74%	41%	74%	58%	70%	81%	24%
Total Below Proficient	17%	41%	26%	59%	26%	42%	30%	19%	76%
MATH: Total Proficient & Above	76%	51%	66%	36%	66%	44%	59%	72%	20%
Total Below Proficient	24%	49%	34%	64%	34%	56%	41%	28%	80%
SCIENCE: Total Proficient & Above	59%	32%	48%	19%	48%	28%	35%	52%	19%
Total Below Proficient	41%	68%	52%	81%	52%	72%	65%	48%	81%

Health insurance coverage data also suggest the impact of income on access (Tables 29 and 30 below). Currently, 3,356 of Vermont’s Medicaid enrollees age 4 are at or below 200% FPL. This represents 73% of the estimated 4,594 children age 4 in Vermont at or below 200% FPL (DOE, 2014). Thus, 27% of Vermont’s four-year-olds at or below 200% FPL are not enrolled in Medicaid. Table 30 (KidsCount, 2014) shows Vermont’s children without health insurance by poverty level.

Table 28: Vermont Children Age three to five Enrolled in Medicaid by County & Low-Income Status (9/13-6/14)

County	Medicaid Recipients (Age three to five)							
	≤200% FPL				All enrollees			
	3	4	5	Total	3	4	5	Total
Addison	174	165	181	520	207	195	212	614
Bennington	217	253	247	717	242	283	279	804
Caledonia	206	218	230	654	232	244	258	734
Chittenden	537	593	586	1,716	630	685	680	1,995
Essex	44	29	51	124	49	36	56	141
Franklin	306	276	332	914	348	303	376	1,027
Grand Isle	44	35	39	118	54	41	40	135
Lamoille	166	157	172	495	184	192	196	572
Orange	161	158	176	495	184	179	208	571
Orleans	194	185	189	568	218	208	213	639
Rutland	363	346	351	1,060	401	389	396	1,186
Washington	330	283	317	930	377	336	372	1,085

County	Medicaid Recipients (Age three to five)							
	≤200% FPL				All enrollees			
	3	4	5	Total	3	4	5	Total
Windham	230	206	255	691	270	239	288	797
Windsor	314	327	324	965	351	362	372	1,085
Non-VT. Address	98	125	123	346	102	128	127	357
Total	3,384	3,356	3,573	10,313	3,849	3,820	4,073	11,742

Table 29: Vermont Children Without Health Insurance by Poverty Level

Poverty Level	Data Type	2007	2008	2009	2010	2011
Below 100% poverty.	Number	3,000	3,000	2,000	1,000	2,000
	Percent	18%	18%	13%	8%	9%
100 to 124% poverty.	Number	<500	<500	1,000	0	0
	Percent	9%	6%	8%	7%	10%
125 to 149% poverty.	Number	1,000	1,000	<500	0	0
	Percent	8%	10%	7%	4%	1%
150 to 174% poverty.	Number	1,000	1,000	<500	0	0
	Percent	8%	8%	7%	5%	4%
175 to 199% poverty.	Number	<500	<500	<500	0	0
	Percent	6%	3%	4%	4%	0%
100 to 200% poverty.	Number	2,000	2,000	2,000	1,000	1,000
	Percent	8%	7%	6%	5%	3%
200 to 249% poverty.	Number	1,000	1,000	<500	0	0
	Percent	10%	7%	4%	1%	3%
250% poverty or above.	Number	3,000	2,000	2,000	2,000	2,000
	Percent	4%	3%	2%	4%	3%

Once the PDG-Expansion project is underway, Vermont will look statewide to see where underserved pockets of eligible children still exist and seek to recruit additional subgrantees, as appropriate.

D3. How the state conducted outreach to potential subgrantees

Subgrantees were recruited statewide through outreach conducted during the summer and fall of 2014. In accord with the statewide focus of this application, and the culture of collaboration that exists in Northern New England, all Supervisory Unions/Supervisory Districts (SU/SD) (LEAs) and Head Start programs in Vermont were invited to partner with the state on this grant.

Many SU/SD currently implement PreK programs and oversee the mixed delivery system for early learning and development programs that exists in Vermont. Vermont’s seven Head Start programs are experienced in parental engagement and comprehensive services, and are already serving the target population typically in inclusive settings. The combination of these

institutions as subgrantees allows Vermont to have a state-wide reach for improving and expanding slots through this grant opportunity.

The state's drafting team for this grant included:

- The Governor's Office as the project lead;
- The Early Education Coordinator at the Agency of Education;
- The Deputy Commissioner of the Dept. of Children and Families under the Agency of Human Services;
- The Director of PreK through Middle School Division Integrated Support for Learning at the Agency of Education;
- The Vermont Head Start Collaboration Director;
- The Early Childhood Special Education/IDEA 619 Coordinator and Early MTSS Co-Coordinator at the Agency of Education;
- The Executive Director of the Building Bright Futures State Early Childhood Governance body; and
- A representative of the philanthropic community.

Members of the drafting team:

- Held a public information session for any interested partners on September 10, 2014, which was then followed by an information session on the draft rules for the Act 166 universal PreK bill;
- Attended the Vermont Head Start Association's annual meeting on Thursday, Sept 11 in White River Junction to discuss the grant opportunity and the idea of the seven Vermont Head Start Agencies joining the grant as subgrantees to ensure a state-wide reach;
- Attended the Vermont Superintendents Association annual meeting in Berlin on September 11 to discuss the opportunity with every Superintendent in the state (all SUs and SDs are managed by a Superintendent). The drafting team stayed in touch with all VT Superintendents and also collected a single point of contact for PreK issues from all SUs/SDs to facilitate communication during the drafting process;.
- Attended the Vermont State Board of Education monthly meeting on September 16, 2014 in Springfield to discuss this grant opportunity. The State Board voted to strongly support the effort;

- As final outreach for any interested subgrantee, the drafting team did a statewide tour and conducted meetings in all four corners of the state:
 - Monday, Sept 29 in Rutland;
 - Monday, Sept 29 in Williston;
 - Thursday, Oct 2 in St. Johnsbury; and
 - Thursday, Oct 2 from in Springfield.
 - These meetings were well-attended as appropriate by Superintendents, Principals, Head Start directors, Early Childhood Program Coordinators, Chief Financial Officers, private providers, Building Bright Futures Regional Coordinators, and others. These meetings were hosted by Building Bright Futures Regional Councils; and
- Held a second meeting with the Vermont Superintendents Association Executive Board on Friday, Oct 3 to discuss last questions and discuss final steps for grant completion.

Subgrantees that expressed an interest in participating were asked to sign a draft MOU, and provide data and financial projections relating to the number of eligible four-year-olds that would participate in their service areas (see Appendix, page 69).

**D4. (b)
(4) % or more of grant to subgrantee(s)**

As evidenced by the budget and budget justification, (b)
(4) % of funds will be funneled to subgrantees to provide high-quality ELD services to eligible children. Table 31 below details the projected number of new and improved slots over the proposed four-year funding period.

Table 30: Projected Eligible Children

	Year 1	Year 2	Year 3	Year 4
Total Eligible Children	2,591.	2,591.	2,591.	2,591.
Eligible Children Served in New Preschool Slots	498.	575.	575.	575.
% Eligible Children Served in New Preschool Slots	19%.	22%.	22%.	22%.
Eligible Children Served in Improved Preschool Slots	795.	843.	996.	1,243.
% Eligible Children Served in Improved Preschool Slots	31%.	33%.	38%.	48%.
Total % Eligible Children Served With New and Improved Slots	49.90%.	54.73%.	60.63%.	70.17%.
Total Children Served	1,293.	1,418.	1,571.	1,818.

D4a. Ambitious/achievable targets for #/% of new children for each year

Table 31 above details the ambitious/achievable targets for new children for each year. In year one, 1,293 children, or 49.90% of eligible children statewide, will be served through new and improved slots. By year four, a total of 1,818 children will be served. This represents 70.17% of eligible children statewide. These data speak to the substantive impact that PDG-Expansion funds, if awarded, will have on expanding access to high-quality PreK in Vermont.

D4b. Targets incorporated into subgrantee plan (ambitious expansion or improvement of slots)

As discussed in E1 (page 112), subgrantees will be required to execute MOUs with related strategic plans in the first 90 days. These will include specific enrollment targets for their service areas that converge with the statewide projections articulated in Table 31 above.

D4b1. Ambitious expansion of the number of new slots

In the first year, 498 children will be served with new slots. This represents 19% of total eligible children statewide. Over the four years, a cumulative total of 2,223 unduplicated children will be served in these slots. By year four, 22% of eligible children statewide will be served with new slots.

D4b2. Ambitious improvement of existing slots

In the first year, 795 children will be served with improved slots. This represents 31% of total eligible children statewide. Over the four years, a cumulative total of 3,877 unduplicated children will be served with improved slots. By year four, 48% of eligible children statewide will be served with improved slots.

D5. State/subgrantee(s) sustain high-quality programs after grant period ends.

The intersection of Act 166 implementation – which has created universal PreK in Vermont through mandated funding at the LEA level – with PDG-Expansion funding offers a unique opportunity to braid funds to sustain HQPP for low-income children.

Beyond the implementation of universal PreK in Vermont during 2015, a range of strategies will be employed to assure the sustainability of high-quality programs after the grant period ends. These are discussed in detail in G3 (page 154).

A range of state and private funding streams will provide a greater than $\frac{(b)}{(4)}$ % match $\frac{(b)}{(4)}$ % for our PDG-Expansion application (see Budget & Budget Justification). We are fortunate that our elected officials have demonstrated an strong, ongoing financial commitment to ELD (see B2, page 20) and that our philanthropic community has pledged to fund projects that support Vermont's Early Childhood Action Plan, thus adding extra strategic power. This congruence between public and private funders will be of considerable benefit in sustaining the ambitious and achievable plan proposed in this application beyond the end of the funding period.

An important highlight of the 5% of administrative funds to be used for the state-level infrastructure is the School Finance Analyst (who will serve as the program's financial manager) who will enhance sustainability beyond the grant period. This Finance Analyst will develop, pilot, tune and document best practices with respect to use of braiding separate funding streams to maximize impact of grant monies and train subgrantees in effective practices for sustaining programming beyond the grant period. The goal is to have the cohort of subgrantees become experts over the course of the grant period in properly braiding funding streams to enhance program sustainability. The Finance Analyst will also train relevant agency staff over the course of the grant period to build up in-house expertise on best practices for braiding funding streams.

D. Expanding High-Quality Preschool Programs in Each High-Need Community – Evidence

- Required Tables D4 and A (Required Spreadsheets)
- Subgrantee MOUs (see Appendix, page 69) (D1)
- Other evidence
 - Subgrantee Letters of Support (see Appendix, page 28) (D1)
 - Status of Head Start Prekindergarten Partnerships in Vermont and Nationally (see Appendix, page 325) (D1)

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

E1. Roles and responsibilities of the state and subgrantee in implementing the project plan

In order to ensure the creation and sustainability of HQPP, Vermont has mandated the following roles and responsibilities for itself and subgrantees. These cover a range of critical areas including assessment of specific needs to reach HQPP benchmarks, customized MOUs,

partnership and collaboration among subgrantees through Professional Learning Communities, and others.

The Appendix (see page 69) contains a sample Memorandum of Understanding (MOU) that each participating subgrantee has agreed to execute upon the award of PDG-Expansion funding.

This MOU outlines the core roles and responsibilities the state and subgrantee in implementing the project including:

State

- In the first 90 days, preparing and executing a customized MOU with each subgrantee and approving a strategic plan and scope of work for each subgrantee with a related budget;
- Developing and implementing a monitoring system (see C2, page 62 for a full description).
- Subgrantee programmatic and fiscal monitoring.
- Providing technical assistance to grantees including implementing a Professional Learning Community that will meet frequently to enable subgrantees to work together to design and implement high-quality programs; and financial and administrative assistance and training including in braiding funding streams to assure sustainability.

Subgrantees

- Must execute and meet their obligations under an MOU prepared by the Vermont agencies supervising the project that includes:
 - Terms and conditions: Each subgrantee must sign a standard set of terms and conditions that includes, at a minimum: key roles and responsibilities of the Lead Agency and the subgrantee; method and process for making different types of decisions; mechanism for exchanging of data; the Sub grantee's role in implementing the State's ambitious and achievable plan; State recourse for non-performance by the subgrantee; and assurances that make clear what the subgrantee is agreeing to do.
 - Scope of work: The scope of work, including a, must be signed and dated by an authorized subgrantee official and an authorized Lead Agency official. The scope of work for the state and the subgrantee, which must contain detailed work plans

and budgets consistent with the state's grant application, must include the State's and each subgrantee's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the subgrantee is agreeing to implement.

- o Authorized Signatures: The signatures on the MOU or other binding agreement demonstrate an acknowledgement of the relationship between the Subgrantee and the Lead Agency. With respect to the relationship between the Subgrantee and the Lead Agency, the Lead Agency's counter-signature on the MOU or other binding agreement indicates that the subgrantee's commitment is consistent with the requirement that a subgrantee implement all applicable portions of the State Plan.

E2. How high-quality preschool programs will be implemented including organizational capacity and existing infrastructure

Subgrantees are at various levels of meeting the components of a high-quality PreK program as defined in this grant. The context in which they exist, from a configuration of small rural towns to larger more urban areas, reflect in what they bring to the table and the amount and areas of growth they will need to make to become "high-quality." In some cases, all components are met except for adding additional hours. In others, curriculum and staffing need to be strengthened, or comprehensive services need to be added.

Given this wide variation, the first task for all subgrantees will be to pull together a local planning and implementation team that includes administrators, practitioners, and families. Working in consultation with the Project Director, each local team will conduct a needs assessment to identify their assets and challenges. Each team will then develop a four-year action plan to chart their path towards achieving the goal of becoming a HQPP. The action plan will describe specific activities, resources, responsible parties, and benchmarks.

Although all subgrantees currently meet Act 166 standards of quality, the enhanced definition of quality presented in the grant is higher in terms of length of day, comprehensive services, and comparable compensation. For some subgrantees, the goal of meeting these higher standards of quality is short-term and for others, this goal may take three or four years to fully realize.

E3. How the subgrantee will minimize local administrative costs

As a result of Act 166, Vermont's universal PreK legislation, local existing partnerships and supporting systems are in place to provide high-quality PreK programs. Thus, the funding requested through this PDG-Expansion application will not increase administrative cost in any significant way (see the budget narrative for details). Further, the Fiscal Manager to be hired through the (b)(4) percent (b)(4)% of funds through this application that will be used for administrative purposes will provide oversight and technical assistance to subgrantees regarding financial management and sustainability. This will also serve to hold down administrative costs.

E4. How the state and subgrantee will monitor Early Learning Providers

As discussed in C2b (page 74), Vermont proposes a robust monitoring system as part of this application.

Vermont's universal PreK legislation, Act 166 mandates Vermont's Agency of Education and Department for Children and Families to "jointly monitor and evaluate PreK education programs" to promote optimal outcomes for children and to collect data that will inform future decisions" including such areas as programmatic details, quality improvement through training, mentoring, and technical assistance, the progress of children enrolled in PreK, and instruction and program practices.

With the support of RTT-ELC funds and bolstered by the mandate in Vermont's universal PreK law, Act 166, Vermont will institute such an expanded monitoring system. Using PDG Expansion funds, if awarded, Vermont will use its subgrantees as the first cohort of PreK programs in this expanded and robust monitoring system.

The goals of the new monitoring system will be:

- To ensure programs collect data that evidence shows makes a difference in quality and outcomes.
- To ensure programs that provide PreK in Vermont are adhering to the standards of quality and have provide high-quality services that maximize positive outcomes for children and families.
- To ensure programs are functioning at the optimal professional level, with improvement plans developed and implemented as required to ensure optimal performance;

- Specifically, metrics will track child progress and outcomes and adult/child interactions, results of the environmental rating scales, data from Vermont's TQRIS, VT STARS, and related child-care licensing data, and data from Head Start and Early Head Start monitoring.

As part of the data collection

As part of the data collection protocols established for this monitoring system, subgrantees will be required to collect and report data to the state on high-quality PreK services they provide directly, and to collect and report data to the state from ELDPs that provide services to them through subcontracts.

E5. How the state and the subgrantee will coordinate plans

As evidenced by the budget and budget justification, Vermont plans to use part of its ^(b) administrative funds to hire a Project Director who will create frequent opportunities (e.g., Professional Learning Communities, PDG-Expansion blog) to connect with subgrantees – and their subcontractors – to assure ongoing coordination of services, and to address related requirements such as data collection protocols, family engagement activities, outreach to underserved families (e.g., migrant, homeless, refugees). In addition, this will also allow for professional development.

Vermont's Universal PreK legislation, Act 166 (see B3, page 23) requires statewide coordination for the entire system of the state's publicly funded preK education. This coordination starts with mandating the Agency of Education and the Agency of Human Services to jointly administer universal PreK; hence, subgrantees are already part of a system of coordination with the lead state agencies. Act 166 also stipulates for the involvement and specific roles of other parts of the state's early childhood infrastructure such as Building Bright Futures, the state's early childhood council, and education partners (e.g., Vermont Superintendents Association, Vermont School Boards Association). The PDG-Expansion grant would build on existing coordinating activities including: The Building Bright Futures (BBF) Regional Councils. (see B5, page 54). Building Bright Futures (BBF) is the governance structure for Vermont's early care, health and education system. The BBF has been established as a public-private partnership, operating as an independent 501(c)(3) organization. A governing council of 23 members leads Building Bright Futures statewide. BBF serves an additional role as umbrella organization to 12 regional early childhood councils who monitor and improve their

local systems of service delivery. These local councils contain broad local representation, and conduct outreach and coordination in their own service areas. They all have local action plans that align with Vermont's Early Childhood Action Plan (see B3, page 23). Thus, between the Council and the Regional Councils, BBF has extensive reach throughout Vermont's early childhood infrastructure and stakeholders;

- The Head Start Collaboration Office, which coordinates PreK services between Head Start and Early Head Start programs and their collaborative partner providers;
- Existing regular conference calls scheduled monthly between directors of ELDPs regarding the 21st Century Learning framework;
- Early Essential Education Coordinators meetings, and
- Other existing regional professional development trainings and programs.

E6. How the state and the subgrantee will coordinate, but not supplant, the delivery of high-quality preschool programs funded under this grant with existing services for preschool-aged children

PDG-Expansion funds, if awarded, will not supplant Head Start, Title I, Child Care Financial Assistance Program, Vermont Act 166 universal PreK, Vermont EEI, Part B, Section 619 IDEA funds, or any other existing PreK funding streams. Instead, funds will enhance the delivery of services rather than supplant or diminish them. For example, universal PreK will become available for all three- and four-year-olds in Vermont as of July 1, 2015 under Act 166 at a level of 10 hours per week for 35 weeks per year. The statewide tuition rate starting in 2015-2016 will be \$^{(b)(4)} per child attending a "prequalified" PreK program. PDG-Expansion funds, if awarded, will not supplant the state funding to provide services under Act 166. Instead, ^{(b)(4)} % of PDG-Expansion funds will be used to create and expand slots. Similarly, other funding streams – such as Head Start and Title I – will not be supplanted.

Figures 16 and 17 below show the primary layers of funding for the subgrantees by institutional type. PDG Expansion funds will be used last.

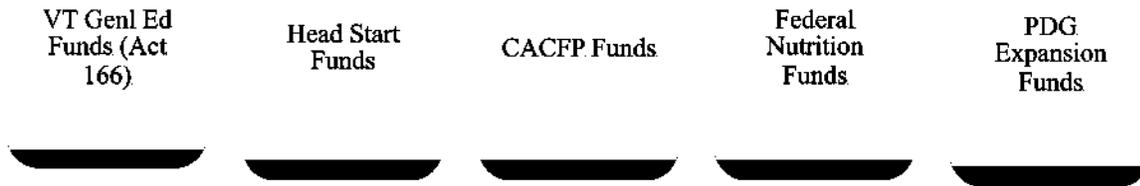


Figure 16: Major Funding Layers, Head Start

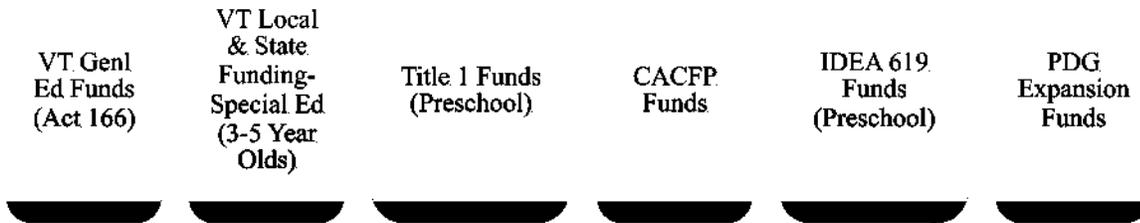


Figure 17: Major Funding Layers, SU/SD

E7. How the subgrantees will integrate high-quality preschool programs for eligible children within economically diverse, inclusive settings

Because Vermont will provide universal PreK free to all children age three to five who are not enrolled in kindergarten in the state as of July 1, 2015, economic diversity will be enhanced in its PreK system. Further, the scattered nature of poverty in Vermont (see A2, page 9) contributes to economic diversity in most communities. PDG-Expansion funds will increase the economic diversity of Head Start subgrantees by enabling them to serve children between 130%-200% federal poverty level. The PDG funds would be built upon the \$^{(b)(4)} statewide Act 166 tuition to support a full-day quality program for children who exceed Head Start eligibility.

Since the early 1980s, Vermont has embraced and remains a strong proponent of quality inclusion for children who are high risk and children with disabilities. Vermont defines an inclusive early learning and development program as a program that includes a majority (at least ^{(b)(5)} percent) of nondisabled children (children who do not have IEPs). To achieve the goal of high-quality inclusion and to ensure that a full continuum of placement options are available for preschool children with disabilities, LEAs engage in a variety of strategies that include staffing configurations, developing and maintaining community-based ELDP partnerships under Act 62 and the newly enacted Act 166 and professional development to promote expanded preschool options.

More than 73% of preschool children with disabilities participate in inclusive early learning and development programs with typically developing peers. The Vermont Agency of Education Part B Annual Performance Report (2012) states that 73.68% - or 1,349 of the total population of 1,831 children age three to five with IEPs in Vermont - attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program. This is a 2.10% increase from 2011, and exceeds Vermont's target for this indicator of 71.78%. Only 4.81% - or 88 of the total population of 1,831 children age three to five with IEPs - attended a separate special education class, separate school or residential facility. This is a 1.58% decrease from 2011 and exceeds Vermont's target for this indicator of 6.19%. During the 2013-2014 program year, 21 percent of children served by Head Start programs in Vermont were identified as having a disability and had an Individualized Education Plan, and 96 percent of those identified to be eligible for special education and related services during their enrollment in Head Start received these services according to the 2013-2014 Head Start PIR.

In Vermont, 73.7% of children age three to five identified with disabilities attend and receive EEE (Essential Early Education-Part B 619) and related services in inclusive early learning and development programs compared with 42.4% nationally. Vermont ranks high among the top ten states in providing placement options for children with disabilities within inclusive ELDPs.

Irrespective of their family's income, homeless children and foster children are categorically eligible to enroll in Head Start. Twelve percent (149 of 1,208) of children served by Head Start programs were homeless, and Head Start programs served 40 foster children according to the 2013-2014 Head Start PIR. Head Start programs enrolled 58 children who were referred to them by a child welfare agency during the 2013-2014 program year. Additionally, some Early Education Initiative grants, state funds dedicated to supporting at-risk 3-four-year-olds, also support early education programs for homeless children.

Utilizing RTT-ELC grant and other funds, initiatives are under way to provide professional development to increase high-quality inclusive programs for young children with high needs and disabilities. Subgrantees will have ready access to state level training and technical assistance including the following:

- Increasing practitioner knowledge and use of evidence-based practices (EBPs) to support inclusion;
- Building systems to ensure program-wide implementation of EBPs to fidelity and sustainability;
- Expanding access to high-quality inclusive ELDPs, increasing the capacity of LEAs to offer a full continuum of placement options including Act 166 partnerships; and Partnering with Early Multi-Tiered Systems of Support Inclusion Project to expand and strengthen high-quality inclusion for children who need additional support, with high needs and with disabilities.

E8. How the subgrantees will deliver high-quality preschool programs to eligible children who may be in need of additional supports

Vermont's mixed delivery system for delivering publicly funded PreK, described in A4 (page 10) of this proposal, creates a distinctively advantageous policy and practice environment to ensure that the HQPP created with funding from this proposal both reach eligible children who

may be in need of additional supports and provide those supports to advance improved outcomes for these children and their families.

Vermont's commitment to integration in all aspects of services for young children and families is evidenced by a number of critical policy and ELD system choices in the state.

Co-administration of state funded PreK (under Acts 62 and 166) by the Agency of Education (AOE) and the Agency of Human Services (AHS) ensures that the capacity to deliver evidence-based, age-appropriate curricula in prequalified PreK education programs is complemented by the capacity to provide comprehensive services and public benefits. These address the holistic needs of young children and families challenged by economic instability and other environmental risk factors. The AOE reflects a perspective of public education entitlement, a focus on learning and standards, culture and institutions, and relationships with Local Education Agencies, while the AHS brings the health and human services culture and institutions with responsibility for a social safety net that addresses poverty, entitlement to basic needs, and protection of child welfare, and relationships with a network of varied social service agencies, including child care programs, in communities.

An exceptional "three-legged" partnership and shared focus among education, health and human services on state and local levels is evident in Vermont's Early Childhood Action Plan and advanced in Vermont's successful RTT-ELC grant. This brings all aspects of these sectors into play as we build HQPP in our proposed plan and provides opportunities to build systems that cross sectors and weave funding and services to maximize efficiency and effectiveness.

The statewide Building Bright Futures Council brings public institutions from all sectors, private funders, business representatives and other stakeholders around a common table to envision, plan for and execute a system that fulfills the promise of every Vermont child through the provision of high quality opportunities like HQPP. BBF's 12 regional councils were instrumental in the recruitment of partners for this proposal and will be involved in ensuring local capacity to meet the needs of all children.

Children's Integrated Services (CIS) (see B3, page 23) is a nationally recognized reform model for integrating funding and support services for young children and families. The Family Services Division of DCF with responsibility for child welfare works closely with CIS on both state and local levels. The Military Child Care Liaison, supported by funding from the Department of Defense, is co-located with CIS in the CDD.

Vermont's ambitious and achievable plan described in this proposal has a state-wide reach to bring access to HQPP to all Eligible Children in Vermont, including those who are dual language learners, have special needs, and or homeless or in foster care. The 33 SU/SD and seven Head Start programs committed to the plan have all pledged to work in partnership with other ELDP potentially qualified as HQPP. The strength of these robust multi-layered partnerships will ensure that we reach and enroll the projected 70.17% of Vermont's eligible four-year-olds by the fourth year of the funding period (see D4, page 108). The comprehensive nature of these partnerships assures the capacity to provide needed supports (see E10bvii, page 146).

E9. How the state will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families

In rural communities, neighbors and local service providers know where isolated families live. Vermont will ensure outreach to isolated or hard-to-reach families through its extensive network of local partners (see A7b3, page 14) including LEAs and Head Start programs. Rules developed to implement Act 166 (beginning in 2015) include a requirement for school districts to inform parents and guardians throughout their district about the right to and availability of publicly funded PreK education. Local Building Bright Futures regional councils and state-wide organizations such as the Vermont Community Preschool Collaborative and Let's Grow Kids are primed to spread the word about access to PreK to all families.

If Vermont is successful in this proposal and establishes HQPP for low-income four-year-olds, particular outreach to these identified populations will be a part of that broader effort that has already begun. Additionally, DCF will use demographic data from public benefit programs such as SNAP, TANF and CHIP to identify four-year-olds under 200% of FPL and send families information about the availability of HQPP in their area. As with subgrantees and LEA partners, Head Start programs that have experience with outreach to hard-to-reach families in their catchment areas will share expertise and strategies with other HQPP partners. LEAs will draw on relationships with extended families and older siblings for targeted outreach for HQPP enrollment.

The Center for the Study of Social Policy (CSSP) has identified five research-informed protective factors, such as parental resiliency and social connections, that help strengthen families and protect children from toxic stress (see Figure 18 below). Based on this research, the

CSSP developed a framework and tools for ELDP and other family support systems, called the Strengthening Families Framework (SFF).

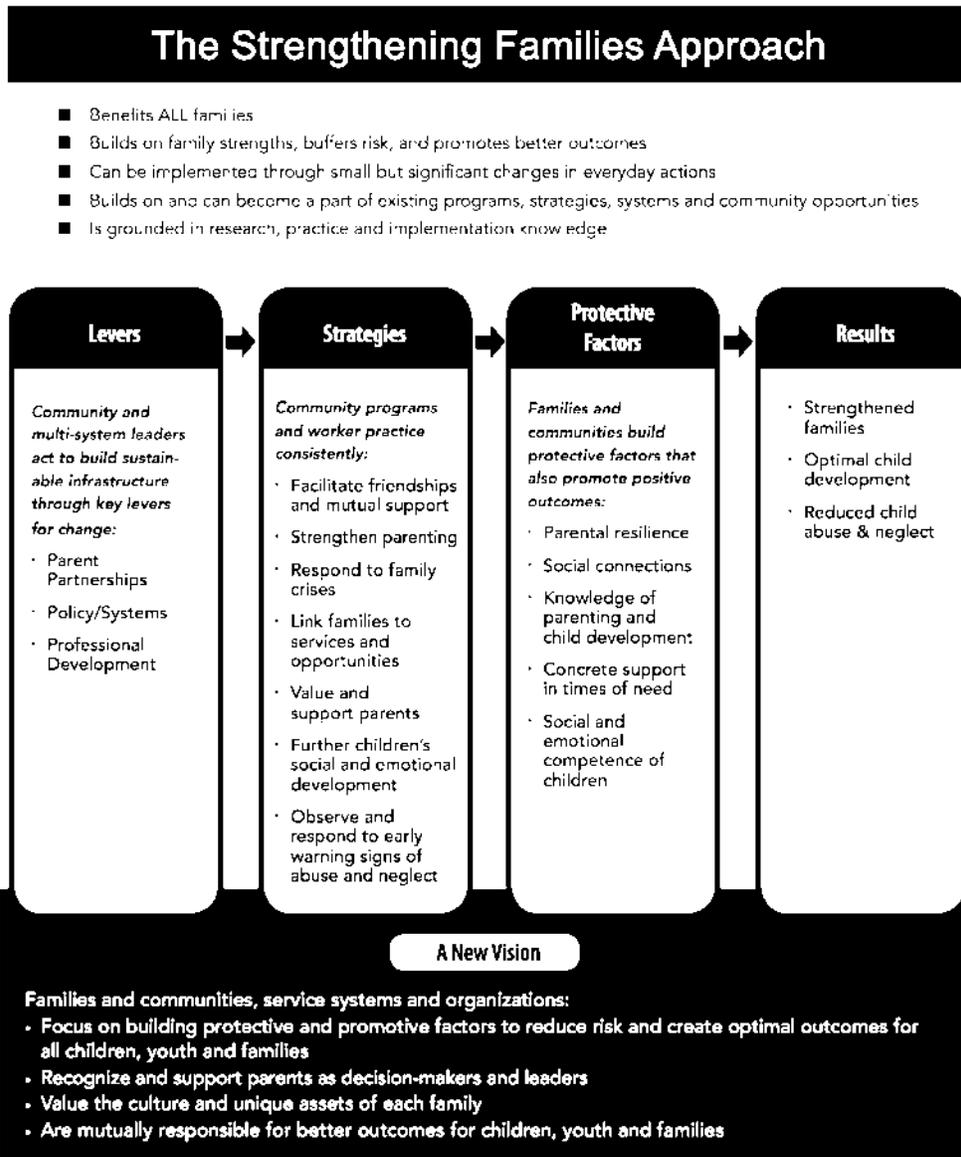


Figure 18: Strengthening Families Framework

Over the past five years, the Child Development Division (CDD) in the Vermont Department for Children and Families (DCF) has promoted the SFF across sectors in policies, programs and services addressing young children and families. The DCF includes the SFF in its strategic plan, and has initiated a demonstration project in three regions for families with young children identified at significant risk in the child welfare system. Vermont's Early Childhood Action Plan identifies "embed the SFF in early childhood service delivery" as an Action Step for engaging

with families as their child's first and foremost teacher (a strategy under Result 2, page 17). The SFF has been adopted by the Integrated Family Services (IFS) Leadership Team in the Agency of Human Services (AHS) as the guiding framework for an integrated approach to service delivery and reform across sectors.

In 2012, the CDD sponsored "train the trainer" sessions in the SFF for "Strengthening Families Centers" (SFC) and other interested EC stakeholders establishing a cadre of trainers across the state qualified to train and mentor ECE in implementing strategies in ELDP to help build protective factors in families. ELDP can earn points in Vermont STARS for assessing their program using the tool developed by the CSSP and improving their capacity to build protective factors. ELDP receiving SFC grants described in B2 (page 20) are required to assess programs annually and implement continuous quality improvement in relation to building protective factors and engaging families. Many of these ELDPs are prequalified PreK education programs delivering publicly funded PreK under Act 62 and Act 166 and identified as partners by sub-grantees developing IIQPP supported by this proposal.

In May 2014, the CDD invited (b)(6) Senior Associate at the CSSP, to come to Vermont to help deepen knowledge of the SFF statewide, impact practice in key programs that have adopted SFF, and support planning for a statewide SFF Team to continue and expand this critical work to help families build protective factors. (b)(6) delivered presentations and trainings to several hundred Vermonters including staff in ELDP receiving SFC grants, Head Start programs, community service providers and state staff working in partnership on the child welfare demonstration project, Children's Integrated Services staff gathered for an annual conference from all corners of the state and other key stakeholders including state agency staff, parents, philanthropy, and business leaders. Topics discussed included the SFF model and approach, implementation of the SFF in early care and education and other sectors including health and human services, and policy development applying a SFF lens. A plan to convene and support a state SFF Team is in development to build on the advances made through (b)(6) visit.

RTT-ELC funds will be used to continue applying the SF approach in Vermont. In the Promise Communities Project, and under the auspices of Building Bright Futures regional councils, Vermont will engage parents using the "community café" model. These gatherings will bring parents and other community members together for a series of structured conversations that

address protective factors. Parents, educators and community members build leadership and relationships as well as the protective factors that help to strengthen their families (see E9, page 121).

Head Start programs in Vermont have been applying the *Head Start Parent, Family, and Community Engagement Framework* (Office of Head Start, 2011) to support the systemic integration of effective parent, family and community engagement practices within programs. These efforts support the ultimate goals of enhancing children's school readiness; sustaining gains in early childhood through later years of children's education; enhancing the overall quality of programs for children and families; and supporting communities around a shared responsibility to nurture and educate young children. As subgrantees participating in learning communities, Head Start programs will share this framework and experience in applying to contribute to strategies to engage families.

Vermont has a range of other strategies across programs and sectors to ensure family engagement (see E10bii, page 131).

E10. How the state will ensure strong partnerships between each subgrantee and LEAs or other early learning providers.

E10a. Partnerships with LEAs or other ELPs

As discussed previously, Acts 62 and 166 were built on partnerships. For example, Act 62 promoted partnerships between school districts and existing qualified community programs, required community input prior to establishing or expanding PreK programs, and offered children between the ages of three and five and their families greater access to 6-10 hours of publicly funded PreK. Further, as a small, rural state, partnership and partnership networks in Vermont are strong regionally and statewide. Partnerships already exist between school districts – some of which do not operate their own PreK programs – and local ELPs as well as Head Start programs.

For example, Figure 19 quantifies the PreK partnerships between Head Start and LEAs in 2013-2014, prior to the initiation of universal PreK in Vermont.

Question# #	HS and LEA Partnership (Data Fields)	BCHS	CVHS	CVCAC ²⁶	EES	NEKCA	SEVCA	Subtotals
Special Education Services								
17 a-c	Total # of HS children on IEP (4 and 5 year olds, 3 year olds)	17 (9,8)	26 (15,11)	19 (ages not fully reported)	7 (ages not reported)	13 (13.0)	12 (7,5)	94
18	# of sites in which a LEA provides Special Education Services on-site	3	8	6	1	5	2 (also the LEA provides on-site services outside of classroom)	25
Child Development Assessment Services								
21 a	# of sites in which assessments in (both HS and LEA collaborate, HS only, LEA only)	(3 HS only, 1 LEA only)	(3 both, 7 HS only)	(5 both, 1 HS only)	1 HS only	All teachers	2 HS only	8 Both HS and LEA, 15 HS only, 1 LEA only
21 b	# of sites in which HS pays for Teaching Strategies Gold	3	6	6	1	5	0	21
21 c	# of sites in which (either only the HS inputs the TSG data, the LEA and HS input data, or only the LEA inputs the data)	(2 HS only, 1 HS and LEA, 1 LEA only)	(7 HS only, 3 HS and LEA)	(5 HS only, 1 HS and LEA) ²⁷	1 HS only	(2 HS only, 3 HS and LEA)	2 HS only	19 HS only, 8 HS and LEA, and 1 LEA only

Figure 19: 2013-2014 Head Start/LEA Preschool Partnership Inventory (Allen, 2014)

E10b. Coordination and Collaboration with LEAs or other ELPs including:

E10bi. Professional Development

Vermont has developed and implemented a comprehensive system of professional development for ELD staff over the past 30 years designed to support those that work in all regulated settings. This robust infrastructure will support professional development under this application, thus supporting the standards established in Act 166, Vermont’s universal PreK legislation. For example, ELD staff providing services under this application will be included as appropriate in a range of trainings and other professional development activities, such as trainings on TS GOLD and other instruments; special trainings, such as Vermont’s recent Strengthening Families trainings (see E9, page 121); and the Vermont Early Childhood Leadership Institute (see below). One focus of these expanded activities will be to integrate activities and standards from birth through grade three.

Further, PDG-Expansion funds, if awarded, will support the salaries of licensed educators, many of whom will have benefitted from the professional development activities described below. Act 166 mandates that each ELD program has a bachelors-prepared educator with a

Vermont educator license and an endorsement in either early childhood or early childhood special education. This exceeds the requirements of PDG-Expansion funding.

Additionally, to help build a pipeline of licensed teachers, Vermont's early childhood philanthropic community will be focusing resources on mentoring to meet the growing demand for this crucial quality component.

The primary components of Vermont's professional development infrastructure follow.

Northern Lights Career Development Center

The Northern Lights Career Development Center (NLCDC) is an organizational hub guiding the Vermont's ELD professional development system.

The NLCDC has helped Vermont develop, manage and deliver learning opportunities that are in line with national recommendations and research informed practices. In 2011, Vermont conducted a professional development survey of the workforce and, with over 900 respondents; it has helped inform the current work and offerings in the system. Another survey commissioned by Building Bright Futures as part of a John Snow, Inc. study also informed current practices.

The results indicated that there were a wide array of activities and practices in place and that there could be value in creating a more coordinated and clear system to support both people providing "one to one" services and for those receiving these services. The committee determined over the course of considerable work and discussion that it was more important to create a clear structure for this kind of work than it was to create definitions for specific titles such as "mentor" or "advisor". They determined that the overarching structure would be called MATCH. Key MATCH activities included:

- Completing the structural vision of the MATCH system;
- Defining the competencies and qualifications to provide MATCH services;
- Developing a searchable data base of approved MATCH professionals;
- Conducting a Pilot implementation of MATCH to test requirements and refine plans for the system and upcoming implementation; and
- Understanding the need to develop a sufficient evaluation structure for MATCH to determine efficacy and participant satisfaction and personal and programmatic quality improvement as a result of MATCH services.

Vermont's RTT-ELC implementation includes expanding access to mentoring and consulting is to develop an evaluation plan to document the efficacy of MATCH and to ensure there are appropriate metrics and practices in place to determine the impact of MATCH as an agent of change. Other RTT-ELC professional development activities include an Early Childhood Leadership Institute (see below).

NLCDC is a statewide center that has both a physical office and virtual presence. NLCDC is housed within the Community College of Vermont and works to unify and enhance the professional development system in Vermont by serving as a central hub with a virtual gateway for communicating system information and resources. NLCDC works closely with BBF.

- NLCDC maintains an instructor registry and the statewide early learning course calendar;
- It approves training and administers individual professional development activities and documentation;
- It partners with educators and providers working in all early childhood settings to guide staff professional development opportunities. (See *Vermont Career Advising Guide for Early Childhood and Afterschool Professionals* in Appendix 336); and
- It supports a comprehensive, accessible and integrated system of quality professional development in Vermont.

NLCDC is supported by an annual grant of approximately \$ (b)(4) in funds from the Vermont Child Development Division (CDD).

NLCDC supports the BFIS database and documents the growth of individuals in the field of early childhood and afterschool, while recognizing the related professional development systems of Head Start and Agency of Education. The NLCDC/BFIS system includes a career ladder and related bonuses for achievement and is primarily funded by the Child Development Division (CDD) and managed by the Northern Lights Career Development Center (NLCDC).

Twelve Child care Resource & Referral (CCRR) providers from across Vermont serve as the State's Early Childhood Professional Development System, each located in one of the Building Bright Futures Regional Council districts/Agency of Human Services regions. These 12 agencies serve as a primary regional or local interface to the professional development system and provide guidance, resources and opportunities. This includes delivering the core training content required to attain the NLCDC Level I and Level II Certificates. Level II includes the Child Development Associate (CDA) credential. These classes and this credential precede college course offerings

sponsored through the Vermont's registered apprenticeship program that are recognized at Level III.

Other organizations in the professional development system include Vermont Association for the Education of Young Children (VAEYC), the Stern Center for Language and Learning, the Vermont Center for the Book, VSA Vermont, Prevent Child Abuse Vermont and the Vermont Child Care Providers Association.

The system is guided and supported by the Building Bright Futures Professional Preparation and Development Committee (PPD), which is a statewide subcommittee of the State BBF council. The PPD has a broad mailing constituency but also has approximately 20 key stakeholders representing various sectors of the workforce and those that educate and support their professional development that have met regularly for many years.

The PPD and NLCDC have been working to build a coordinated, aligned and comprehensive system. To date, this work has resulted in foundational elements including:

- A set of guiding principles designed to serve as a framework for developing and evaluating the system;
- Core knowledge areas and competencies developed to serve as a foundation for the system and the basis for early childhood professional standards;
- Early childhood certificates and credentials have been developed based on core knowledge areas and competencies aligned with the NLCDC career ladder;
- A professional development registry and training calendar has been established via the Bright Futures Information System (BFIS); and
- Quality assurance mechanisms are in place through the NLCDC Instructor Registry.

Vermont Child Care Apprenticeship Program (VCCAP)

VCCAP matches mentors (such as head teachers, assistant directors, program coordinators, and directors) with less experienced staff (such as assistant teachers, individual aids, paraprofessionals) for formal training in the field of early care and education. VCCAP follows the tradition of registered apprenticeship, which combines supervised on-the-job training with 297 hours of formal training hours over a two-year time period. These training hours include six tuition-free college credits in the field of early care and education along with 4,000 hours of formal on-the-job training.

A professional development opportunity with a targeted focus developed in Vermont is the now nationally disseminating Building Blocks for Literacy model. This has been widely shown to assist children to develop essential foundational skills to help them learn to read and write upon entering kindergarten. It was developed in Vermont in 1997. Building Blocks for Literacy has reached an estimated 2,750 early care and education providers, 1,200 parents, and 55,000 preschool children in Vermont. Research on the effectiveness of Building Blocks for Literacy was cited 14 times in the federal Department of Education's recent *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators, Literature Review* (Zaslow, et. al., 2010).

Vermont's T.E.A.C.H. Early Childhood Scholarship Program

With support from philanthropists and RTT-ELC grant, Vermont is now able to offer T.E.A.C.H. to the early childhood workforce. In its initial phase of implementation, Vermont T.E.A.C.H. will focus on working with early childhood teachers and assistant teachers to obtain an associate's degree in a field related to early learning and development. There are more than twenty early childhood educators in this first year of implementation. The next phase will be to support early childhood educators who have an associate's degree or an equivalent to obtain a bachelor's degree in early education or a related area. Educator license will eventually be an additional component of Vermont T.E.A.C.H..

The connection between this initiative and the PDG-Expansion grant is clearly evident; T.E.A.C.H. will work concurrently with the grant (and use other funds besides PDG-Expansion) to increase the supply of bachelor's level teachers who in turn will increase the quality of Vermont's PreK education in and beyond subgrantee programs.

Specialized Professional Development

One of Vermont's RTT-ELC projects is to provide in-depth professional development opportunities (credit and non-credit bearing) that are focused on increasing early childhood educators' knowledge and skills in content areas that are especially needed when teaching young children with high needs (e.g., supporting children's self-regulation, developing cultural competence, serving children in inclusive settings, effective strategies for engaging families). These in-depth, free professional development opportunities will be offered through a week-long summer institute or a three-part series of day-long seminars throughout the year. The

participation of professionals in the PDG-Expansion subgrantee programs will be encouraged and prioritized.

The first series to be offered is Every Child and Family, a three-part series that focuses on including children 0-5 years of age with special needs in inclusive settings. In order to maximize access for early childhood educators, this series will be offered in both the northern and southern part starting this December.

The Vermont Early Childhood Leadership Institute

As part of its RTT-ELC implementation, Vermont delivering an Early Childhood Leadership Institute (ECLI). The ECLI will provide programming to 25 early childhood stakeholders per year for the four years of the funding cycle, for a total of 100 participants. The ECLI has been planned and is being implemented by a work group made up of public and private early childhood stakeholders statewide.

This Institute will include both leadership development and early childhood content. It will be built on leadership training models developed by the Snelling Center for Government, a Vermont non-profit that created the Vermont Leadership Institute (VLI) in 1995 with the goal of stimulating citizen interest and participation in government.

The VLI is an intensive nine month program consisting of eight overnight sessions, totaling nineteen seminar days between September and June. Each session is held in a different region of the state.

Key program features include:

- Participants learn directly from a variety of other leaders and their stories.
- Experiential activities, journaling and small-group conversations encourage exploration of individual and organizational values and options.
- The learning environment features an appreciative, collaborative approach and lively interaction.
- Thoughtful support for and among participants—before and during sessions—develops from the very beginning.

Other core models also inform the ECLI, including those developed by the National Implementation Research Network (NIRN).

Additional professional training activities include TEACH scholarships, and trainings in TS GOLD, VELs, RKS, and other tools and systems.

E10bii. Family Engagement and Other Needed Supports

The Vermont Early Childhood Action Plan (see B3, Page 23 and Appendix, page 229) includes the major activities areas in Vermont's Race to the Top-Early Learning Challenge (RTT-ELC) grant. The Action Plan outlines twenty-seven strategies and numerous related action steps and metrics to monitor progress. A core area of focus is family engagement. Strategies in this area, all of which are currently being implemented, include:

- The development and implementation of intentional, evidence-based models to support parent education and opportunities to act as their child's first and most important teacher. These strategies are currently underway, including:
 - Funding support offered by the Department of Health, Maternal and Child Health Office to encourage private home visitation provider agencies to choose and implement a model from an array of evidence-based models including Early Head Start, Nurse-Family Partnership, and Parents as Teachers. These three models have been implemented to various degrees by some provider agencies with the hope that all agencies will choose one model and implement faithfully.
- The creation of a family guide to the Vermont Early Learning Standards (VELS), which will be disseminated statewide by the by the Agency of Education in partnership with the Agency of Human Services, Department for Children and Families, Child Development Division . Additionally, interactive online modules and free calendars so that families can become familiar with and use the VELs will be forthcoming.
- Embedding the Strengthening Families framework (see E9, page 121) into early childhood service delivery. Strengthening Families grants to qualified providers are currently underway.
- Implementation of statewide, multi-tiered system of PreK supports (i.e. early MTSS) that provides evidence- based practices, family education and resources to support social-emotional well-being. For example, community trainings of Building Bright Futures regional council members are currently underway.

- Strengthening peer support and education through family support organizations including the Vermont Family Network and the Vermont Federation of Families for Children's Mental Health. These organizations are deeply entrenched with a visible presence in Chittenden County (where Vermont's most populous municipality, Burlington, is located) but not statewide. To establish a broader and deeper presence in local communities, partnerships are being sought out with Building Bright Futures regional councils throughout Vermont.
- Developing a statewide approach that enriches and expands family leadership at the provider, agency and community levels. This will be accomplished with the leadership of the Vermont Family Network though not yet initiated; it is set forth in the Vermont Early Childhood Action Plan, demonstrating the state's commitment to this forthcoming endeavor.
- Convening a statewide Family Leadership Team - including 51% membership from families with children birth-third grade, as well as pregnant women, and families whose young children have special health needs - to develop a statewide family leadership plan. This will be accomplished with the leadership of the Vermont Family Network though it is not yet initiated. Again, it is set forth in the Vermont Early Childhood Action Plan, thus demonstrating the state's commitment toward this endeavor.
- The promotion of family-centered employment policies that support the physical and social emotional needs of children and their families. An example includes work underway by the Vermont Business Roundtable to convene a two-day Education Summit to be held in November 2014.
- Providing businesses, schools and other employers with the tools they need to implement family-friendly workplace policies, such as paid parental leave and flexible leave policies. The Vermont Business Roundtable and Vermont Businesses for Social Responsibility are three prominent statewide organizations representing various business communities within Vermont. Each has committed itself to advancing supportive workplace policies as set forth in the Vermont Early Childhood Action Plan.

Vermont's Universal PreK (Act 166) recognizes the pivotal role families have in their child's learning and development. It mandates that all public funded PreK programs "provide[s] opportunities for effective parental participation in the prekindergarten education program".

Additionally, Act 166 entrusts families to know and be able to choose what type of PreK program they want for their child. As long as a PreK program meets the quality standards established in Act 166, families can decide. If their local school operates a PreK program, families cannot be compelled to send their child to that program; they may enroll their child in a “prequalified” PreK program and inform the district of such so that the district will enter into a contract with the PreK program the family has chosen and pay the program the statewide tuition rate. Both of these family-friendly policies also will form the basic underpinnings of subgrantees’ approach to family engagement.

Vermont licensing requirements for ELDPs include mandates to provide parent orientation to the program, parent access to the program, ongoing two-way communication with families, opportunities to volunteer and participate in the program, support for breast feeding, offer parent education in child development and parenting skills, and linkages with community supports.

The Families and Communities Arena of VT STARS (Vermont’s TQRIS) awards points to licensed programs for implementing strategies that promote two-way communication between the ELDP and families; invite families to participate actively in the ELDP; link families to community resources; and enhance the capacity of families to support their children’s education and development. To earn 3 points in this arena, ELDP must apply the Strengthening Families Framework (SFF) to program practices (see E9, page 121).

Currently, Vermont’s TQRIS requires the following:

- STARS Tiers 5 and 4 (Highest)
 - Use the Center for the Study of Social Policy - Strengthening Families Child Care Program Assessment tool, Document the process and submit a program improvement plan.
 - Conduct a Family Satisfaction survey at least once a year that includes, but is not limited to, the following types of questions: daily routines/curriculum, the environment and program policies including communication with families and program policies. Document numbers of surveys distributed and returned and summarize what was learned as a result of the survey and the actions taken.
 - Describe 3 strategies the program uses to share resources/information with families and which are most successful and why.

- Have a written philosophy statement defining the relationship between families and the program.
- Document opportunities for families to meet with program staff and with other parents that occur annually at two social events and document one family group event designed to discuss specific content of interest to families.
- Document three ways families are encouraged to be involved in the program throughout the year.
- Attain specialized Child Care Status.
- Document that the program maintains connections with the community to support and advocate for children, families or the profession (24 hours annually).
- STARS Tiers 3 and 2
 - b through h standards as described above
- STARS Tier 1 (Lowest)
 - b through d standards as described above

All seven Head Start programs in Vermont participate in Act 62 (see B3, page 23) preschool partnerships. With the support of the Vermont Head Start State Collaboration Office, Head Start programs work with their school partners to provide services to children with disabilities; to engage families in their child's education and development; and to implement effective school transitions practices to help Head Start graduates to make a successful transition into kindergarten. The types of organizations administering the Head Start programs in Vermont are community action agencies, mental health agencies, and a public school district.

Head Start programs have a variety of agreements with partners regarding the coordination and provision of publicly funded PreK education, services for children with disabilities, transitions services, and child care programs.

The Vermont Head Start State Collaboration Office (VISSCO) collected data through a November – December 2013 Head Start-LEA PreK Partnership survey of the seven Head Start programs who reported on PreK partnerships with LEAs during the 2013-2014 school year. The survey found that six Head Start programs directly partner with 23 LEAs at 28 individual Head Start-LEA PreK Partnerships sites. In early 2014 Rutland County Head Start became the seventh Head Start grantee to have a Head Start-LEA PreK partnership under Act 62.

According to the 2013-2014 Head Start PIR, Head Start programs during the 2013-2014 program year collectively had 63 formal agreements with LEAs to coordinate services for children with disabilities and 12 formal agreements with Part C agencies to coordinate services for children with disabilities. During the same program year, Head Start programs collectively had 57 formal agreements with LEAs to coordinate transition services according to the 2013-2014 Head Start PIR. Through formal contracts with center-based child care partners, Head Start programs placed some of their ACF-funded Head Start slots in child care centers to serve 150 children enrolled in Head Start during the 2013-2014 program year.

All Head Start programs are implementing family engagement strategies described in *The Head Start Parent, Family, and Community Engagement Framework Promoting Family Engagement and School Readiness, from Prenatal to Age 8* (Office of Head Start, 2011). These strategies incorporate family well-being, positive parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders (Office of Head Start, 2011).

Five of seven Head Start programs in Vermont are Strengthening Families Child Care grantees and implement the Center for the Study of Social Policy's (CSSP's) Strengthening Families research-informed approach. Head Start family services managers created a working document called the Vermont Head Start Association (VHSA)'s *Family Engagement & School Readiness Matrix* (2013). This matrix aligns and applies VHSA's five School Readiness Goals in the Social Emotional, Approaches to Learning, Literacy/Language Development, Physical Health and Development, and Cognitive Development Domains to meet VHSA's Family Engagement Goal, provides family engagement strategies in each of five domains to meet the family and parent outcomes within the scopes of *The Head Start Parent, Family, and Community Engagement Framework Promoting Family Engagement and School Readiness, from Prenatal to Age 8* and the *Strengthening Families Approach* (Office of Head Start, 2011) and its five Protective Factors: Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, and Social and Emotional Competence of Children.

Head Start and Early Head Start programs are required to implement high-quality parent involvement and family engagement strategies by promoting active parental involvement and forming partnerships with each family, which has a child enrolled in these programs. The Head

Start Act and Sections 1304.40 of the *Head Start Program Performance Standards and Other Regulations* (Office of Head Start, no date) address these requirements.

Head Start programs must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports as appropriate through Head Start and in the community. This work leads to individual family partnership agreements.

In addition, parents must be involved in decisions about Head Start program operations, and Head Start programs must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs as well.

Head Start must also provide parents with the opportunity to learn the principles of nutrition, preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to the health needs of individual children must also be made available to the extent possible.

Head Start programs must assist parents in becoming their children's advocate as they transition into Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.

Head Start Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Head Start.

The 2013-2014 Head Start PIR data on parent volunteering and father participation in Head Start provides some indications the extent of parental involvement and engagement of children enrolled in Head Start programs in Vermont. Fifty-five percent (55%) (928 of 1,702) volunteers in Head Start programs were current or former Head Start or Early Head Start parents. Two hundred and forty-six (246) children enrolled in Head Start had fathers or father figures who

participated in Head Start-organized and regularly scheduled activities designed to involve them during the 2013-2014 program year.

Table 32 (below) documents other existing family engagement strategies across ELD programs in Vermont.

Table 31: Other Existing Family Engagement Strategies

Types of Programs or Systems	Existing Family Engagement Strategies
<p>State-funded preschool</p> <p>Publicly Funded PreK</p>	<p>Act 166, Vermont’s universal PreK law, as well as its precursor, Act 62, promoted partnerships between school districts and qualified community programs including Head Start. Act 166 requires programs to provide opportunities for families to be actively engaged in their child’s education regardless of the type of setting in which PreK education occurs (i.e., center-based child care, public school-based, family child care, Head Start partnership). The following sections of the draft Act 166 PreK Rules specify the requirements all PreK programs must follow.</p> <ul style="list-style-type: none"> • Two Family-Teacher conferences to discuss children’s progress towards meeting early learning and development goals required annually. • PreK programs must provide opportunities for effective family engagement • Families have the right to request their school district partner with a prequalified PreK program, and the district must do so and pay the statewide PreK tuition to the prequalified program for the 10 hours/week, 35 weeks/year of PreK. Families have the right to appeal the decisions of an LEA or the state.
<p>Programs funded under IDEA Part B, section 619</p>	<p>The vast majority of children who receive IDEA Part B 619 services (known as EEE in Vermont) attend publicly funded PreK. Hence, the requirements of Act 166 regarding family engagement and rights apply.</p> <p>Additionally, all of the federal and state regulations related to family engagement and rights in the education of their child with special needs apply as well. For example, families are a required part of their child’s Individualized Education Plan (IEP) Team.</p> <p>In the most recent Family Engagement Parent Survey required for IDEA Annual Performance Reporting, 50% of 230 respondents reported positively to the questions on engagement.</p>
<p>Programs funded under IDEA Part C</p>	<ul style="list-style-type: none"> • Families are informed at the initial meeting what to expect from Early Intervention, that it is a partnership that they and their child’s service providers will work together to support and promote their child’s development. • Informed consent is a significant strategy used to ensure families understand what is being asked of them as well as gaining written permission for activities and services throughout a child enrollment in Part C. • Early Interventionist uses a routine based interview approach to identify times and strategies to incorporate a child’s developmental therapies into the daily routines as the family spends the majority of time with their child. • Families participate in the development of the evaluation plan and ensuing IFSP/One Plan. It is reviewed every 6 months with the family and child’s team. • Meetings are conducted at the convenience and request of the family and typically are in the home or in childcare. A prior written notice is sent out to all members of the child’s team to ensure participation. • At the consent of the family, a family assessment is conducted to identify any other services or resources the family may need to support an environment that will support the family’s ability to promote positive developmental outcomes for

Types of Programs or Systems	Existing Family Engagement Strategies
	their child. The Service Coordinator works with the family in providing information, referrals and also can provide general family support. <ul style="list-style-type: none"> • Transition planning conference is held at least 90 days prior to a child exiting Part C to provide information and referrals to other community based supports such as Child Care support agencies, Head Start and other CIS services as appropriate. Families work with early interventionist to develop strategies to support and prepare them and their child for the transition A written transition plan needs to be in place and is developed with the family
Programs receiving CCDF funds	Parent orientation to the program, parent access to the program, ongoing two-way communication with families, opportunities to volunteer and participate in the program, support for breast feeding, offer parent education in child development and parenting skills, linkages with community supports.
Other Early Education Initiative	The law that established the Early Education Initiative grant program stipulates that grantees must provide opportunities for families to actively engage in their children’s learning, and to have opportunities to make decision regarding the children’s program and proposed grant funded activities. Policies require that grantees offer at least two parent conferences to discuss children’s learning and development. Grant activities may also include parent education

E10biii. Inclusion of eligible children with disabilities

A meta-analysis of research on preschool inclusion (Barton and Smith, 2014) concludes that “providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings” and “inclusion benefits children with and without disabilities.”

Since the early 1980s, Vermont has embraced and remains a strong proponent of quality inclusion for children who are high risk and children with disabilities. Vermont defines an inclusive early learning and development program as a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children who do not have IEPs). To achieve the goal of high-quality inclusion and to ensure that a full continuum of placement options are available for preschool children with disabilities, LEAs engage in a variety of strategies that include staffing configurations, developing and maintaining community-based ELDP partnerships under Act 62 and the newly enacted Act 166 and professional development to promote expanded preschool options.

More than 73% of preschool children with disabilities participate in inclusive early learning and development programs with typically developing peers. The Vermont Agency of Education Part B Annual Performance Report (2012) states that 73.68% - or 1,349 of the total population of

1,831 children age three to five with IEPs in Vermont - attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program. This is a 2.10% increase from 2011, and exceeds Vermont's target for this indicator of 71.78%. Only 4.81% - or 88 of the total population of 1,831 children age three to five with IEPs - attended a separate special education class, separate school or residential facility. This is a 1.58% decrease from 2011 and exceeds Vermont's target for this indicator of 6.19%.

Table 33 below shows the percentage of children age three to five identified with disabilities (73.7%) who attend and receive EEE and related services in inclusive early learning and development programs in comparison with national percentage (42.4%). Vermont ranks high among the top ten states in providing placement options for children with disabilities within inclusive ELDPs.

Table 32: Percentage of Vermont Children Age 3 to 5 Who Receive EEE and Related Services in Inclusive ELDPs with a National Comparison

Data Display: VERMONT
Publication Year: 2014

Educational Environment				
EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5				
Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	73.7	42.4	4.8	26.4
Autism	64.2	32.7	13.4	48.7
Deaf-blindness	0.0	31.3	0.0	50.9
Developmental delay	74.6	42.8	4.5	35.7
Emotional disturbance	66.7	47.7	33.3	22.8
Hearing impairment	60.0	35.6	0.0	42.5
Intellectual disability	0.0	31.2	0.0	45.6
Multiple disabilities	60.0	23.8	0.0	50.7
Orthopedic impairment	100.0	42.7	0.0	35.3
Other health impairment	47.4	44.8	5.3	29.0
Specific learning disabilities	100.0	51.5	0.0	11.8
Speech or language impairment	61.5	44.7	0.0	12.8
Traumatic brain injury	100.0	38.3	0.0	35.5
Visual impairment	0.0	44.7	0.0	32.6
Explanatory Note: The percentage of children with disabilities (DEAs) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (DEAs, ages 3 through 5, in the specified disability category). Data reported for IDEA 2012 Educational Environment. National data represent the US, Outlying Areas, and Freely Associated States.				

The joint position statement on early childhood inclusion from the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) (2009) clarifies the defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports. Alignment with the DEC/NAEYC joint position statement, newly revised DEC Recommended Practices (2014) and Vermont's VELs will provide guidance to Vermont's "practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them." Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014.

E10biv. Inclusion of children in need of additional supports

As described throughout this application, Vermont has been successful in creating inclusive learning environments. For example, as discussed in E10biii (page 138), Vermont has been very successful in its inclusion of children with disabilities in PreK, and the scattered nature of poverty in Vermont has assured economic diversity in PreK education (see A2, page 9). These and other factors will assure inclusion of children in need of additional supports in PreK programs funded through this application.

Vermont has safeguards in place such as Children's Integrated Services/Early Intervention (IDEA Part C) and Essential Early Education (Part B 619) for children with disabilities to access appropriate early intervention and early childhood special education services within the home, natural environments and early learning and development programs.

Another safeguard is Vermont's Special Accommodations Grants, administered through the AHS CDD. These grants are intended to support accommodations for children with high needs to access high-quality, safe, and inclusive early learning and development programs in order to contribute to their overall well-being. In FY13, 81% of grant applications received were approved and awarded to early learning and development programs seeking funding and assistance. Sixty-two percent (62%) of the applications received were awarded to specifically support children who demonstrate challenging behaviors.

Vermont's State Professional Development Grant (SPDG) and Race to the Top Early Learning Challenge (RTT-ELC) grant support expansion, scale-up and sustainability of the Foundations for Early Learning (FEL) professional development initiative that began in 2008. FEL is now referred to as Early Multi-tiered Systems of Support or 'Early MTSS'. Over the next five years, Early MTSS will continue to offer professional development to regional cohort leaders and early childhood practitioners based on the pyramid model, a tiered framework of evidence-based practices (EBP) developed by two national, federally funded research and training centers: the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI). This tiered framework delivers a comprehensive range of evidence-based practices, strategies and resources to families and early childhood practitioners with the goal of improving early learning, social and emotional well-being and competence for Vermont's young children birth thru age eight. Early MTSS also aligns the extensive research, materials and practices developed by the Center for Early Literacy Learning to support early learning.

RTT ELC funds will support scale up of Early MTSS at the state, regional and local level to support leadership and organizational systems design to ensure implementation and sustainability of evidence based practices. Early MTSS will collaborate with and provide systems design support to each of Vermont's 12 Building Bright Futures regional councils in order to develop a shared understanding and readiness to adopt and implement Early MTSS and its processes. Early MTSS trainers and coaches will be provided with professional development by national experts in systems design, implementation science and practice-based coaching to fulfill their requirements as trainers and coaches. Data will be collected, analyzed and reported on the effectiveness of Early MTSS at the trainer, coach, program, regional, state, child and family levels.

Highlights of Early MTSS:

- Supports the use of research based practices and systems development at the state, regional and local level in order to sustain desired outcomes leading to the success of Vermont's children with high needs.
- Aligns Early MTSS with K-12 MTSS to provide a full-continuum of professional development opportunities and implementation of evidence based practices to support

infant, toddlers and young children’s social-emotional, early literacy, and early numeracy competence, confidence and ultimate success in school and community.

- Cohort 1 and 2 Regional Pilot Site Identified (readiness, adoption, implementation)
- High-quality training conducted by a master cadre of state level trainers
- Mini content modules developed with opportunities to learn, practice and reflect between training sessions
- Coaching conducted on-site for selected programs/staff by coaches trained in current evidence based methods
- Ongoing monitoring of trainers and coaches to ensure quality
- Implementation effectiveness training to assist with regional and community adoption, program-wide implementation and sustainability
- Positive outcomes for children, families and early childhood practitioners

Pre and Post data collection about the impact of Early MTSS outcomes include:

- Teacher Implementation to Fidelity
 - Teaching Pyramid Observation Tool (TPOT) for ages 3- 5 programs
 - Teaching Pyramid Infant Toddler Observation Tool (TPITOS) assess the fidelity of intervention for programs serving infants from birth – 3.
 - Inclusive Classroom Profile (ICP)
 - CLASS (implementing as part of QRIS/STARS)
- Child Progress
 - Ages and Stages Questionnaire-3
 - Social Skills Improvement System (social-emotional outcomes)
 - Teaching Strategies GOLD (universal preK assessment)
 - IEP Goals

Strong coordination between state services (such as Children’s Integrated Services, see B3, page 23), the Building Bright Futures regional councils (see B5, page 54), and local providers (see F1a, page 148) will assure that children in need of additional supports – such as ELL, those who are homeless or suffer from abuse and neglect, and others – will receive the referrals and services they need.

Irrespective of their family’s income, homeless children and foster children are categorically eligible to enroll in Head Start. Twelve percent (12%) (149 of 1,208) of children served by Head Start programs were homeless, and Head Start programs served 40 foster children according to the 2013-2014 Head Start PIR. Head Start programs enrolled 58 children who were referred to them by a child welfare agency during the 2013-2014 program year.

E10bv. Ensuring Programs have age-appropriate facilities

Child Care Licensing Regulations govern child care facilities and programs in the state of Vermont. These rules are minimum requirements established to protect the health and safety of Vermont’s children in out-of-home care and ensure that children in child care programs in Vermont are provided with wholesome growth and educational experiences. According to state statute all programs and providers providing out of home care and early learning and development services of after school services to children in more than two families are subject to these regulations. This includes family child care homes, private for-profit and non-profit center-based programs, Head Start agencies and early learning and development and afterschool programs operated by public schools, with the exception of 21st Century programs that do not receive CC FAP subsidies.

In 2011 Child Development Division (CDD) within the Department for Children and Families (DCF), that has responsibility for child care regulation and monitoring, embarked on an intensive process engaging national experts, local stakeholders and child care providers with licensing and program quality staff in the CDD to produce a comprehensive revision of Vermont’s child regulations. Table 34 below demonstrates that both current and proposed regulations ensure that HQPP age-appropriate facilities to meet the needs of eligible children.

Table 33: Early Childhood Program Licensing Regulations

(Current) Early Childhood Program Licensing Regulations (February 2001)
I. PROGRAM DESIGN AND CURRICULUM
A. The Learning Environment
1. The program director shall manage the program design and curriculum to ensure the provision of developmentally appropriate activities and materials.
2. The program and curriculum shall provide developmentally appropriate activities, equipment and materials in sufficient quantity and variety to meet the needs and interests of children being served.
(Proposed) Licensing Regulations for Early Learning and Development Programs in Centers and Schools (January 2016)
5.10.3.1. General Outdoor Play Area Provisions
There shall be a safe area large enough to provide opportunities for vigorous play and large muscle activity outdoors on the premises.
5.10.3.1.1 The Licensee shall maintain or have access to a safe outdoor play area with at least 75 square feet for

(Current) Early Childhood Program Licensing Regulations (February 2001)
each of the maximum number of children that may be cared for by the ELDP, commonly referred to as licensed capacity.
5.10.4.1. Access to Useable Space by Children The Licensee shall ensure that interior space designated for use by children in care is available to children when the ELDP is in operation and is sufficient and arranged to allow each child adequate space for free movement and active play.
5.10.4.1.1 A minimum of 35 square feet of safe useable space per child shall be available. Measurements shall be from wall to wall on the inside of the home. Furniture that restricts children's free movement and active play shall be considered a deductible factor when determining square footage. Bathroom, storage spaces, hallways, furnace rooms and other areas not used by children for sleep or play on a routine basis shall not be counted in computing required square footage.
6.1.3.2 Toys, Equipment and Learning Materials (Indoors and Outdoors) The Licensee shall ensure that toys, materials and equipment: 6.1.3.2.1 are varied and available in a quantity that allows all children to benefit from their use, allows a range of choices, and reduces conflicts between children; 6.1.3.2.2 support developmentally appropriate and meaningful learning experiences and meet the needs and interests of each child; and 6.1.3.2.3 reflect children's cultures and communities and foster awareness of other cultures and communities. 6.1.3.2.4 The Licensee shall ensure that furniture and equipment children use for play and daily routines is durable and appropriate for the size, abilities and activities of the children. 6.1.3.2.5 Comfortable adult size seating shall be available indoors for staff.

E10bvi. Systematic procedures for sharing data

Vermont's existing early learning and related data systems are robust. Efforts are underway to further integrate these data systems using RTT-ELC funds. The results will be a coordinated, integrated 21st Century early learning data system (ELDS) that will enhance, align with, and be interoperable with the State of Vermont's SLDS. This integration will improve instruction, practices, services, and policies that support the health, development and learning of children and families, including PreK. For a discussion of Vermont's early childhood data systems and related activities, see C2, page 62.

Act 166, Vermont's universal PreK legislation, mandates Vermont's Agency of Education and Department for Children and Families to "jointly monitor and evaluate PreK education programs." including such areas as programmatic details, quality improvement through training, mentoring, and technical assistance, the progress of children enrolled in PreK, and instruction and program practices. Additionally, SU/SDs are required in statute to share program, child, and financial data related to PreK with the Agency of Education.

Vermont proposes to fulfill this data collection mandate by accessing monitoring-relevant data from existing data collection infrastructure such as TS GOLD for child progress and outcomes, and VT STARS (state TQRIS). For a discussion of program monitoring, see E4, page 114.

Vermont proposes to fulfill this data collection mandate by accessing monitoring-relevant data from existing data collection infrastructure such as VT STARS, its TQRIS. For a discussion of program monitoring, please see C2b, page 74.

As a project to support the integration of the BBF State Advisory Council's innovative Early Childhood Data Reporting Systems online data sharing web-based platform with AOE's Kindergarten through Grade 12 SLDS, BBF's ECDRS Project Co-Director in conjunction with AOE's SLDS Project Director is currently preparing a data asset and gap analysis report on Act 166. The purpose of this report is to present and interpret the existing data assets and gaps and foster a better understanding of the data gaps relevance and impact. It will be used to support discussions within and across agencies and communities on how to bridge the gaps specific to Vermont's Universal PreK Law, Act 166 monitoring system. The analysis uses a five-step process and includes the involvement of key stakeholders and data stewards in each step (Figure 20).

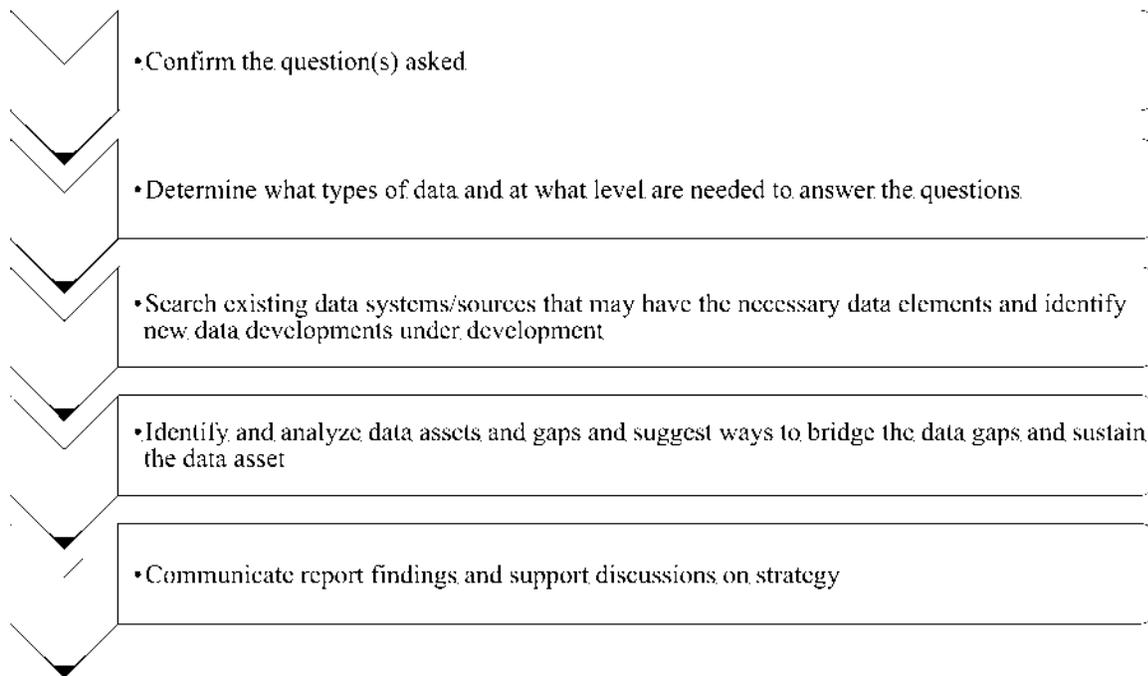


Figure 20: Five-Step Process to Present and Interpret Existing Data Assets & Gaps

The data gap analysis report will be included in a larger report to be released Spring 2015 on Vermont's readiness to integrate its early childhood data systems with its Kindergarten through Grade 12 SLDS. This report is based upon the framework described in the SLDS Early

Childhood Integrated Data System Guide released in July 2014 by the State Support Team, Institute of Education Sciences.

E10bvii. Utilizing community-based learning resources

PreK programs throughout Vermont routinely utilize community-based learning resources in their regions. The exact nature of what is available locally varies considerably. A few examples of how PreK programs utilize community-based learning resources follow.

- For over 25 years, the Vermont Center for the Book has empowered librarians, teachers and child care providers to use picture books, conversation, and standards-based activities to transform the learning lives of young children. Its Mother Goose Program offers training to educators to practice hands-on activities and strategies for using books not only to build language and literacy skills, but to directly support relationships, emotional vocabulary, belonging and self-regulation in infants and toddlers. They will also learn to make explicit connections to help families support children's development. In addition to receiving sets of books and hands-on materials to use in their practice, providers also receive sets of books and informational materials for parents so that the learning may continue at home.
- The Vermont Council on the Arts offers a Head Start Arts Partnership that provides teachers with the resources and skills they need to inspire children through the arts. Head Start agencies statewide are paired with local arts organizations to support teacher and student learning. Expert teaching artists mentor classroom teachers on how to use the arts to achieve learning objectives and foster creativity. The partnership is made possible in part with funding from private philanthropy.
- The PreK program in Essex North SU, a very rural and isolated school district located on the Canadian border, has a very strong partnership with the local library which is a key linchpin in the community. It is where family groups and parent classes meet, resources on parenting and child development can be found, story hour occurs, and young children have opportunities to play with other children. Essex North, a PDG-Expansion subgrantee, will look to further utilize the library to meet the goals of its scope of work.

- A school operated PreK program in Burlington has established a long-term working relationship with the Shelburne Museum which offers the PreK program of professional development to the teachers, and learning opportunities for children both at the Shelburne's farm and in the classroom. Since the museum is just outside of Burlington, this collaboration is feasible and successful.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships - Evidence

- Other evidence:
 - Subgrantee MOUs (see Appendix, page 69) (E1)
 - Act 166 (see Appendix, page 185) (E2, E3, E4, E5, E6, E7, E8, E9, E10)
 - Strengthening Families Framework (see Appendix, page 330) (E9)
 - Act 62 (see Appendix, page 201) (E10)
 - Vermont Career Advising Guide for Early Childhood and Afterschool Professionals (see Appendix, page 336) (E10)
 - Vermont Early Childhood Action Plan (see Appendix, page 229) (E10)
 - Department for Children and Families – Child Care Licensing Regulations in Vermont (see Appendix, page 219) (E10)

F. Alignment within a Birth through Third Grade Continuum

Vermont policy defines “early childhood” as birth through third grade. There is an acute awareness that supporting young children and families to achieve high standards doesn't stop when the child enters kindergarten. Vermont views public schools as critical partners in this work. It is for this reason that the Vermont Early Learning Standards (VELS) (see B1, page 17) are being revised to reflect a full Infant through Third Grade continuum, and the assessments of child progress and adult-child relationships Vermont educators have selected mirror that full continuum.

As part of the implementation of its RTT-ELC grant, Vermont is improving the alignment of programs and services from birth to age five, and from kindergarten through third grade. Vermont is building a Birth through Grade 3 system for supporting its children's early learning and development that integrates and coordinates the early childhood 0-5 system with its K-12 system in order to (1) sustain improved child outcomes throughout K-3, (2) reduce the

Achievement Gap, (3) establish a culture of collaborative inquiry, shared language and aligned instructional practices across PreK-Grade 3, and (4) maintain a developmental perspective across PreK-Grade 3. Key strategies follow.

F1. Birth through age-five programs:

F1a. Coordination with early education and care programs

By 2015, the new Vermont Early Learning Standards (VELS) that extend from infancy through grade three will be completed and the process for disseminating the standards, providing professional development, and informing and engaging families, will begin (see B1, page 17).

Formative assessment practices will be aligned with the new Birth-Grade Three VELS (e.g., TS GOLD Birth through Grade Three), and expand the use of the K-3 CLASS assessment of adult-child interactions.

CIS is Vermont's unique model for integrating early childhood health, mental health, Part C early intervention services including nursing and family support home visiting and specialized child care services for pregnant women and children from birth to age six and pregnant women. The model is designed to improve child and family outcomes by providing family-centered, holistic, prevention, early intervention, and health promotion services, effective service coordination, and flexible funding to address gaps in services (see B3, page 23).

Ranges of services – grouped into four integrated categories – are available statewide through multi-disciplinary, cross-agency Children's Integrated Services Teams in each of the twelve Agency of Human Services regions. These services – which target PreK children as well as others – include include coordination, health education, childbirth and parenting education, developmental education, specialized instruction, specialized therapies (e.g. speech, physical therapy, audiology, vision, and nutrition), and consultation with child care, medical evaluation, medical social work and family support. Home visiting is also included.

The Funders Collaborative, a consortium of private philanthropists, has invested over \$^(b)₍₄₎ in efforts to ensure universal access to high-quality PreK since 2005. The recently launched Birth Through Three Project has assembled over \$^(b) from a range of private and corporate foundations to impact developmentally beneficial services for younger children over the next several years (see E9, page 121).

Vermont has seven federally funded Head Start programs serving children and families living in poverty across the state. Four of the seven are also Early Head Start programs. Thus, these four organizations provide continuity of high-quality early learning and development services for young children from birth to age five.

Vermont has seven federally funded Head Start programs serving children and families living in poverty across the state. Four of the seven are also Early Head Start programs. Thus, these four organizations provide continuity of high-quality early learning and development services for young children from birth to age five. All seven Head Start programs in Vermont participate in Act 62 preschool partnerships. Head Start programs work with the Vermont Head Start State Collaboration Office and their school partners to implement effective school transitions practices to help Head Start graduates to make a successful transition into kindergarten.

The 2010 edition of the *Supporting Children with Disabilities and Their Families, An Interagency Agreement Among Early Care, Health and Education Programs and Agencies in Vermont* and the requirements of the Individuals with Disabilities Education Act (IDEA) and the Head Start Act provide an opportunity for Head Start programs, the Vermont Agency of Education, LEAs and the Vermont Head Start State Collaboration Office, and other relevant State and community partners to work together to support the provision of inclusive services to children with disabilities.

Within the first 45 days of a child's entry into a Head Start program, Head Start programs are required to provide for developmental, hearing and vision screenings of all Head Start children. Children identified through the Head Start screening process to have possible disabilities are then referred by Head Start programs for evaluation to LEAs providing EEE services under Part B, Section 619 of IDEA. If a LEA determines that a child has a disability, then LEA staff works with Head Start staff and the child's parent(s) to design an Individualized Education Plan (IEP) for the child. If appropriate, the child's progress with his or her Individualized Education Plan (IEP) helps the team identify needs and priorities for the child as part of a the child's plan to transition from Head Start to kindergarten. IEPs describe the services that are to be provided in the "least restrictive environment" with their typically developing peers. Frequently, the "least restrictive environment" option for families, particularly those who are low-income, are in Head Start programs. Head Start programs provide a variety of inclusive services for children and families that promote optimal development and school readiness for all children.

The *Head Start Program Performance Standards and Other Regulations* (Office of Head Start, no date) assure that children with disabilities and their families are included in the full range of program activities and services. Head Start supports and engages families of children with disabilities as decision makers, and families receive information and assistance to understand and advocate for services designed to address their children's special needs.

With the on-site support of staff from the Head Start National Center on Quality, Teaching, and Learning, the VISSCO is partnering with the Vermont Agency of Education, the Vermont Head Start Association, and the Building Bright Futures State Advisory Council to hold a School Transitions Summit in conjunction with the Vermont Agency of Education's Kindergarten Conference in Burlington in late March 2014. The School Transitions Summit will include the participation of early learning and development programs serving children from birth through kindergarten and will focus on developing and implementing effective transitions policies and practices to assist children and families as they transition from Head Start and other preschool settings into kindergarten.

F1b. Assuring no diminution of other services

As evidenced in the Vermont Early Childhood Action Plan, Vermont remains committed to full and growing support for children and their families across the early childhood spectrum, from the prenatal period through grade three. A strong state preschool program would come at the cost of reduced investment in services to infants and toddlers as evidenced by F1a.

Vermont was one of seven states invited by national organizations Zero to Three and the BUILD Initiative in 2014 to participate in a national learning network focused on how states can plan, fund and implement policies that include infants and toddler in expanding early childhood opportunities.

From the perspective of diminution by supplanting funding or increasing cost to parents, PDG-Expansion funds, if awarded, will enhance the delivery of services under existing funding streams rather than diminish them. As previously discussed, universal PreK will become available for all three- and four-year-olds free of charge in Vermont as of July 1, 2015 at a level of 10 hours per week for 35 weeks per year. PDG-Expansion funds, if awarded, will augment the state funding to provide services under Act 166 by expanding part-time to full-time slots and increasing lower quality slots to IIQPP. This will result in more IIQPP being available to more parents without increased cost.

Figures 16 and 17 (page 116) show the primary funding streams that fund PreK in Vermont by subgrantee institutional type, and demonstrate that PDG-Expansion funds will be used last.

F2. Kindergarten through third grade

F2a. Ensuring that eligible children are well-prepared for kindergarten

By 2015, the new Vermont Early Learning Standards (VELS) that extend from infancy through grade 3 will be completed and the process for disseminating the standards, providing professional development, and informing and engaging families begins (see B1, page 17).

F2b. Sustaining the educational and developmental gains of eligible children

Using RTT-ELC funds, Vermont is building a system that will sustain its early childhood outcomes throughout K-3, reduce the achievement gap, establish a culture productive to sustained program effectiveness, and maintain a developmental focus across PreK through grade 3. These goals will be accomplished through a revision of Vermont's Early Learning Standards (VELS), enhanced alignment between systems, and enhanced professional development.

Vermont's Early Learning Standards (VELS) (2003) (see B1, page 17) currently articulate the expectations for school readiness, and what three- to five-year-olds know and can do. The VELs are currently being revised to expand and clarify Vermont's current standards. The Common Core State Standards (CCSS) and the New Generation Science Standards (NGSS) are incorporated into the new VELs and serve as the standards for these content areas for K-3. The new VELs will be aligned with the Office of Head Start's *Head Start Child Development and Early Learning Framework* and *Revised Framework for Programs Serving Infants and Toddlers and Their Families*. The proposed standards for the younger age groups in the CCSS and NGSS content areas describe the foundational knowledge and skills needed. In these content areas and in the other domains and subdomains, a progression of learning and development is articulated and the connections across the Birth through Grade Three continuum will be evident.

Vermont is aligning formative assessment practices with the new Birth-Grade Three VELs. For example, it is aligning TS GOLD with standards through Grade Three, and is expanding the use of the instrument throughout the state. It is also expanding the use of the K-3 CLASS assessment of adult-child interactions.

Vermont's Head Start and IDEA programs play a critical role by transitioning their children into kindergarten.

As discussed in F2bi below, Vermont is promoting collaboration between preschool and kindergarten teachers.

Vermont has developed and implemented a comprehensive system of professional development for ELD providers over the past 30 years designed to support those that work in all regulated settings. One focus of a current statewide expansion of professional development activities is to integrate PreK with K-Three. For a discussion of professional development (see E10bi, page 125).

F2bi. Promoting collaboration between preschool and kindergarten teachers

A national PreK-Grade Three organization will provide professional development and coaching to state and local instructional leaders, principals, and program administrators in order to support early childhood educators to improve their practices through a process of collaborative inquiry, an integral aspect of professional reflection and continuous improvement. This organization will provide consultation on advancing a PreK-Three approach through PreK-Grade Three Professional Learning Communities in LEAs across the state.

LEAs will be invited to apply for participation in the PreK-Grade Three state sponsored initiative, including a week-long summer institute. The state will select four or five school communities based on their percentage of high needs children, geographic location, and levels of commitment to collaboration across PreK-Grade Three settings and to collaborative inquiry.

F2bii. Expanding access to full-day kindergarten

In the late 1980's, Vermont passed legislation that entitled five-year-old children to publicly funded Kindergarten. Participation is voluntary for children but districts must make Kindergarten available. Local school districts control details of Kindergarten implementation such when a child must turn five (as long as this is no later than January) and whether or not to offer full day services. Vermont's legislation supports Kindergarten students at a funding level equal to the other elementary grades whether or not the program provides a full school day. Though this was initially considered a disincentive to provide full day services, over these 25 years of Kindergarten implementation, the majority of local districts have stepped up to provide full day Kindergarten. This aspect of aligning HQPP services into Kindergarten and up through third grade is assured. In the 2013-2014 school year, 96.9% of the 6,228 children attending Kindergarten in Vermont attended full day Kindergarten.

F2biii. Increasing the percentage of children who are able to read and do math at grade level by the end of Grade Three

Vermont's Agency of Education has a robust multi-tiered system of supports (MTSS) initiative in its second year of implementation. At this time, most SU/SD are participating in this program. An MTSS Field Guide developed by a broadly representative group of stakeholders in 2012 is the basis of this work. Participating schools can choose to focus on either reading, mathematics or behavior, based on assessed need. In addition, Vermont is one of five states working with the national School Wide Innovation for Transformation (SWIFT) Center. This work involves installing a comprehensive framework of evidence-based practices to improve outcomes for all students.

Further, through RTT-ELC funds, a national PreK-Grade Three organization will provide professional development and coaching to state and local instructional leaders, principals, and program administrators in order to support early childhood educators to improve their practices through a process of collaborative inquiry, an integral aspect of professional reflection and continuous improvement. This organization will provide consultation on advancing a PreK-Three approach through PreK-Grade Three learning communities in LEAs across the state.

The Vermont Reads Institute and Vermont Mathematics Institute provide professional learning, coaching and supports to Vermont educators to support achievement in math and reading in the early elementary grades and beyond. Both institutions receive funds from Vermont's Agency of Education to improve outcomes for high needs students.

F2c. Sustaining parent and family engagement as children move into the early elementary years

F2ci. Child learning standards and expectations

Vermont's Early Learning Standards (VELS) (2003) (see B1, page 17) currently articulate the expectations for school readiness, and what three to five year olds know and can do.

In February 2012, a VELS Revision Committee was formed to begin the process of researching, conceptualizing, and drafting revised VELS. The Committee included administrators, early childhood educators, consultants, and higher education faculty. The revised VELS incorporate early learning standards that represent the full early childhood developmental continuum, from infancy through grade 3 (see B1, page 17).

The proposed revised VELs expand and clarify Vermont's current standards. The Common Core State Standards (CCSS) and the New Generation Science Standards (NGSS) are incorporated into the new VELs and serve as the standards for these content areas for K-3. The new VELs will be aligned with the Office of Head Start's *Head Start Child Development and Early Learning Framework* and *Revised Framework for Programs Serving Infants and Toddlers and Their Families*. The proposed standards for the younger age groups in the CCSS and NGSS content areas describe the foundational knowledge and skills needed. In these content areas and in the other domains and subdomains, a progression of learning and development is articulated and the connections across the Birth through Grade 3 continuum are evident.

Revised VELs will be issued during 2015 (see Appendix, page 390).

F2cii. Teacher preparation, credential, and workforce competencies.

There are 13 Vermont HIEs that offered preparation programs for elementary education and 7 offering programs for early childhood education. All Vermont teachers are required to hold current teaching licenses with endorsements for the areas in which they teach. Vermont has both an Elementary endorsement that covers grades K-6 and an Early Childhood license that allows that teacher to work with children from birth through grade 3. The Elementary endorsement was revised in 2013 to reflect newly adopted state standards.

F2ciii. Comprehensive early learning assessment systems.

Vermont's recently adopted education quality standards require that all SU/SD have a comprehensive local assessment system. This is a longstanding requirement that has been left largely to local schools to carry out. With the adoption of the new standards, there is a new focus on this area at the AOE. A staff position was created to focus on training and technical assistance for assessing literacy and development of systems.

F2civ. Data systems

Vermont is constructing a State Longitudinal Data System (SLDS) that will be fully operational in 2016. Data from various sources will be used to bridge data systems and include data from various types of early learning and development programs serving children (prenatal-Kindergarten). Five separate categories of data from programs that serve children birth-five years will be connected to the State Longitudinal Data System (see C2b, page 74).

F2cv. Sustaining Family Engagement Strategies

Vermont has robust systems to assure family engagement across provider types (see E10bii, page 131).

F. Alignment within A Birth through Third Grade Continuum – Evidence

- Other evidence:
 - Vermont Early Learning Standards (VELS) (see Appendix, page 390) (F1, F2)
 - Act 62 (see Appendix, page 201) (F2)

G. Budget & Sustainability

G1. Use the funds from this grant and any matching contributions to serve the number of eligible children described in its ambitious and achievable plan each year.

The budget and budget justification related to this application reflect how funds from the grant, and matching funds, will be used to serve the eligible children identified in Vermont's ambitious and achievable plan. The discussion in D4 (page 108) details the projected numbers of children to be served through requested funds.

G2. Coordinate the uses of existing funds from Federal sources that support early learning and development.

As discussed in E6 (page 116), funds received from both federal, state and private sources will be augmented but not supplanted by PDG-Expansion funds, if awarded.

G3. Sustain the high-quality preschool programs provided by this grant after the grant period ends

A range of state and private funding streams will provide a greater than $\frac{(b)}{(6)}$ match $\frac{(b)}{(4)}$ % for our PDG-Expansion application (see Budget & Budget Justification). We are fortunate that our elected officials have demonstrated an strong, ongoing financial commitment to ELD (see B2, page 20) and that our philanthropic community has pledged to fund projects that support our State Plan, thus adding extra strategic power. This congruence between public and private funders will be of considerable benefit in sustaining the ambitious and achievable plan proposed in this application beyond the end of the funding period.

An important highlight of the % of administrative funds to be used for the state-level infrastructure is the School Finance Analyst position (who will serve as the program's financial manager) will enhance sustainability beyond the grant period. This Finance Analyst will develop, pilot, tune and document best practices with respect to use of braiding separate funding streams to maximize impact of grant monies and train subgrantees in effective practices for sustaining programming beyond the grant period. The goal is to have the cohort of subgrantees become experts over the course of the grant period in properly braiding funding streams to enhance program sustainability. The Finance Analyst will also train relevant agency staff over the course of the grant period to build up in-house expertise on best practices for braiding funding streams.

This section briefly highlights some of the key existing funding sources and policy actions that will provide financial support for our proposed activities in this application both during and after the funding period.

Vermont has a longstanding commitment to early childhood. Vermont has instituted a number of innovative strategies to support the learning and development of young children with high needs and their families. These include, among others: Dr. Dynasaur, Vermont's Medicaid plan that provides free or low-cost health coverage up to 300 % federal poverty level for eligible children and adolescents up to age 21; publicly funded PreK under Act 62; Vermont's 13-year-old Kindergartners Readiness Survey (RKS); and Act 66, which establishes high standards for home visiting.

As the discussion in B2 (page 20) documents along with required spreadsheets, Vermont's financial commitment to ELD has been substantial and consistent across programs.

Vermont's philanthropic community is committed to early childhood and to moving ahead with funding that supports the Vermont Early Childhood Action Plan. In addition, a group of private funders, led by the Permanent Fund and the Turrell Fund, has initiated a campaign for Vermont's youngest children, *Let's Grow Kids: Focus on the First Years*. This is a multi-million dollar, multi-year investment to build public awareness of the importance of strategic investments in the early years. *Let's Grow Kids* is working with Vermont communities, organizations, businesses, and individuals to educate them about the important of early childhood programs to create positive lasting change that will allow all of our children to succeed in life.

This initiative is unprecedented in Vermont, and will assist the State in sustaining and expanding its early childhood initiatives moving forward.

Building Bright Futures, Vermont's Early Childhood Advisory Council (see B5, page 54), will receive extensive capacity building under the RTT-ELC grant including financial capacity building.

Through its RTT-ELC funds, BBF is hiring consultants to provide extensive "train the trainer" services to newly hired Regional Council Coordinators. They will, in turn, support the implementation of regional council structural and financial growth including long-term plans for financial sustainability; build foundations of each local system of early care, health and education; and impact quality, accessibility, and equity of services within local systems of early care, health, and education. They will manage and assure capacity building that conforms to statewide standards but also reflect the unique characteristics of each region of Vermont. This capacity building has already been initiated, with the goal of assuring expanded capacity and long-term financial stability before the end of the four-year RTT-ELC funding period.

To further enhance the BBF Regional Councils, beginning this year an annual statewide conference will be held to review progress, share lessons learned, and identify unmet needs that hamper progress toward shared goals in the State Plan. Further, during the RTT-ELC funding period, every Regional Council Coordinator and a selected Regional Council Steering Team member, along with the BBF Executive Director and a selected statewide Council Executive Team member, will attend the National Smart State Technical Assistance Conference held in North Carolina.

As discussed extensively throughout this application, the Vermont Legislature passed a new law, Act 166, providing universal PreK for all three- and four-year-olds in Vermont. Act 166 requires school districts to provide access through prequalified PreK programs operated by a public school, Head Start or a private provider for 10 hours a week, 35 weeks a year, for all Vermont three- and four-year-olds. The bill applies to enrollments beginning on July 1, 2015. This will contribute substantively to sustainability.

Federal and State funds will continue to support Early Head Start and Head Start services to ensure that children with high needs participate in high-quality ELDP that support their kindergarten entry skills.

Title I funds (ESEA) will be used by Vermont to assure that all children meet challenging state academic standards. A portion of these funds will be used to supplement programs for children from age 3 to kindergarten entry.

Part B of IDEA, Section 619 funds will support a free appropriate education in the least restrictive environment for young children with disabilities.

Part C of IDEA, Early Intervention funds will continue to provide a comprehensive system of individualized early intervention services for families and their young children from birth to age three with established developmental delays or medical conditions that may lead to developmental delays.

Nearly \$^(b)₍₄₎ in funds have been awarded in a new “Strengthening Families” grant program offered to ELDP with four and five VT STARS star ratings that serve at least 30% of CC FAP subsidized children in their enrollment census. Strengthening Families grants were developed to ensure affordable access to high-quality comprehensive early care and education programs for children, particularly infants and toddlers, and families challenged by economic instability and other environmental risk factors. We anticipate this funding will continue after the expiration of the PDG Expansion grant period.

This proposal also ties directly into a number of the goals and strategies laid out in Vermont 2020, the state’s Comprehensive Economic Development Strategy (CEDS).

This statewide CEDS, which was approved by the U.S. Economic Development Authority in July 2014, has identified improving workforce and education as one of four key action areas that is most critical to the growth of the Vermont economy.

The specific goal for workforce is to improve productivity by 5% by 2020. PDG-Expansion funds, if awarded, will contribute to the CEDS by helping to meet the overall goal of improving our Genuine Progress Indicator (GPI) by 5% over the next five years. It will also:

- Increase the workforce. Vermont has a declining and aging population which, combined with one of the five lowest unemployment rates in the nation, means we have a workforce shortage. Universal PreK is a critical step in allowing parents of young children (particularly women) to return to the workforce. Given our state’s rural nature and the limited access to and high costs of daycare, for many parents returning to work before a child reaches school age is not a viable option.
- Decrease poverty. By allowing parents to recenter the workforce sooner, we are taking a big step in getting many off public assistance. This access to education at the PreK level also ensures that children are properly cared for and nourished.
- Improve education. As many studies have shown, early childhood learning predicates

better education outcomes down the road.

G. Budget & Sustainability – Evidence

- Required Tables A, B and D4 (Required spreadsheets)
- Budget and budget narrative (G1, G2 and G3)

Competitive Preference Priority 1: Contributing Matching Funds

As evidenced by required spreadsheets Table A and Competitive Priority 1 Table attached to this application, Vermont is matching the funds requested through this application with a non-federal match of $\frac{(b)}{(x)}$ % (\$ $(b)(4)$) over four years, thus making it eligible for 10 competitive preference points. The match includes Vermont general fund dollars, Vermont Education Fund dollars, and private philanthropic support. These matching funds will support the state-level infrastructure related to the PDG-Expansion including monitoring and technical assistance for subgrantees, mentoring the licensed teachers and PreK direct services.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

As evidenced by Section F and other elements of the ambitious but achievable plan described in this application, Vermont will create a more seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visiting, full-day kindergarten, for eligible children and their families within each high-need community served by each subgrantee. Thus, Vermont is eligible for up to ten points under this competitive preference priority.

Competitive Preference Priority 3

As evidence by the budget attached to this application, Vermont will use at least 50% of its federal grant award (52% in year one) to create new state preschool program slots that will increase the overall number of new slots that meet the definition of high-quality preschool programs. Thus, Vermont should receive a competitive preference under this priority.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

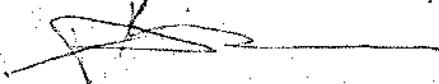
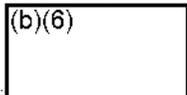
APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Vermont Governor Peter Shumlin	Applicant's Mailing Address: 109 State Street, Pavilion Montpelier, VT 05609
Employer Identification Number: 03-6000264	Organizational DUNS: 884902701
Lead Agency: VT Agency of Education Contact Name: Karin Edwards <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 802-479-1407 Lead Agency Contact Email Address: Karin.Edwards@State.vt.us

Required Applicant Signatures *(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Governor Peter Shumlin	802-828-6403
Signature of Governor or Authorized Representative of the Governor:	Date:
	10/13/2014
Lead Agency Authorized Representative (Printed Name):	Agency Name:
Rebecca Holcombe, Secretary	VT Agency of Education
Signature of Lead Agency Authorized Representative:	Date:
	10/13/2014

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act--Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Vermont Governor Peter Shumlin	
Signature:	Date:
	10/13/2014

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 7 / 1 / 2012 To: 6 / 30 / 2015

Approving Federal agency: X ED HHS Other

(Please specify agency): VT Agency of Education

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

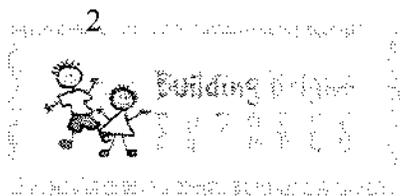
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STAKEHOLDER LETTERS OF SUPPORT

Building Bright Futures – Addison Regional Council
Building Bright Futures – Bennington Regional Council
Building Bright Futures – Caledonia/South Essex Regional Council
Building Bright Futures – Central Vermont Regional Council
Building Bright Futures – Chittenden Vermont Regional Council
Building Bright Futures – Franklin/Grand Isle Regional Council
Building Bright Futures – Lamoille Regional Council
Building Bright Futures – Northern Windsor/Orange Regional Council
Building Bright Futures – Orleans/Northern Essex Regional Council
Building Bright Futures – Rutland Regional Council
Building Bright Futures – Springfield Regional Council
Building Bright Futures – Southeastern Vermont Regional Council
Building Bright Futures – State Advisory Council
U.S. Senator Patrick Leahy (letter sent separately)
U.S. Senator Bernard Sanders (letter sent separately)
U.S. Representative Peter Welch (letter sent separately)
VT State Board of Education
VT Philanthropic Support: A.D. Henderson Foundation, Permanent Fund, VT Children’s Trust



Addison Building Bright Futures

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

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

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

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

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

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

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

Sincerely,

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



Bennington Building Bright Futures

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

As described in the Memorandum of Understanding (MOU) between Vermont and the local supervisory unions and Head Start, this grant application will enable these programs to deliver high-quality preschool services to additional eligible children in our high need communities. As well as to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. It will allow Bennington County to continue to strive in its delivery of high quality early childhood experiences for our children especially our children below 200% of poverty.

Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 447-2887.

Sincerely

(b)(6)

Robin Stromgren
Building Bright Futures Coordinator



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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

The four outcomes identified in our regional plan are:

- Percentage of women smoking during pregnancy
- Percentage of children ready for school in all five domains of the kindergarten questionnaire
- Percent of regulated early childhood programs that are nationally accredited or have 4/5 STARS
- Rate of substantiated victims of child abuse and neglect (<6 years)

Building Bright Futures' mission is to create a unified, sustainable system of early care, health and education for all young children and their families by promoting access, quality and affordability. This

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

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

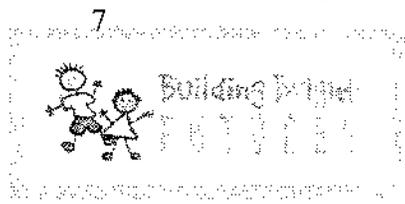
Funding through this PDG-Expansion application would support Vermont to advance its existing initiatives, and progresses currently being implemented through its Race to the Top-Early Learning Challenge (RTT-ELC) grant, to further improve its quality and expand access to high quality early learning and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

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

Sincerely,

(b)(6)

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



Central Vermont Building Bright Futures

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

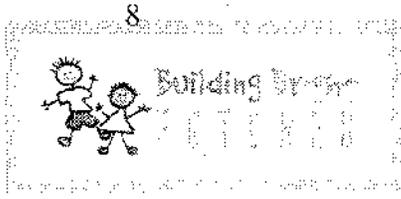
We believe Vermont's PDG-Expansion application is thoughtful and rigorous. In addition to expanding access for four-year-olds in low-income circumstances, it proposes several infrastructural and administrative improvements that will contribute to improvements in quality in PreK programs for the target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

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

Sincerely,

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

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



Chittenden Building Bright Futures

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

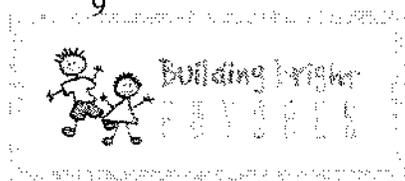
Funding for expanded PreK services will allow more children the opportunity to participate in quality preschool programming while families build relationships with their local school district before their child enters kindergarten. Expanded access to PreK programming offers families with concerns about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

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

Sincerely,

Chittenden Building Bright Futures

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



Franklin Grand Isle Building Bright Futures

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

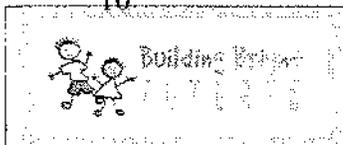
The Franklin-Grand Isle Building Bright Futures PTA (501c3) is pleased to support the Vermont's application for Preschool Development Grants – Expansion Grants Application (PDG-Expansion) for Initial Funding, FY 2014, CFA 84.419B).

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

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

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

Franklin Grand Isle Building Bright Futures includes these towns: Alburg, Bakersfield, Berkshire, Enosburg, Fairfax, Fairfield, Fletcher, Franklin, Georgia, Grand Isle, Highgate, Isle La Motte, Montgomery, North Hero, Richford, Sheldon, South Hero, St. Albans, St. Albans Town and Swanton



Franklin Grand Isle Building Bright Futures

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

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

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

Sincerely,

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

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



Lamoille Valley Building Bright Futures

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

We find ourselves on the cusp of a significant culture change around early education in Vermont. Key infrastructure for publicly funded pre kindergarten for three four and five year olds is being constructed today for an exciting roll out next school year for universally available pre kindergarten for all three four and five year olds in Vermont. Yet work remains to be done.

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

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

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

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

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

We ask that you to fund this application.

Sincerely,

(b)(6)

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



**Northern Windsor and Orange
Building Bright Futures**

318 Vt. Route 110

Tunbridge, VT 05077

(802) 763-0777

sbuxton@buildingbrightfutures.org

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

October 8, 2014

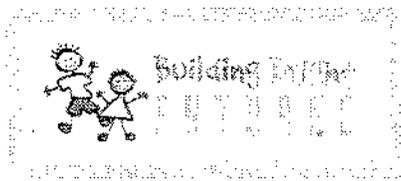
Dear Secretaries Duncan and Burwell,

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

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

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

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



**Northern Windsor and Orange
Building Bright Futures**

318 Vt. Route 110
Tunbridge, VT 05077
(802) 763-0777

sbuxton@buildingbrightfutures.org

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

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

Sincerely,

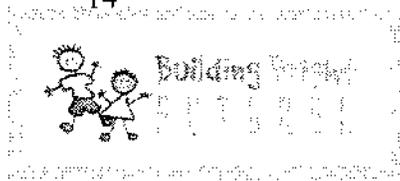
Sarah Buxton

Sarah Buxton

Regional Coordinator

Northern Windsor and Orange Building Bright Futures Council

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



Orleans and Northern Essex Building Bright Futures

October 6th, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

Orleans and Northern Essex Building Bright Futures includes these towns: Albany, Averill, Avery's Gore, Barton, Bloomfield, Brighton, Brownington, Brunswick, Canaan, Charleston, Coventry, Derby, Ferdinand, Glover, Holland, Irasburg, Jay, Lemington, Lewis, Lowell, Morgan, Newport, Newport Town, Norton, Troy, Warner's Grant, Warren's Gore, Westfield and Westmore

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

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

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

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

Sincerely,

Sylvie Corriveau, M.S.
Regional Coordinator

Linda Michniewicz, Steering Committee Chair

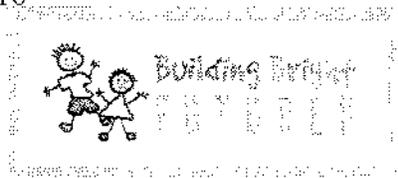
Dawn Powers, Steering Committee member

Karen Hack, Steering Committee member

Diane Nichols-Fleming, Steering Committee member

Jennifer Johansson, Steering Committee member

Lisa Daigle-Farney, Steering Committee member



Rutland Building Bright Futures

October 6, 2014

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

Dear Secretaries Duncan and Burwell:

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

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

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

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

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

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

Sincerely,

Peg Bolgioni, Regional Coordinator, Building Bright Futures of Rutland County Vermont (BBF-Rutland) on behalf of the following members of the BBF-Rutland Steering Committee

Mitch Golub, President/CEO, Vermont Achievement Center

Kelley Todriff, Family & Mental Health Services Manager, Rutland County Head Start

Margaret Dulli, Public Health Nurse, Vermont Department of Health

Kathy Allen, Co-Leader/Provider, Rutland County Childcare Network

Liz King, Co-Leader/Provider, Rutland County Childcare Network



Springfield Area Building Bright Futures

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

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

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

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

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

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

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

Sincerely,

Springfield Area Regional Council Members

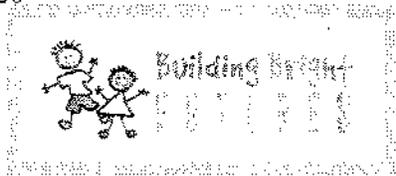
Gladys Collins, Springfield School District

Kim Kiniry, Springfield Area Parent Child Center

Lori Miele, Two Rivers Supervisory Union

Sherry Hatt, Springfield Area Parent Child Center

Jane Comstock, Vermont Health Access



Southeast Vermont Building Bright Futures

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

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

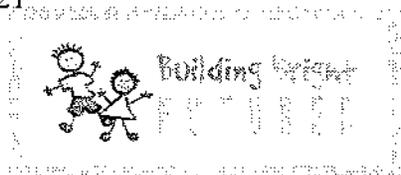
The SeVT BBF Regional Council is one of 12 BBF regional councils from across the state dedicated to improving the quality of life for all young children 0 to 8 and their families. SeVT BBF serves most of Windham County and our mission is four-fold: 1) To develop collaborative strategies for solving the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

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

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

Southeast Vermont Building Bright Futures includes these towns: Athens, Brattleboro, Brookline, Dover, Dummerston, Guilford, Halifax, Jamaica, Marlboro, Newfane, Putney, Somerset, Stratton, Townshend, Vernon, Wardsboro, Westminster, Whitingham and Wilmington

PR/Award # S419B150008



Southeast Vermont Building Bright Futures

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

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

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

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

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

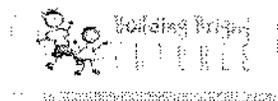
Funding through the PDG-Expansion grant will allow for increased capacity and improved quality of our existing PreK programs in Windham County. SeVT BBF sees this as a timely opportunity to combine resources and collaborative efforts in order to improve the early learning experiences of our children.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

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

Sincerely,

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

Southeast Vermont Building Bright Futures includes these towns: Athens, Brattleboro, Brookline, Dover, Dummerston, Guilford, Halifax, Jamaica, Marlboro, Newfane, Putney, Somerset, Stratton, Townshend, Vernon, Wardsboro, Westminster, Whitingham and Wilmington



Building Bright Futures

600 Blair Park, Suite 306, Williston, VT 05495

802-876-5010 | buildingbrightfutures.org

October 7, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

Building Bright Futures statewide network:

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

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

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

At a minimum, the plan shall do all of the following:

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

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

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

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

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

Sincerely,

(b)(6)

A large rectangular black box redacting the signature of Julie Coffey.

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



State of Vermont
219 North Main Street, Suite 402
Barre, VT 05641
education.vermont.gov

[phone] 802-479-1030
[fax] 802-479-1835

State Board of Education

October 3, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

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



Secretaries Duncan and Burwell

October 3, 2014

Page 2

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

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

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

Sincerely,

(b)(6)

Stephan Morse, Chair
Vermont State Board of Education

The A.D. Henderson Foundation, Inc.

October 6, 2014

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

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

Dear Secretaries Duncan and Burwell,

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

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

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

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

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

(b)(6)

Eddie Gale
Program Director
A.D. Henderson Foundation

SUBGRANTEE LETTERS OF SUPPORT & MEMORANDUMS OF UNDERSTANDING

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

Subgrantee's Letterhead Goes Here



ADDISON CENTRAL SUPERVISORY UNION

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

October 8, 2014

U.S. Department of Education

Business Office Application Control Center
802-382-1273
Attention: CFDA Number 84.419A

Student Services
802-382-1287
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

Peter L. Burrows, D. Ed.
Superintendent Dear Secretaries Duncan and Burwell,

Carol M. Fenimore, Ed.D
Assistant Superintendent of Curriculum and Professional Development
On behalf of the Addison Central Supervisory Union, I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants Expansion Grants

Vicki A. Wells, Ed.D
Director of Student Services
opportunity. The Addison Central Supervisory Union currently serves twenty five 4-year-olds at or below 200% of federal poverty level in the towns/counties of Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham and Weybridge.

Susan H. English
Associate Director of Student Services

Jason LaMora
Director of Technology Services
As described in the attached Memorandum of Understanding (MOU) between the state of Vermont and Addison Central Supervisory Union this grant application will enable the our Supervisory

David Boucher
Business Manager
Union/Supervisory District and ACSU partner programs (Mary Johnson Children's Center, Otter Creek Child Care, East Middlebury Cooperative and Quarry Hill) to deliver of high-quality preschool services to XX additional eligible children in our high need community and to enhance

Bridport
Cornwall
Middlebury I.D. #4
Ripton
Salisbury
Shoreham
Union District #3
Weybridge
our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

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

Equal
Opportunity
Employer Sincerely,

(b)(6)

Vicki A. Wells, Director of Student Services



Addison Northeast Supervisory Union

72 Munsill Avenue, Building 6, Suite 601

Bristol, VT 05443

Phone: (802) 453-3657 ~ www.anesu.org ~ Fax: (802) 453-2029

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

October 3, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

(b)(6)

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

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

October 3, 2014

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

Dear Secretaries Duncan and Burwell,

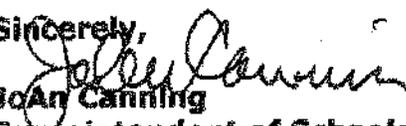
On behalf of the Addison Northwest Supervisory Union (ANWSU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. ANWSU currently serves x

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

As described in the attached Memorandum of Understanding (MOU) between the State of Vermont and Addison Northwest Supervisory Union, this grant application will enable ANWSU and some of its 6 collaborative pre-school partners to deliver of high-quality preschool services to XX additional eligible children in our high need community and to enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs. Our MOU with the State contains the required standard set of terms and conditions, scope of work, and authorized signatures.

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

Sincerely,


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



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

Ralph J. Provenza
Executive Director

October 3, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

(b)(6)

Ralph J. Provenza
Executive Director

RJP/asf

United Counseling Service

Developmental Services • Mental Health & Substance Abuse Services • Head Start • Big Brothers Big Sisters
Community Rehabilitation & Emergency Services • Youth & Family Services

www.ucsvt.org

PR/Award # S419B150008

Page e215

DANBY
DORSET
MANCHESTER
MOUNTAIN TOWNS RED
MT. TABOR

BENNINGTON-RUTLAND SUPERVISORY UNION

6378 VT Route 7A
Sunderland, Vermont 05250-8427
Phone: 802-362-2452, Fax: 802-362-2455

PAWLET
RUPERT
SUNDERLAND
UNION DISTRICT #23
UNION DISTRICT #47
WINHALL

October 6, 2014

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

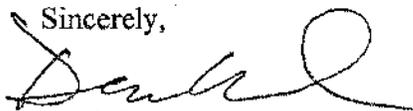
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,



Daniel M. French, Ed.D.

Superintendent, Bennington Rutland Supervisory Union

EARLY EDUCATION SERVICES

Subgrantee's Letterhead Goes Here



A Vermont Parent-Child Center

Located at the historic Estey Complex

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

October 8, 2014

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

Dear Secretaries Duncan and Burwell,

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

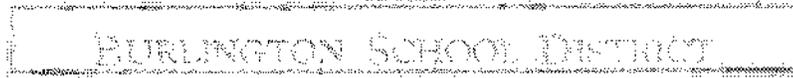
As described in the attached Memorandum of Understanding (MOU) between Vermont and Early Education Services, this grant application will enable Brattleboro Town School District's Early Education Services to deliver high-quality preschool services to 13 additional eligible children in our high needs communities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

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

Sincerely,

(b)(6)

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



Building a Learning Community

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Phillips".

Stephanie Phillips
Interim Superintendent

STEPHANIE PHILLIPS ~ INTERIM SUPERINTENDENT
150 COLCHESTER AVE. ~ BURLINGTON VT 05401

EEO: This material is available in alternate formats for persons with disabilities.
To request an accommodation, please call 1-800-253-0101 (TTY) or 1-800-253-0195 (voice).



September 25, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

(b)(6)

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

20 Gable Place, Barre VT 05641-4138
802-477-5151 www.capstonevt.org Fax 802-479-5353



CHAMPLAIN VALLEY HEAD START

431 Pine St. Burlington, VT 05401

www.champlainvalleyheadstart.org

802-651-4180

800-854-9648

fax: 802-658-0983

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

(b)(6)

Paul Behrman, Director
Champlain Valley Head Start

Addison County Field Office
10 Merchants Row, Suite 207
Middlebury, VT 05753
phone: 802-388-9881
fax: 802-388-1391

Chittenden County Field Office
4 Kellogg Road
Essex Junction, VT 05452
phone: 802-872-2819
fax: 802-872-0792

Franklin / Grand Isle Field Office
5 Lemnah Drive
St. Albans, VT 05478
phone: 802-524-5876
fax: 802-524-8574

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

Chittenden East

Vermont 05477

Supervisory Union

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

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

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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,



John R. Alberghini
Superintendent

Essex North Supervisory Union

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

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

Internet: crmasson@canaanschools.org

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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

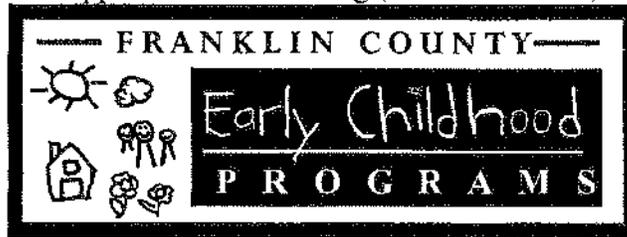
As described in the attached Memorandum of Understanding (MOU) between Vermont and Essex North, this grant application will enable our Supervisory Union to deliver high-quality preschool services and enhance our preschool program infrastructure and capacity to deliver our high-quality preschool programs.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

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

Sincerely,



Christopher R. Masson
Superintendent



2 North Main Street
St. Albans, Vermont
05478

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

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

October 2, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

Essential Early Education – Early Education Initiative – Bookmobile – Success By Six

screenings • evaluations • home visits • preschools • referrals • consultations • service coordination • transition planning

PR/Award # S419B150008

Page e223

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

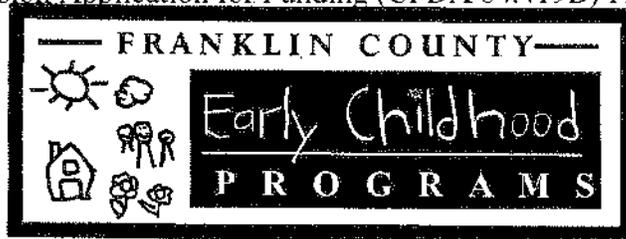
Again, I strongly urge you to fund this application. If I can be of further assistance, please do not hesitate to call me at (802) 524-3613.

Sincerely,

(b)(6)

Michelle M. Spence, MEd

Coordinator, Franklin County Early Childhood Programs



2 North Main Street
St. Albans, Vermont
05478

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

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

October 2, 2014

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

Dear Secretaries Duncan and Burwell,

On behalf of the Franklin County Early Childhood Programs in Franklin Northwest Supervisory Union (FNWSU), I strongly support the State of Vermont's application for Initial Funding under the Preschool Development Grants – Expansion Grants opportunity. The FNWSU currently serves 58 4-year-olds at or below 200% of federal poverty level in the towns of Franklin, Highgate, Sheldon and Swanton.

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

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

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

Sincerely,

(b)(6)

Michelle M, Spence, MEd

Coordinator, Franklin County Early Childhood Programs

LAMOILLE SOUTH SUPERVISORY UNION

46 Copley Avenue
Morrisville, VT 05661

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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,



Tracy Wend
Superintendent



Milton Town School District

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

www.mtsd-vt.org

John L. Barone Sr.
Superintendent of Schools

Timothy Dunn
Director of Student Services

Deborah King
Director of Curriculum, Instruction,
& Informational Technology

Donald Johnson
Business Manager

Tammy Boone
Data & Assessment Coordinator

Terry Mazza
Human Resources

Eileen O'Regan-Wheeler
District Registrar

October 3, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
350 12th Street, S.W.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

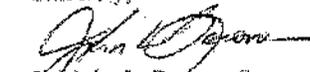
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,


John L. Barone, Sr.
Superintendent of Schools



NEKCA
Northeast Kingdom Community Action, Inc.



Child and Family Development Program

191 High Street
Barton, VT 05822
Ph: 802-525-3362
Fax: 802-525-3987

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

NEKCA Administrative Office
P.O. Box 346, 70 Main Street, Newport, VT 05855



NEKCA
Northeast Kingdom Community Action, Inc.



Child and Family Development Program

191 High Street
Barton, VT 05822
Ph: 802-525-3362
Fax: 802-525-3987

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

Sincerely,

(b)(6)

Linda Michniewicz

Director

NEKCA Head Start

NEKCA Administrative Office
P.O. Box 346, 70 Main Street, Newport, VT 05855



**ORANGE NORTH
SUPERVISORY
UNION**

"Working Together for Quality Schools"

Susette L. Bollard
Superintendent of Schools

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

Christopher F. Locarno
Business Manager

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

October 8, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

Susette L. Bollard
Superintendent of Schools

111B Brush Hill Road ♦ Williamstown, Vermont 05679
Phone: 802-433-5818 ♦ Fax: 802-433-5825
www.onsu.org

PR/Award # S419B150008

Page e231

Randolph School District

40 Ayers Brook Road

Randolph, VT 05060

802.728.9555

Fax: 802.728.6709

www.orangesouthwest.org/res

October 6, 2014

U.S. Department of Education

Application Control Center

Attention: CFDA Number 84.419A

550 12th Street, SW.

Room 7039, Potomac Center Plaza

Washington, DC 20202-4260

Dear HHS Secretary Burwell,

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

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

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

Sincerely,

(b)(6)

Patricia Miller

Associate Principal at Randolph Elementary School

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

Bruce C. Labs
Superintendent

Donna Brant
Business Manager

Deborah Matthews
Director of Special Services

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

October 6, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.419A
550 12th Street, SW.
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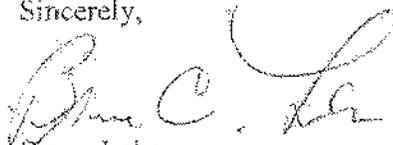
Dear Secretaries Duncan and Burwell,

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

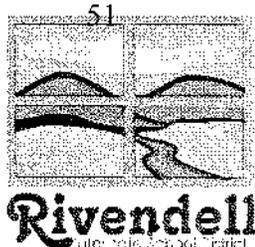
As described in the attached Memorandum of Understanding (MOU) between Vermont and Orange Windsor Supervisory Union, this grant application will enable the our Supervisory Union and Orange County Parent Child Center, Creative Preschool and Magic Mountain Children's Center to deliver high-quality preschool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

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

Sincerely,



Bruce Labs
Superintendent



Rivendell Interstate School District
10 School Drive, Orford, NH 03777
Tel: 603-353-2170 Fax: 603-353-2189
www.rivendellschool.org

Brenda L. Needham
Superintendent

Janet B. Cole
Director of Special Education

October 6, 2014

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

Dear Secretaries Duncan and Burwell.

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

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

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

Sincerely,

Brenda L. Needham
Superintendent

RUTLAND CENTRAL SUPERVISORY UNION
16 Evelyn Street
Rutland, Vermont 05701

Office of the Superintendent

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

October 6, 2014

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

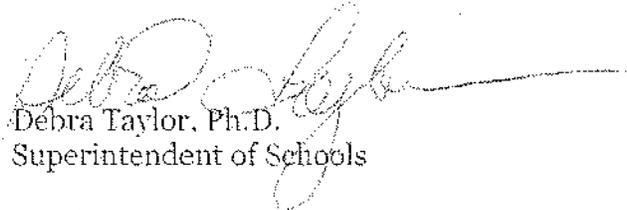
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,


Debra Taylor, Ph.D.
Superintendent of Schools

attachment



Community Care Network
Rutland Community Programs

Enriching community, empowering lives.

P.O. Box 227
Rutland, VT 05702

Office: 802-775-2368
Fax: 802-775-4675
Website: rutlccn.org

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

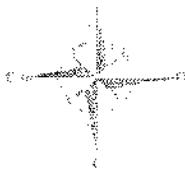
As described in the attached Memorandum of Understanding (MOU) between Vermont and Rutland County Head Start, this grant application will enable the Head Start program to deliver high-quality preschool services to eligible children in our high need community and to enhance our preschool program infrastructure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



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

(b)(6)

Dick Courcelle
Administrator



RUTLAND NORTHEAST SUPERVISORY UNION

49 Court Drive, Brandon, Vermont 05733

802.247.5757 -- www.rnesu.org

...dedicated to the development of character, competence, creativity and community.

October 8, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

Jeanné Collins

Superintendent of Schools



October 6, 2014

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

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

Serving Windham & Windsor Counties

COMMUNITY HOUSING GRANT

CRISIS INTERVENTION

EMERGENCY HOME REPAIR

FUEL ASSISTANCE

FOOD STAMP OUTREACH

HEAD START

HOMELESSNESS PREVENTION

HOUSING STABILIZATION

INDIV. DEVELOPMENT ACCOUNT

MICRO BUSINESS DEVELOPMENT

TAX PREPARATION ASSISTANCE

THRIFT STORES

WATER HEATING

WORKFORCE DEVELOPMENT

91 Buck Drive

Westminster

Vermont 05158

802.722.4575

800.454.9951

fax 802.722.4509

sevca@sevca.org

www.sevca.org

Dear Secretaries Duncan and Burwell,

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

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



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

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

Sincerely,

(b)(6)

Lon Canfield

Head Start Director

Serving Windsor
& Windsor Counties

COMMUNITY
HOUSING GRANT

CRISIS
INTERVENTION

EMERGENCY
HOME REPAIR

FUEL ASSISTANCE

FOOD STAMP
OUTREACH

HEAD START

HOMELESSNESS
PREVENTION

HOUSING
STABILIZATION

INDIVIDUAL DEVELOPMENTAL
ACCOUNTS

MICRO-BUSINESS
DEVELOPMENT

TAX PREPARATION
ASSISTANCE

TENANT SCREENING

UTILIZATION

WORKFORCE
DEVELOPMENT

91 Buck Drive

Westminster

Vermont 05158

802.722.4575

800.464.9951

fax 802.722.4509

sevca@sevca.org

www.sevca.org

Southwest Vermont Supervisory Union

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

October 8, 2014

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

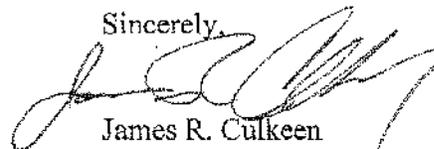
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,



James R. Culkeen

Superintendent

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

SPRINGFIELD SCHOOL DISTRICT

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



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

October 6, 2014

U.S. Department of Education
Application Control Center
Attention:CFDA Number 84,419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington DC 20202-4260

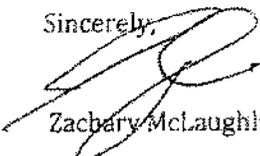
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,


Zachary McLaughlin
Superintendent of Springfield School District

SPRINGFIELD SCHOOL DISTRICT

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



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

October 6, 2014

U.S. Department of Education
Application Control Center
Attention:CFDA Number 84,419A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington DC 20202-4260

Dear Secretaries Duncan and Burwell .

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

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

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

Sincerely,

(b)(6)

Gladys Collins

Pre-K Coordinator of Springfield School District

The St. Johnsbury School District



257 Western Avenue
St. Johnsbury, VT 05819

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

October 7, 2014

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

Dear Secretaries Duncan and Burwell ,

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

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

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

Sincerely,

Dr. Margaret R. Bledsoe
Superintendent

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

Phone: 802-748-8912/8616

Fax: 802-748-1095/2542

www.stjsd.org

PR/Award # S419B150008

Page e244

Two Rivers Supervisory Union
c/o GMDHS
16 VT Rte. 103 S.
Chester, VT 05143

October 8, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

Sincerely,

(b)(6)

Stephanie Racz

Early Education Collaborative Director

TRSD

Windham Central Supervisory Union

www.windhamcentral.org

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

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

October 6, 2014

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

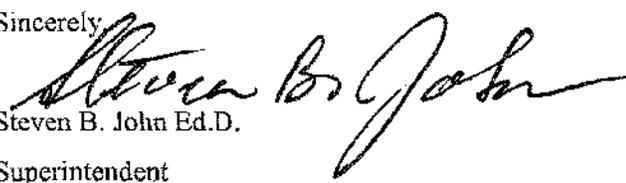
Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,


Steven B. John Ed.D.
Superintendent

WCSU will ...place students at the center of our decision-making.

...build trust and respect by acting ethically, transparently, and with integrity.

...operate as a community of learners, committed to developing the skills and capabilities of all.

...collaborate, share and seek creative solutions. PR/Award # S419B150008

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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

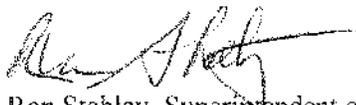
As described in the attached Memorandum of Understanding (MOU) between Vermont and WSESU, this grant application will enable the our Supervisory Union and

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

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

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

Sincerely,



Ron Stahley, Superintendent of Schools
Windham Southeast Supervisory Union

WINDSOR NORTHWEST SUPERVISORY UNION

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

PO Box 395
Bethel, Vermont 05032-0395

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

Meg Alison Powden	Superintendent of Schools
Johanna Snelting, ext 11	Administrative Assistant
Tonia Mears, ext 17	Business Manager
Warren Uzzle, ext 18	Director of Student Services
Tracey Englehardt, ext 15	Admin. Assistant, SPED

October 3, 2014

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

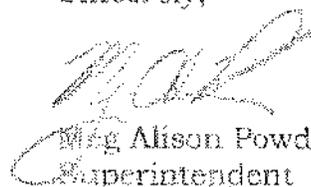
Dear Secretaries Duncan and Burwell ,

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

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

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

Sincerely,



Meg Alison Powden
Superintendent

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

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



October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

David W. Baker
Superintendent of Schools
Windsor Southeast Supervisory Union

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

October 6, 2014

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

Dear Secretaries Duncan and Burwell,

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

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

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

Sincerely,

(b)(6)

Robin E. Hood, Ed.D.

Director of Support Services and Early Learning

MOU EXPLANATION

All 33 subgrantees signed the same draft MOU. We have included one copy of the draft MOU, and the signature pages for all of the subgrantees.

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants--Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

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

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants--Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;

- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

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

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

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10/6/14

Signature

Date

Vicki Wells

10/6/14

Print Name

Title

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

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

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

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

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

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

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT**SUBGRANTEE****PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION**A. SUBGRANTEE RESPONSIBILITIES**

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

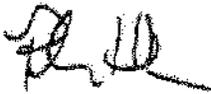
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:



October 9, 2014

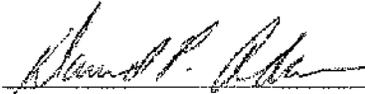
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



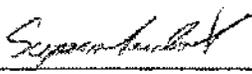
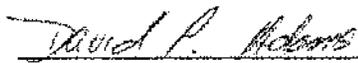
10/6/14

Signature

Date

Print Name

Title



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

(b)(6)

October 9, 2014

 Signature (Authorized Representative of Land Agency)

 Date

(b)(6)

10/9/14

 Signature (Authorized Representative of subgrantee, if applicable)

 Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants—Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Jo Ann Canning

October 7, 2014

Signature

Date

Jo Ann Canning

October 7, 2014

Print Name

Title

Superintendent

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

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

October 7, 2014

Signature (Authorized Representative of subgrantee, if applicable)

Date

MODEL SUBGRANTEE
MEMORANDUM OF UNDERSTANDING

(To be submitted 90 days after State receives award)

This Memorandum of Understanding ("MOU") is entered into by and between United Children's Services ("Lead Agency") and Bennington County Head Start ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants—Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants—Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Subgrantee:

(b)(6)

11/3/14

Signature

Date

Lauren Pearson

Print Name

Title

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		access to high quality preschool programs in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

[Handwritten Signature]

10/6/14

Signature

Date

DANIEL A. FLEWELL

SUPERINTENDANT

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		access to high quality preschool programs in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

Memorandum Of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between VT Agency of Education ("Lead Agency") and Braintree Town School District's Early Education Services ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

October 7, 2014

Signature

Date

Debra J. Gass, Executive Director, Early Education Services

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/8/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT**SUBGRANTEE****PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION**A. SUBGRANTEE RESPONSIBILITIES**

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement.
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcembe

Secretary of Education

Authorized Representative of Subgrantee:

Stephanie Phillips 10/6/14

Signature

Date

Stephanie Phillips, Interim Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Subgrantee:

(b)(6)

10/6/14

Signature

Date

MARIONNE MILLER, HEAD START DIRECTOR

Print Name

Title
CAPSTONE COMMUNITY ACTION

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

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

(b)(6)

10/6/14

Signature (Authorized Representative of Subgrantee)

Date

(b)(6)

October 9, 2014

Signature (Authorized Representative of Local Agency)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(4)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10/6/14

Signature

Date

Paul Bohman

Director, Champaign Valley
High School

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:



October 9, 2014

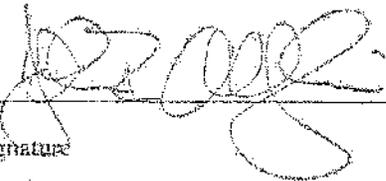
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



Date

10/4/14

Signature

John R. Atteberghini

Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10/6/14

Signature

Date

Christopher R. Masson

Superintendent, ENSU

Print Name

Title

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

(b)(6)

October 9, 2014

Signature *(Authorized Representative of Lead Agency)*

Date

(b)(6)

10/6/14

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

Date

This Memorandum of Understanding ("MOU") is entered into by and between VT Agency of Education ("Lead Agency") and Franklin County Early Childhood Programs/Franklin Central Supervisory Union ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10.2.14

Signature (Authorized Representative of subgrantee, if applicable)

Date

This Memorandum of Understanding ("MOU") is entered into by and between VT Agency of Education ("Lead Agency") and Franklin County Early Childhood Programs/Franklin Northwest Supervisory Union ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2.CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10.2.14

Signature

Date

Michelle M Spence

Coordinator Early Childhood Programs

10.2.14

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10-2-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

**Lamoille South Supervisory Union
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

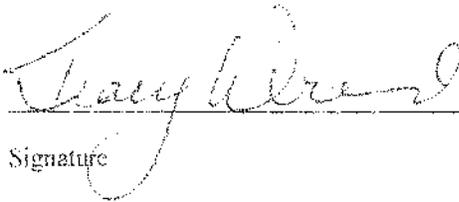
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10/6/14

Signature

Date

Tracy Wood

Superintendent, LSSU

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

Tracy Wren D, Superintendent, ESSU 10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

MODEL SUBGRANTEE
MEMORANDUM OF UNDERSTANDING

(To be submitted 90 days after State receives award)

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

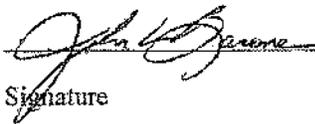
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10/09/2014

Signature

Date

John L. Barone, Sr.

Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10-6-14

Date

Linda Michniewicz Program Director

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014.

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10-6-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10.8.14

Signature

Date

Suzette L. Bollard

10-8-14

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		access to high quality preschool programs in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature *(Authorized Representative of Lead Agency)*

Date

(b)(6)

10.8.14

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

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)


October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10.10.14

Signature

Date

Print Name

Title

Brent Kay

Superintendent

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
	(b)(6)	expanded, including to additional high need communities		

October 9, 2014

Signature *(Authorized Representative of Lead Agency)*

Date

(b)(6)

10.03.14

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

Date

SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Lead Agency:



October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

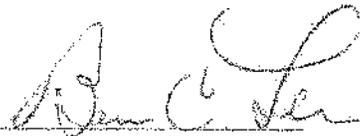
Authorized Representative of Subgrantee:

Signature

Date

Bruce Labs

Superintendent



Print Name

Title

10-8-2014

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Local Agency)

Date

(b)(6)

10-9-2014

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Brenda L. Needham

10/6/14

Signature

Date

Brenda L. Needham

Superintendent, Rivendell Interstate School District

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/06/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10-6-14

Signature

Date

Debra Taylor

Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10-6-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Subgrantee:

(b)(6)


October 6, 2014

Signature

Date

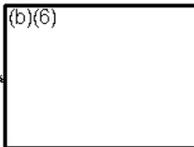
Dick Courcelle

Administrator

Print Name

Title

Authorized Representative of Lead Agency:

(b)(6)


October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Jeanne Collins

10/8/14

Signature

Date

Jeanne Collins

Supt.

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/9/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

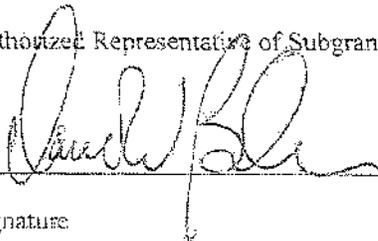
Rebecca Holzombe

Secretary of Education

Print Name

Title

Authorized Representative of Subgrantee:



10-6-14

Signature

Date

DAVID W. BAKER

SUPERINTENDENT

Print Name

Title

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



October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)



10-6-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**WINDHAM SOUTHEAST SUPERVISORY UNION
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants -Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

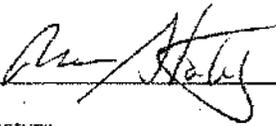
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

 10/6/14

Signature

Date

Ron Stahley Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

This Memorandum of Understanding ("MOU") is entered into by and between VT Agency of Education ("Lead Agency") and Southeastern Vermont Community Action Head Start ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10-6-2014

Signature

Date

Leni Canfield

10-6-2014

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

October 6, 2014

Signature (Authorized Representative of subgrantee, if applicable)

Date

MODEL SUBGRANTEE
MEMORANDUM OF UNDERSTANDING

(To be submitted 90 days after State receives award)

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10/6/14

Signature

Date

Glady's Collins

Pre-K Coordinator

Print Name

Title

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34-CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Jeanne Collins

10/8/14

Signature

Date

Jeanne Collins

Supt.

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/21/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10-6-2014

Signature

Date

Lori Canfield

10-6-2014

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

October 6, 2014

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT**SUBGRANTEE****PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION**A. SUBGRANTEE RESPONSIBILITIES**

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

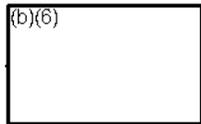
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)


October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10/8/14

Signature

Date

James R. Colleen

Superintendent of SVSU

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/8/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

MODEL SUBGRANTEE
MEMORANDUM OF UNDERSTANDING

(To be submitted 90 days after State receives award)

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

10/16/14

Signature

Date

Giadys Collins

Pre-K Coordinator

Print Name

Title

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

(b)(6)
10/6/14

 Signature (Authorized Representative of Subgrantee) Date

(b)(6)
October 9, 2014

 Signature (Authorized Representative of Lead Agency) Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Margaret Bledsoe

October 7 2014

Signature

Date

Dr Margaret Bledsoe

Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

October 7 2014

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

(b)(6)

October 8, 2014

Signature

Date

Stephanie Reetz Early Education Collaborative
Director/TRSU

Print Name

Title

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

Oct 5 2014

Signature (Authorized Representative of subgrantee if applicable)

Date

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

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

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

This Memorandum of Understanding (“MOU”) is entered into by and between VT Agency of Education (“Lead Agency”) and Windham Central Supervisory Union (“Subgrantee”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State’s Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;

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

Windham Central Supervisory Union

www.windhamcentral.org

1219 Vermont Route 30 • Townshend, VT 05358
802-365-9610 phone • 802-365-7934 fax

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

applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

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

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

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:

Steven B. John 10-6-14

Signature

Date

Steven B. John, EdD Superintendent WCSU

Print Name

Title

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

Selection Criterion	Participating Party	Type of Participation	Performance Measure (if applicable)	Documentation
		in Vermont will be maintained or expanded, including to additional high need communities		

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10-6-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

**WINDHAM SOUTHEAST SUPERVISORY UNION
PRELIMINARY MEMORANDUM OF UNDERSTANDING**

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

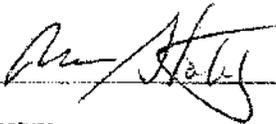
Signature

Date

Rebecca Holcombe

Secretary of Education

Authorized Representative of Subgrantee:



10/6/14

Signature

Date

Ron Stahley Superintendent

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE
PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

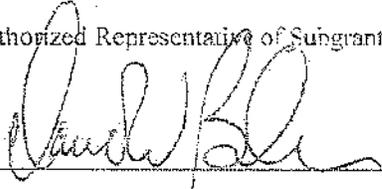
Rebecca Holcombe

Secretary of Education

Print Name

Title

Authorized Representative of Subgrantee:



10-6-14

Signature

Date

DAVID W. BAKER

SUPERINTENDENT

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Local Agency)

Date

(b)(6)

10-6-14

Signature (Authorized Representative of subgrantee, if applicable)

Date

DRAFT

SUBGRANTEE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

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

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

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

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

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

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

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

October 9, 2014

Signature

Date

Rebecca Holcombe

Secretary of Education

Print Name

Title

Authorized Representative of Subgrantee:

(b)(6)

10/6/14

Signature

Date

Robin E. Hood

10/6/14

Print Name

Title

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

(b)(6)

October 9, 2014

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/6/14

Signature (Authorized Representative of subgrantee, if applicable)

Date

Determination of the Statewide Rate for pre-K Tuition

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

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

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

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

Method 1, the Office of Child Care PCQC, used cost estimates for programs with a five STAR rating in the Vermont STARS quality rating and improvement system and included the additional costs related to achieving Vermont pre-K standards. When the result was adjusted for 10 hours per week for 35 weeks, the annual estimated rate was \$(b)(4).

Method 2, using current rates paid by school districts, looked at the average of 120 reported rates for both qualified public (35) and private providers (85) as reported by school business offices. The average of all rates was \$(b)(4). Excluding the top and bottom (b)(4)%, the average was \$(b)(4). Excluding the top and bottom (b)(4)%, the average was \$(b)(4).

Method 3, using the base education amount (\$ (b)(4)) and the pre-K weighting factor (0.46), looked at a range that excluded estimated administrative costs of (b)(4)% to (b)(4)% incurred by district business offices. Using a range of (b)(4)% to (b)(4)%, the rate was \$(b)(4) at the low end and \$3,417 at the high end.

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

The \$(b)(4) will be adjusted annually by the New England Economic Project cumulative price index (NEEP CPI) as of November 15 for state and local government purchases of goods and services. The NEEP CPI is currently used to adjust the base education amount, essential early education grants, and transportation aid as well as several other parameters.

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

(H.270)

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

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

§ 829. PREKINDERGARTEN EDUCATION; RULES

(a) Definitions. As used in this section:

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

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

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

(b) Access to publicly funded prekindergarten education.

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

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

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

(i) a prequalified private provider; or

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

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

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

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

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

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

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

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

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

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

(3) A registered home provider that is not licensed and endorsed in early childhood education or early childhood special education shall receive regular, active supervision and training from a teacher who is licensed and endorsed in early childhood education or in early childhood special education under chapter 51 of this title.

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

(1) On behalf of a resident prekindergarten child, a district shall pay tuition for prekindergarten education for ten hours per week for 35 weeks annually to a prequalified private provider or to a public school outside the district that is prequalified pursuant to subsection (c) of this section; provided, however, that the district shall pay tuition for weeks that are within the district's academic year. Tuition paid under this section shall be at a statewide rate, which may be adjusted regionally, that is established annually through a process jointly developed and implemented by the Agencies of Education and of Human Services. A district shall pay tuition upon:

(A) receiving notice from the child's parent or guardian that the child is or will be admitted to the prekindergarten education program operated by the prequalified private provider or the other district; and

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

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

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

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

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

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

chapter 25 as follows:

(1) ~~To ensure that, before a school district begins or expands a prekindergarten education program that intends to enroll students who are included in its average daily membership, the district engage the community in a collaborative process that includes an assessment of the need for the program in the community and an inventory of the existing service providers; provided, however, if a district needs to expand a prekindergarten education program in order to satisfy federal law relating to the ratio of special needs children to children without special needs and if the law cannot be satisfied by any one or more qualified service providers with which the district may already contract, then the district may expand an existing school-based program without engaging in a community needs assessment.~~ To permit private providers that are not prequalified pursuant to subsection (c) of this section to create new or continue existing partnerships with school districts through which the school district provides supports that enable the provider to fulfill the requirements of subdivision (c)(2) or (3), and through which the district may or may not make in-kind payments as a component of the statewide tuition established under this section.

(2) ~~To ensure that, if a school district begins or expands a prekindergarten education program that intends to include any of the students in its average daily membership, the district shall use existing qualified service~~

~~providers to the extent that existing qualified service providers have the capacity to meet the district's needs effectively and efficiently. To authorize a district to begin or expand a school-based prekindergarten education program only upon prior approval obtained through a process jointly overseen by the Secretaries of Education and of Human Services, which shall be based upon analysis of the number of prekindergarten children residing in the district and the availability of enrollment opportunities with prequalified private providers in the region. Where the data are not clear or there are other complex considerations, the Secretaries may choose to conduct a community needs assessment.~~

(3) To require that the school district provides opportunities for effective parental participation in the prekindergarten education program.

(4) To establish a process by which:

~~(A) a parent or guardian residing in the district or a provider, or both, may request a school district to enter into a contract with a provider located in or outside the district notifies the district that the prekindergarten child is or will be admitted to a prekindergarten education program not operated by the district and concurrently enrolls the child in the district pursuant to subdivision (d)(1) of this section;~~

~~(B) a district:~~

~~(i) pays tuition pursuant to a schedule that does not inhibit the ability of a parent or guardian to enroll a prekindergarten child in a~~

prekindergarten education program or the ability of a prequalified private provider to maintain financial stability; and

(ii) enters into an agreement with any provider to which it will pay tuition regarding quality assurance, transition, and any other matters; and

(C) a provider that has received tuition payments under this section on behalf of a prekindergarten child notifies a district that the child is no longer enrolled.

~~(5) To identify the services and other items for which state funds may be expended when prekindergarten children are counted for purposes of average daily membership, such as tuition reduction, quality improvements, or professional development for school staff or private providers. To establish a process to calculate an annual statewide tuition rate that is based upon the actual cost of delivering ten hours per week of prekindergarten education that meets all established quality standards and to allow for regional adjustments to the rate.~~

~~(6) To ensure transparency and accountability by requiring private providers under contract with a school districts to report costs for prekindergarten programs to the school district and by requiring school districts to report these costs to the commissioner of education. [Repealed.]~~

~~(7) To require school districts a district to include identifiable costs for prekindergarten programs and essential early education services in ~~their~~ its annual budgets and reports to the community.~~

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

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

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

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

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

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

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

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

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

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

~~(C) A registered home shall receive regular, active supervision and training from a teacher who is licensed and endorsed in early childhood education or in early childhood special education under chapter 51 of this title.~~

To establish a system by which the Agency of Education and Department for Children and Families shall jointly monitor and evaluate prekindergarten education programs to promote optimal outcomes for children and to collect data that will inform future decisions. The Agency and Department shall be required to report annually to the General Assembly in January. At a minimum, the system shall monitor and evaluate:

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

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

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

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

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

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

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

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

(h) Geographic limitations.

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

guardians choose to enroll resident prekindergarten children that are located within the district's "prekindergarten region" as determined in subdivision (2) of this subsection.

(2) For purposes of this subsection, upon application from the school board, a district's prekindergarten region shall be determined jointly by the Agencies of Education and of Human Services in consultation with the school board, private providers of prekindergarten education, parents and guardians of prekindergarten children, and other interested parties pursuant to a process adopted by rule under subsection (e) of this section. A prekindergarten region:

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

(B) shall be based in part upon the estimated number of prekindergarten children residing in the district and in surrounding districts, the availability of prequalified private and public providers of prekindergarten education, commuting patterns, and other region-specific criteria; and

(C) shall be designed to support existing partnerships between the school district and private providers of prekindergarten education.

(3) If a school board chooses to pay tuition to providers solely within its prekindergarten region, and if a resident prekindergarten child is unable to access publicly funded prekindergarten education within that region, then the child's parent or guardian may request and in its discretion the district may pay

tuition at the statewide rate for a prekindergarten education program operated by a prequalified provider located outside the prekindergarten region.

(4) Except for the narrow exception permitting a school board to limit geographic boundaries under subdivision (1) of this subsection, all other provisions of this section and related rules shall continue to apply.

Sec. 2. PREKINDERGARTEN EDUCATION; CALCULATION OF
EQUALIZED PUPILS; EXCLUSION FROM EDUCATION
SPENDING

If a school district did not provide or pay for prekindergarten education pursuant to 16 V.S.A. § 829 in fiscal year 2015, then:

(1) for purposes of determining the equalized pupil count for the fiscal year 2016 budget, the long-term membership of prekindergarten children shall be the number of prekindergarten children for whom the district anticipates it will provide prekindergarten education or pay tuition, or both, in fiscal year 2016; and

(2) for purposes of determining the equalized pupil count for the fiscal year 2017 budget, the long-term membership of prekindergarten children shall be the total number of prekindergarten children for whom the district provided prekindergarten education or paid tuition, or both, in fiscal year 2016, adjusted to reflect the difference between the estimated and actual count for that fiscal year.

Sec. 3. QUALITY STANDARDS

(a) The Agencies of Education and of Human Services shall review existing quality standards for prekindergarten education programs and may initiate rulemaking under 3 V.S.A. chapter 25 to require higher standards of quality; provided, however, that no new standards shall take effect earlier than July 1, 2016. Changes to the quality standards shall be designed to ensure that programs are based on intentional, evidence-based practices that create a developmentally appropriate environment and support the delivery of an engaging program that supports the social, emotional, intellectual, language, literacy, and physical development of prekindergarten children.

(b) In January of the 2016, 2017, and 2018 legislative sessions, the Agencies shall report to the House and Senate Committees on Education and on Appropriations, the House Committee on Human Services, and the Senate Committee on Health and Welfare regarding the quality of prekindergarten education in the State.

Sec. 3a. REPORT ON ENROLLMENT AND ACCESS

The Agencies of Education and of Human Services and the Building Bright Futures Council shall monitor and evaluate access to and enrollment in prekindergarten education programs under Sec. 1 of this act. On or before January 1, 2018, they shall report to the House and Senate Committees on Education and on Appropriations, the House Committee on Ways and Means,

and the Senate Committee on Finance regarding their evaluation, conclusions, and any recommendations for amendments to statute or related rule.

Sec. 3b. PREKINDERGARTEN REGIONS; PROCESS AND CRITERIA

The Agencies of Education and of Human Services, in consultation with the Vermont Superintendents Association, the Vermont School Boards Association, the Vermont Principals' Association, the Vermont-NEA, and the Building Bright Futures Council created in 33 V.S.A. chapter 46, shall develop a detailed proposal outlining the process and criteria by which the Agencies will determine the prekindergarten region of a school district if requested to do so pursuant to Sec. 1. 16 V.S.A. § 829(h)(2), of this act. The Agencies shall present the proposal to the House and Senate Committees on Education on or before January 15, 2015. The Agencies shall also present any recommendations for amendments to statute, including repeal of or amendments to subsection (h).

Sec. 4. CONSTITUTIONALITY

On or before July 1, 2014, the Secretary of Education shall identify the private prekindergarten education programs to which school districts are paying tuition on behalf of resident prekindergarten children, determine the extent to which any program provides religious prekindergarten education, and establish the steps the Agency will take to ensure that public funds are not expended in violation of Chapter 1, Article 3 of the Vermont Constitution and the Vermont Supreme Court's decision in Chittenden Town School District v.

No. 166

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Vermont Department of Education, 169 Vt. 310 (1999) or in violation of the
Establishment Clause of the U.S. Constitution.

Sec. 5. EFFECTIVE DATE

This act shall take effect on passage and shall apply to enrollments on
July 1, 2015 and after.

Date Governor signed bill: May 28, 2014

NO. 62. AN ACT RELATING TO PREKINDERGARTEN EDUCATION.

(H.534)

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

Sec. 1. FINDINGS

The general assembly finds:

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

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

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

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

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

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

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

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

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

§ 829. PREKINDERGARTEN EDUCATION; RULES

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

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

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

in its average daily membership, the district shall use existing qualified service providers to the extent that existing qualified service providers have the capacity to meet the district's needs effectively and efficiently.

(3) To require that the school district provides opportunities for effective parental participation in the prekindergarten education program.

(4) To establish a process by which a parent or guardian residing in the district or a provider, or both, may request a school district to enter into a contract with a provider located in or outside the district.

(5) To identify the services and other items for which state funds may be expended when prekindergarten children are counted for purposes of average daily membership, such as tuition reduction, quality improvements, or professional development for school staff or private providers.

(6) To ensure transparency and accountability by requiring private providers under contract with a school district to report costs for prekindergarten programs to the school district and by requiring school districts to report these costs to the commissioner of education.

(7) To require school districts to include identifiable costs for prekindergarten programs and essential early education services in their annual budgets and reports to the community.

(8) To require school districts to report to the departments their annual expenditures made in support of prekindergarten care and education, with

distinct figures provided for expenditures made from the general fund, from the education fund, and from all other sources, which shall be specified.

(9) To provide an appeal process for parent, guardian, or provider to challenge an action of the school district when the appellant believes that the district is in violation of state statute or rules regarding prekindergarten education.

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

(A) A provider must have received:

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

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

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

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

(C) A registered home shall receive regular, active supervision and training from a teacher who is licensed and endorsed in early childhood education or in early childhood special education under chapter 51 of this title.

(11) To establish a process for documenting the progress of children enrolled in prekindergarten programs and to require public and private providers to use the process to collect and report child progress data to the commissioner of education on an annual basis.

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

(15) "Prekindergarten child" means a three- or four-year-old child who is enrolled in a prekindergarten program offered by or through a public school pursuant to rules adopted under section 829 of this title or who is receiving essential early education services offered pursuant to section 2956 of this title. Prekindergarten child also means a five-year-old child who otherwise meets the terms of this definition if that child is not yet eligible for or enrolled in kindergarten.

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

(c) An individual who is not a legal pupil shall not may be enrolled in a public school, except for enrollment in a prekindergarten program offered by or through a public school pursuant to rules adopted under section 829 of this title or in a program of essential early education, without the consent of the superintendent offered pursuant to section 2956 of this title.

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

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

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

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

student who is counted in average daily membership shall be counted as a student for the purposes of determining weighted student count.

(C) The full-time equivalent enrollment for each prekindergarten child as follows: If a child is enrolled in 10 or more hours of prekindergarten education per week or receives 10 or more hours of essential early education services per week, the child shall be counted as one full-time equivalent pupil. If a child is enrolled in six or more but fewer than 10 hours of prekindergarten education per week or if a child receives fewer than 10 hours of essential early education services per week, the child shall be counted as a percentage of one full-time equivalent pupil, calculated as one multiplied by the number of hours per week divided by ten. A child enrolled in prekindergarten education for fewer than six hours per week shall not be included in the district's average daily membership. Although there is no limit on the total number of children who may be enrolled in prekindergarten education or who receive essential early education services, the total number of prekindergarten children that a district may include within its average daily membership shall be limited as follows:

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

(ii) Of the children enrolled in prekindergarten education who are not receiving essential early education services, the greater of the following may be included:

(I) ten children; or

(II) the number resulting from:

(aa) one plus the average annual percentage increase or decrease in the district's first grade enrollment as counted in the census period of the previous five years; multiplied by

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

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

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

§ 4010. DETERMINATION OF WEIGHTED MEMBERSHIP

(a) On or before the first day of December during each school year, the commissioner shall determine the average daily membership of each school district for the current school year. The determination shall list separately:

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

(2) Resident pupils being provided elementary or kindergarten education; and

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

* * *

(c) The commissioner shall determine the weighted long-term membership for each school district using the long-term membership from subsection (b) of this section and the following weights for each class:

~~Grade Level Weight~~

NO. 62

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Prekindergarten 0.46

Elementary or kindergarten 1.0

* * *

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

§ 3502. CHILD CARE FACILITIES; SCHOOL AGE CARE IN PUBLIC
SCHOOLS; 21ST CENTURY FUND

(a) Unless exempted under subsection (b) of this section, a person shall not operate a child care facility without a license, or operate a family day care home without registration from the department. All prekindergarten programs, regardless of whether they are located in a public school or a private facility, shall be licensed by the department. This provision does not apply to essential early education services provided to individual children.

(b) The following persons are exempted from the provisions of subsection (a) of this section:

(1) A person providing care for children of not more than two families other than that of the person providing the care.

(2) A hospital or establishment holding a license issued by the department of health, or a person operating a program primarily for recreational or therapeutic purposes, unless the hospital, establishment or person provides services for the care, protection and supervision of children not incidental to its primary purpose in which case subsection (a) shall apply to those nonincidental additional services.

(3) Child care facilities operated by religious organizations for the care and supervision of children during or in connection with religious services or church sponsored activities.

~~(4) Nursery schools or other preschool establishments, attended by children of less than compulsory school age, which are subject to regulation by the department of education. [Repealed.]~~

* * *

Sec. 9. DEPARTMENT OF EDUCATION AND DEPARTMENT FOR
CHILDREN AND FAMILIES; RESPECTIVE DUTIES
REGARDING PREKINDERGARTEN AND KINDERGARTEN
PROGRAMS

The respective jurisdiction and duties of the department of education and the department for children and families with respect to prekindergarten and kindergarten programs shall be as outlined in the memorandum of understanding executed by the department of education and the precursor to the department for children and families on May 28, 1999.

Sec. 10. REPORT TO GENERAL ASSEMBLY

On or before January 1, 2010, the commissioners of education and for children and families shall file a written report with the house and senate committees on education regarding:

(1) The per-district enrollment of children who are in prekindergarten programs and who are receiving essential early education services.

(2) The breakdown of districts choosing to limit the average daily membership of prekindergarten children by each of the three methods set forth in 16 V.S.A. § 4001(1)(C)(2).

(3) The statewide cost, including the cost to the education fund, of providing prekindergarten programs by or through school districts and any changes to that cost since the effective date of this act.

(4) The annual expenditures spent in support of prekindergarten care and education, with distinct figures provided for expenditures made from the general fund, from the education fund, and from all other sources, which sources shall be specified, from the effective date of this act forward.

(5) The information and data required through rulemaking in 16 V.S.A. § 829(5) through (7).

(6) The effectiveness of prekindergarten programs in reaching quality program standards set forth in department of education rule.

(7) The effects that the prekindergarten programs covered by this act have had on the early development, learning experiences, and behaviors, including extreme or disruptive behaviors, of young children in Vermont.

(8) The effect that the limits on the number of prekindergarten children that may be included within a district's ADM established in Sec. 6 of this act have had on the ability to serve the needs of young children and the advisability of eliminating or amending those limits.

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

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

Sec. 11. TRANSITIONAL PROVISIONS

Any district that offered prekindergarten education during the 2006–2007 academic year shall not be affected by the provisions of 16 V.S.A. § 4001(1)(C) in Sec. 6 of this act that limit the total number of prekindergarten children who may be counted within the district’s average daily membership; rather, the district may instead choose to include within its average daily membership the total number of prekindergarten children enrolled in its program, provided that the number does not exceed the highest number of prekindergarten children enrolled and counted within its average daily membership in any one of the following three academic years: 2004–2005, 2005–2006, or 2006–2007. If, at any time, the district elects to determine its average daily membership of prekindergarten children based on the limitations in 16 V.S.A. § 4001(1)(C), the decision shall be final, and the district shall at all times be bound by that subdivision.

Sec. 12. PREKINDERGARTEN EDUCATION STUDY COMMITTEE

(a) The prekindergarten education study committee created in Sec. 1 of No. 186 of the Acts of the 2005 Adj. Sess. (2006) shall continue its existence and composition until March 1, 2008 to:

- (1) analyze additional financial data;
- (2) receive periodic reports from the commissioner of education and the commissioner for children and families regarding implementation of this act, particularly the rulemaking required in Sec. 2 of this act;

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

(b) The committee shall meet no more than twice when the general assembly is not in session. For attendance at a meeting when the general assembly is not in session, legislative members of the committee shall be entitled to per diem compensation and reimbursement of expenses as provided in 2 V.S.A. § 406(a).

Sec. 13. CONSTRUCTION

Nothing in this act shall be construed to require a school district to provide a prekindergarten education program.

Sec. 14. REPEAL

Subsection 2(a) of No. 186 of the Acts of the 2005 Adj. Sess. (2006) (moratorium on state board of education rules regarding early childhood or prekindergarten services) is repealed.

Sec. 15. EFFECTIVE DATES

This act shall take effect on July 1, 2007, except that the rules required by Sec. 3 of this act shall apply beginning in the 2008–2009 academic year.

Approved: June 1, 2007

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

(S.156)

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

Sec. 1. PURPOSE

In recognition of the significant positive contribution that home visiting services make with regard to enhancing family stability, family health, and child development; fostering parenting skills; reducing child maltreatment; promoting social and emotional health; improving school readiness; and promoting economic self-sufficiency, the General Assembly seeks to ensure that home visiting services to Vermonters are of the highest quality by establishing standards for their administration, delivery, and utilization review that foster the contributions of diverse practice models.

Sec. 2. RULEMAKING

(a) As used in this section, "home visiting services" means regular, voluntary visits with a pregnant woman or a family with a young child for the purpose of providing a continuum of services that improves maternal and child health; prevents child injuries, abuse, or maltreatment; promotes social and emotional health; improves school readiness; reduces crime or domestic violence; improves economic self-sufficiency; or enhances coordination and referrals among community resources and supports, such as food, housing, and transportation.

(b) The Secretary of Human Services, in consultation with interested providers and other stakeholders, shall develop rules establishing standards for

VT LEG #292164 v.1

the delivery of home visiting services throughout Vermont to be adopted by the Secretary on or before July 1, 2014.

(c) In developing standards for the delivery of home visiting services, the Secretary shall be guided by best family-centered and family-directed practices and evidence-based models. The standards adopted by rule shall address the following:

(1) creation of a system of home visiting services that can respond to diverse family needs;

(2) service provider training and supervision;

(3) a structure for coordinating services at the state and local levels with respect to outreach efforts, family intake methods, referrals, and transitions;

(4) access to supports, resources, and information to address short- and long-term family needs;

(5) criteria identifying which home visiting models and home visiting programs are eligible for funding;

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

(7) performance evaluation and quality improvement measures, including mechanisms for tracking funding, utilization, and outcomes for families and children at the state, community, and program levels.

Sec. 3. EFFECTIVE DATE

This act shall take effect on passage.

Date the Governor signed the bill: June 3, 2013

Building Bright Futures (BBF) Direct Services Allocations - FY 2015							
Contract or Grant #	Contractor or Grantee	Region	CDD Admin Mgr	Purpose	Start	End	TOTAL
03440-32304-15-BBFDs	Addison County PCC	Middlebury	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	(b)(4)
03440-32307-15-BBFDs	Family Ctr of Wash Cty	Washington	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32308-15-BBFDs	The Family Place	Hartford	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32316-15-BBFDs	Franklin-Grand Isle PFA	St. Albans	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32309-15-BBFDs	Lamoille Family Center	Morrisville	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32310-15-BBFDs	NEKCA PCC North	Newport	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32311-15-BBFDs	Orange County PCC	Hartford	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	

03440-32212-15- BBFDS	Rutland County PCC	Rutland	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	(b)(4)
03440-32313-15- BBFDS	Springfield Area PCC	Springfield	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32206-15- BBFDS	South West Supervisory Union	Bennington	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32214-15- BBFDS	Umbrella Inc	St. Johnsbury	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32315-15- BBFDS	VNA	Chittenden	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	
03440-32203-15- BBFDS	Windham Child Care Assoc.	Brattleboro	Cynthia Greene	Cmty-based svcs to promote family protective factors and link families to EC services	7/1/2014	6/30/2015	



**Department for Children and Families
Child Development Division**

Child Care Licensing Regulations in Vermont

Child Care Licensing Regulations govern child care facilities and programs in the state of Vermont. These rules are minimum requirements established to protect the health and safety of Vermont’s children in out-of-home care and ensure that children in child care programs in Vermont are provided with wholesome growth and educational experiences. According to state statute all programs and providers providing out of home care and early learning and development services or after school services to children in more than two families are subject to these regulations. This includes family child care homes, private for-profit and non-profit center-based programs, Head Start agencies and early learning and development and afterschool programs operated by public schools, with the exception of those 21st Century programs that choose not to receive Child Care Financial Assistance Program subsidies.

In 2011 the Child Development Division (CDD) within the Department for Children and families (DCF), that has responsibility for child care regulation and monitoring, embarked on an intensive process engaging national experts, local stakeholders and child care providers with licensing and program quality staff in the CDD to produce a comprehensive revision of Vermont’s child regulations that is child-centered, family friendly and fair to providers. Representatives from Vermont Department of Health, Vermont Agency of Education, and Vermont Department of Mental Health also advised and participated. All participants agreed on the goal to set clear, consistent, developmentally appropriate standards based on observable program characteristics known to protect and promote the health, safety and well-being of children in care. In that revision, five sets of current regulations have been streamlined to three.

Current	Effective January 2016
Regulations for Family Day Care Homes, (October 1996)	Licensing Regulations for Registered and Licensed Family Child Care Homes (January 2016)
Family Child Care Licensing Regulations, (February 2001)	
Early Childhood Program Licensing Regulations (February 2001)	Licensing Regulations for Early Learning and Development Programs in Centers and Schools (January 2016)
Children's Day Care Licensing Regulations For Early Childhood Programs for Non-recurring Clientele (October 7, 1996)	
Children's Day Care Licensing Regulations For School Age Care (October 1996)	Licensing Regulations for Afterschool Child Care Programs (January 2016)

The combined and coordinated regulations create consistency in basic standards across settings. Proposed rules are currently moving through a promulgation process that includes approval by an Interagency Committee on Administrative Rules (ICAR), a public comment period and review process, and approval by a Legislative Committee on Administrative Rules (LCAR, all pursuant to



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Vermont law on administrative procedures. It is anticipated all proposed regulations will be fully approved by spring 2015. A period of systems revision and training for staff and providers will take place prior to final implementation in January 2016.

Revisions to Vermont's child care licensing rules reflect an understanding of current scientific evidence related to how children learn and develop. The rules also reflect industry standards and realities in implementing child care program practices that impact the health, safety and well-being of children. They incorporate changes in the organization of Vermont state agencies responsible for licensing and monitoring; changes in applicable legislation and regulations from other related governing entities; the use of information technology in government and program administration; and the evolving system of early childhood and afterschool services in Vermont.

It is the intent of the Department for Children and Families, Child Development Division in the Vermont Agency of Human Services that licensing requirements are clear, reasonable, fair and enforceable and keep children and their families at the center of our concern.

Relevant to this Vermont PDG -- Expansion proposal, child care licensing regulations are applicable to all prequalified prekindergarten education programs in Vermont that would be eligible to qualify for HQPP investment as a partner with one of our identified Sub grantees. All prequalified prekindergarten education programs in Vermont are subject to these regulations and must demonstrate a good compliance history to attain and maintain approval. Current regulations and proposed revisions, which are particularly applicable to this proposal include:

- Maximum group size for children ages 3 years of age - Kindergarten is 20 [B4: commitment to the components of HQPP];
- Minimum Staff:child ratio for children ages 3 years of age - Kindergarten is 1:10 [B4: commitment to the components of HQPP];
- Staff qualifications and on-going professional development requirements for Master Teachers and Teaching Assistants – *these are clarified, increased and coordinated with Act 166 prequalified prekindergarten education requirements in proposed regulations* [B4: commitment to the components of HQPP];
- Requirements to provide developmentally appropriate curricula and learning environments and culturally and linguistically responsive interactions with children and families – *these are strengthened and clarified in proposed regulations* [B4: commitment to the components of HQPP];
- Health and safety standards based on Caring for our children: National health and safety performance standards; Guidelines for early care and education programs¹, the definitive

¹ American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrcokids.org>



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evidence-based reference for health and safety in in group settings for children published by the American Public Health Association and the American Academy of Pediatrics, - *current regulations are based on the 1st edition of this reference published in 1992, proposed revisions are based on the current and 3rd edition published in 2011 and are both expanded to include new information and significantly more clear and specific [B4: commitment to the components of HQPP]; and*

- Requirements to create and maintain age appropriate facilities and environments that meet the developmental needs of children – *these are strengthened and clarified in proposed regulations [E10bv].*

In We Can Do Better², the 2013 report ranking state child care regulations and oversight, Child Care Aware ranks Vermont 16th of 52 (rankings include District of Columbia and the Department of Defense regulations) for Program Requirements, indicating that Vermont's current regulations meet 71% of the benchmarks for program requirements identified in that report. Proposed regulations, scheduled for implementation in January of 2016, will increase that already respectable score. Included in this Appendix is the excerpted Table of Contents for the proposed revised Licensing Regulations for Early Learning and Development Programs in Centers and Schools indicating the tone, breadth and specificity of regulations scheduled for implementation in January 2016.

State statute requires at least annual unannounced child care licensing monitoring visits to early learning and development programs in centers. The CDD added two additional Licensing Field Specialist positions in 2013 to reduce caseloads and territories and increase capacity to monitor more frequently and provide technical assistance regarding licensing compliance. In Vermont, licensing is the foundation for Vermont STARS, the state TQRIS which includes a Regulatory History Arena and a monitoring visits at least every 12 months. All early learning and development programs (ELDP) that are approved as prequalified prekindergarten programs under Act 166 must demonstrate and maintain substantial compliance with child care licensing regulations.

² Child Care Aware® of America. (2013). *We can do better: 2013 update*. For a full set of policy recommendations for this report, see www.usa.childcareaware.org.

Excerpted Table of Contents for proposed Licensing Regulations for ELDP in Centers and Schools 2016

MISSION

The mission of the Child Development Division is to improve the well-being of Vermont's children. We do this through partnerships with families, communities, schools, providers and state and federal agencies that increase access to high-quality, sustainable, child development services.

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Appendix A

Illness and Exclusion of Ill Children: Guidelines for Common Signs and Symptoms, Illnesses and Conditions Related to Contagious Diseases

Appendix B

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VERMONT'S EARLY CHILDHOOD ACTION PLAN

MARCH 2014

A Companion
Document to Vermont's
Early Childhood
Framework



Vermont's Early Childhood Action Plan

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Vermont's Early Childhood Action Plan

Parents, educators, service providers, state agencies, funders, the business community and other key public and private stakeholders have to work together in new ways to *realize the promise of every Vermont child*. A commitment to the success of young children and their families is paramount and undergirds Vermont's Early Childhood Action Plan.

Initiated in March 2013, this Action Plan reflects the culmination of a year-long process that began with the development of Vermont's Early Childhood Framework. The Framework represents Vermont's commitment to ensure that the state's children grow up happy, healthy and ready for a lifetime of learning. Governor Peter Shumlin presented the Framework at his Early Childhood Summit in October 2013. The Action Plan is a companion document to the Framework; it charts a course of action to help Vermont achieve the Framework's six goals.

In the spirit of continuous quality improvement, the Action Plan is intended to be a living document—one that will be used to mark progress and highlight where mid-course corrections are needed based on new information. It is intended to complement existing strategic plans, support existing efforts affecting young children not reflected in the Action Plan and increase alignment among those efforts under the rubric of the Framework's six goals. To help make sure that happens and in keeping with Act 104², Building Bright Futures—with a team from the Governor's Office, the Agency of Human Services and the Agency of Education—will be responsible for coordinating, monitoring and reporting on progress made on the strategies and actions in the Action Plan. However, this Action Plan belongs to all Vermonters. Everyone has a role in making the strategies in the plan a reality. It is hoped that Vermonters across the state will become part of its implementation and success over time.

The Action Planning Committee wishes to thank Governor Peter Shumlin for his vision and commitment to Vermont's young children and their families, Agency of Human Services Secretary Doug Racine for his leadership, and former and current Agency of Education Secretaries Arrando Vilaseca and Rebecca Holcombe for their unflagging support for young children from birth through third grade. The Committee also extends hearty thanks to the hundreds of Vermonters who attended action planning forums and provided input online and through conference calls. The creation of the Early Childhood Framework and the accompanying Early Childhood Action Plan have been highly collaborative endeavors that demonstrate a shared responsibility to provide a good start for all Vermont's children.

Vermont's Early Childhood Action Plan

Vermont's Early Childhood Framework, which was finalized in October 2013, lays out six goals to unify Vermonters in our efforts to ensure the well-being of Vermont's young children and their families. This Early Childhood Action Plan provides specific strategies to ensure the six goals of the Framework are realized. Both documents reflect a shared responsibility to provide a good start for all Vermont's children and a belief that all Vermonters benefit when our youngest citizens and their families are thriving.

The Action Plan was developed by a statewide committee that was jointly convened by the Governor's Office and Doug Racine, Secretary of the Agency of Human Services. The committee was comprised of representatives from state government, the non-profit sector, Building Bright Futures, Head Start, advocacy organizations, K-3 education, private funders and the business community. The Action Plan reflects input gathered through ten focus sessions leading up to the Governor's Early Childhood Summit (October 2013), eight action planning forums held during the winter of 2013-2014, online surveys, and multiple conference calls.

The Action Plan is a starting point. It reflects diverse perspectives and strives to create new linkages among the health, human services, early learning and development and K-3 education sectors, which together comprise Vermont's early childhood system. However, it is intended to be a living document that is regularly updated through a process managed by Building Bright Futures and refined as new voices and partnerships inform how the work envisioned in this Plan is implemented.

The Action Plan outlines twenty-seven strategies and numerous related actions that focus on the six goals in Vermont's Early Childhood Framework. With Results-Based Accountability (RBA) in mind, the Action Planning Committee translated those goals into results, or conditions of well-being. The strategies in the Action Plan listed below are designed to achieve those conditions of well-being for all Vermont's young children and their families.

Result #2: All children have a healthy start.

- Support families as children's primary caregivers;
- Establish a voluntary system that connects children birth through 3rd grade (0-8) with the resources they need to support optimal growth and development, including developmental screening;
- Ensure access to prenatal care, child health services, including preventive services and dental care, and support services for adults, including mental health and substance abuse treatment;
- Promote and utilize evidence-based home visiting;
- Ensure that all children have access to adequate nutrition at home, in early learning and development programs, at school, after school and during the summer;

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- Develop community efforts in the public and private sectors to enhance children's safety.

Result #2: Families and communities play a leading role in children's well-being.

- Engage with families as their child's first and most important teacher;
- Develop a statewide approach that enriches and expands family leadership at the provider, agency and community level;
- Promote family-centered employment policies that support the physical and social emotional needs of children and their families;
- Strengthen community based decision-making with respect to resource allocation and service delivery systems.

Result #3: All children and families have access to high-quality opportunities that meet their needs.

- Implement policies that enhance family stability and economic security;
- Expand access to high-quality services and programs for all families with young children by increasing quality, capacity and affordability;
- Ensure a continuum of holistic, family-centered services for young children who are experiencing, or are at risk for, developmental delays due to behavioral or physical health concerns, including children with chronic health conditions;
- Strengthen the quality of early childhood services throughout the early childhood system through a focus on alignment and best practices;
- Ensure quality by adequately supporting the early childhood workforce.

Result #4: Vermont invests in prevention and plans for the future success of children.

- Develop an intentional approach to guide Vermont's current and future early childhood expenditures;
- Promote sustainable business models;
- Increase the early childhood focus in health care payment reform efforts;
- Balance resources for treatment with resources for prevention at the whole-population level, with a focus on children and families;
- Increase public awareness about the importance for Vermont's future of investing in children's early years.

Result #5: Data and accountability drive progress in early childhood outcomes.

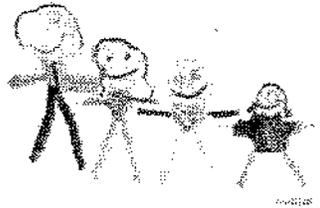
- Increase the knowledge, experience and application of Results-Based Accountability (RBA) as the accountability framework for the Early Childhood Action Plan;
- Establish a data governance structure and related processes;
- Enhance data and the use of data to inform policy and practice.

Vermont's Early Childhood Action Plan

Result #6: The early childhood system is innovative and integrated across sectors in order to better serve children and families

- Continue to develop, strengthen and align clear structures at the statewide level to ensure coordinated leadership and shared work;
- Create a culture of collaboration at the state and local level that fosters systems-building across sectors;
- Achieve efficiency and streamline systems to create a seamless experience for families;
- Move from a competitive to a collaborative approach to resource allocation at the community level;
- Maximize resources and minimize duplication;
- Create a cross-sector, inter-disciplinary early childhood workforce.

As of April 2014, Building Bright Futures assumes a leadership role in order to coordinate the Action Plan's implementation and to monitor and measure the progress being made on the Plan. Building Bright Futures will fulfill this role in the Action Plan's implementation in close collaboration with its state partners (the Vermont Agency of Human Services, which includes the Department for Children and Families' Child Development Division/DCF and the Department of Health, the Vermont Agency of Education and the Governor's office) as well as with many diverse partners outside state government. Building Bright Futures will annually convene key stakeholders to review the Action Plan, celebrate successes, identify gaps and make mid-course corrections. Despite Building Bright Futures' key role, however, it is up to each of us to keep the Framework and this Action Plan living, dynamic documents that guide daily decision-making, planning, collaboration and service delivery. May they serve as vivid and constant reminders of the responsibility all Vermonters share for helping to *realize the promise of every Vermont child*.



"Family" by Nina North, Age 6 -- Windham Child Care Association, Month of the Young Child

Vermont's Early Childhood Action Plan



Vermont's Early Childhood Framework and Vermont's Early Childhood Action Plan work synergistically to establish overarching goals and specific strategies and actions to implement those goals. When reviewing the Action Plan, it is important to review Vermont's Early Childhood Framework and understand the methods by which progress will be made and measured over time. This section provides a brief overview of the Framework and the Action Plan. For more detail on process, methodology and the structure of the Action Plan, refer to Appendix B.

Vermont's Early Childhood Framework

Vermont's Early Childhood Framework (The Framework), which became official at the Governor's Early Childhood Summit held in October 2013, builds on Vermont's early childhood vision statement: *To realize the promise of every Vermont child.*

The Framework includes **six goals**, which are intended to keep key public and private stakeholders headed in the same direction:

- Goal 1: A Healthy Start for All Children
- Goal 2: Families and Communities Play a Leading Role
- Goal 3: High-Quality Opportunities for All Children
- Goal 4: Invest Now for Our Future
- Goal 5: Know We're Making a Difference
- Goal 6: An Innovative and Connected System

The framework also includes **twelve principles** that are a foundation for all six goals:

- Think about the whole child
- Consider all children
- Focus on quality
- Build on what is known to work
- Take the long view
- Hold ourselves accountable
- Involve communities and families as equal partners

Vermont's Early Childhood Action Plan

- Strengthen connections between education, human services and health;
- Invest early in a child's life
- Promote families' economic security
- Emphasize prevention
- Keep collaboration at the heart of this work together

Getting to Action

Vermont's Early Childhood Framework is the "what"—what will be done in a broad way to *realize the promise of every Vermont child*. This accompanying statewide Early Childhood Action Plan is the "how"—how the plan to move ahead together on those goals will be realized and how progress towards those goals will be measured. It is intended to be aspirational. It is also a reflection of work already underway, including major areas of work in the Race to the Top-Early Learning Challenge (RTT-ELC) grant.

A statewide Action Planning Committee developed the Action Plan (*see Appendix C for a list of Committee members*). The Committee carefully considered input received on proposed strategies and actions, which were generated by work leading up to and at the Governor's Early Childhood Summit in October 2013. During December 2013 and January 2014, the Action Planning Committee held eight regional action planning forums (co-hosted by the Building Bright Futures Regional Councils), convened several meetings with statewide organizations, created and distributed three surveys and hosted three conference calls (open to the public). The Committee is grateful for all the feedback it received on the proposed strategies and actions.

This Action Plan strives to create new linkages among the people, organizations and services that make up Vermont's early childhood system. This includes the health care, human services, early learning and development, and K-3 education sectors. The early childhood system is not yet fully integrated, but that goal becomes more attainable as partnerships increase, collaboration improves and Vermonters think more broadly about how to use resources wisely.

Overview of Results-Based Accountability

The State of Vermont has adopted Results-Based Accountability (RBA) to measure progress on many key initiatives. Since significant time and resources have already been spent on training and implementation of RBA, the Action Planning Committee used RBA to guide the thinking and the format of the Action Plan. RBA "is a disciplined way of thinking and taking action that communities can use to improve the lives of children, families and the community as a whole. RBA can also be used by agencies to improve the performance of their programs. RBA can be adapted to fit the unique needs and circumstances of different communities and programs."² The Action Planning Committee recognizes that some of the goals (listed

Vermont's Early Childhood Action Plan

in this plan as "Results") lent themselves more easily than others to being stated as conditions of well-being. This document is an interim step to complete the translation to RBA and will continue to be refined from an RBA perspective over time.

Here are the Action Plan's Results, which turn the original Framework goals into conditions of well-being for Vermont's young children and their families:

EARLY CHILDHOOD FRAMEWORK GOALS	EARLY CHILDHOOD ACTION PLAN RESULTS
Goal 1: A Healthy Start for All Children	All children have a healthy start.
Goal 2: Families and Communities Play a Leading Role	Families and communities play a leading role in children's well-being.
Goal 3: High-Quality Opportunities for All Children	All children and families have access to high-quality opportunities that meet their needs.
Goal 4: Invest Now for Our Future	Vermont invests in prevention and plans for the future success of children.
Goal 5: Know We're Making a Difference	Data and accountability drive progress in early childhood outcomes.
Goal 6: An Innovative and Connected System	The early childhood system is innovative and integrated across sectors in order to better serve children and families.

Introduction to the Early Childhood Action Plan's Structure

The Early Childhood Action Plan is a starting point, not an ending point, to improve the quality of life for Vermont's youngest children and their families. It represents intentional collaboration between state government, school districts, direct service providers, advocates, the business sector, private funders and many other partners. The Action Plan embodies an unwavering commitment to continuous review and improvement. The Plan will be updated annually to reflect new information, new voices and new partnerships. In the coming year, Building Bright Futures, the Vermont Early Childhood Alliance and other stakeholders will bring in additional voices that will help to shape implementation of this work.

Action Steps

This Action Plan reflects input gathered from an estimated 1,500 Vermonters over a seven-month period (July 2013-January 2014). The Action Planning Committee carefully considered that input and used it to develop the strategies and action steps outlined in the Action Plan. Many of the

Vermont's Early Childhood Action Plan

specific ideas needed to implement the action steps listed in this document have been captured in the endnotes. The Committee assumes that the leads on the action steps and the leads' collaborating partners will use these recommendations as the starting point for developing their work plans.

Leads

The Action Planning Committee envisions that lead organizations or agencies will spearhead a process to initiate, plan, manage and monitor efforts to fulfill the strategies outlined in the Action Plan. This will include:

- Convening interested partners/meetings;
- Actively involving interested partners in the work;
- Setting the scope of work and developing meeting agendas;
- Establishing a process to make decisions and finalize work products;
- Clarifying roles of those involved;
- Documenting commitments and tasks and ensuring accountability;
- Sharing information with those working on a particular action.

One or more leads from state government will be involved to ensure clear accountability for the initial stage of the Action Plan's implementation. In addition, this Plan assumes that Building Bright Futures will play an integral role in the majority of the strategies and actions listed in the Plan. As such, B&F is only listed as a lead in areas where it will play a prominent or specific role.

Being a lead does *not* mean that the leads can or should do all the work involved in implementing an action or make all the decisions. The work will only be accomplished and sustained by involving diverse partners beyond those represented on the Action Planning Committee. By Summer 2014, designated leads and Building Bright Futures will work together to identify the remaining co-leads and collaborating partners from the sectors that comprise the early childhood system: (early learning and development, health, human services, and K-3 education) as well as other partners, such as families, the faith community, businesses and other community partners. Building Bright Futures and/or leads will reach out through multiple networks in search of individuals and organizations interested in being a co-lead or collaborating partner on Action Plan strategies and/or actions.

If any individual or organization would like to work on any aspect of the Action Plan, contact the lead organization/agency or Building Bright Futures. See Appendix C for contact information. The Action Planning Committee is counting on individuals and organizations to self-identify. The Action Plan's successful implementation depends on the involvement of diverse partners at the statewide, regional and local level.

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Measures of Progress and Timeframes for Each Action Step

Leads identified in this document and by Building Bright Futures during the spring and summer (2014) will work together with collaborating partners to identify measures of progress and a timeframe for each action.

Race to the Top-Early Learning Challenge Grant

This Action Plan includes the major activity areas in Vermont's federal Race to the Top-Early Learning Challenge Grant, which Vermont received in December 2013. These areas are noted in the Action Plan (look for *RTT-ELC*).

See Appendix B for more information regarding the Action Plan's structure.

Definition of Key Terms

The pre-Summit focus sessions and action planning forums highlighted the importance of creating a common language to facilitate conversations across disciplines and sectors in Vermont's early childhood system, including families, health care providers, early childhood educators, professionals working in human services, and public schools educators and administrators. As a first step, the Action Planning Committee created a preliminary **Glossary of Terms** (see Appendix E). The Action Plan foresees completion and wide distribution of this Glossary.

Integrated Family Services (IFS) merits mention here because it is integral to many of the strategies and actions in the Action Plan. IFS is an effort within the Vermont Agency of Human Services (AHS) to design and implement a family- and child-centered system of promotion, prevention, early intervention, treatment, supports and services prenatal through age twenty-two. The integration of early learning and development, human services, health services and K-12 education is a hallmark of IFS. When a child or family is in need of more support than friends and family can offer, IFS strives to support families to promote wellness and provide services to the whole family, not just the child. Health promotion and direct services will be guided by best practices including wellness, healthy communities, early intervention, clinical service, and family support. The IFS system will monitor outcomes and integrate AHS funding across programs in order to meet these goals effectively. This effort is integrated with the Early Childhood Framework and Action Plan. To that end, each result (goal) includes indicators, strategies, action steps and measures of progress that align with IFS. While IFS may not be identified in each section throughout the Action Plan, IFS—in partnership with the Vermont Agency of Education—will help advance much of the work envisioned in this Plan.

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Children's Integrated Services (CIS) is a resource for pregnant or postpartum women and families with children from birth to age six. It brings parents and professionals together to identify areas where a child may need additional support. The child's team will work with his/her family to coordinate prevention, early intervention, and early childhood mental health services. CIS can also link families to other community resources, including help accessing early learning and development programs. CIS is the early childhood part of the continuum of integrated services for children and families in Integrated Family Services.

Criteria for Selecting Key Strategies

In order to keep the number of strategies manageable, each goal has a maximum of six strategies. The Committee relied on extensive public input and a Results-Based Accountability approach to develop criteria to help determine which strategies would be included in the Plan (*see Appendix B*). Every strategy had to meet most but not all of the criteria to be selected for inclusion in the Action Plan.



Winston Prouty Center for Child Development -- Brattleboro, Vermont
Photo by Sarah DiNicola

Vermont's Early Childhood Action Plan



Headline Indicators

- % of children living at or below 200% of the Federal Poverty Level³
- % of pregnant women receiving prenatal care⁴
- % of children receiving well-child visits annually⁵
- % of children ready for school in all 5 domains of healthy development (social and emotional development, approaches to learning, communication, cognitive development and general knowledge, and physical health and development)⁶

Data Development Agenda

- % of children receiving appropriate developmental screening according to Bright Futures⁷
- % of families who feel prepared and equipped to raise their children successfully
- % of families with children with special needs who feel prepared and equipped to raise their children successfully

Strategies	Action Steps	Measure of Progress	Timeframe	Lead(s)
#1: Support families as children's primary caregivers	a) Advocate for paid sick days and parental leave policies so parents can be at home with newborns or a child who is newly adopted ⁸ and care for themselves and their children when sick			Vermont Businesses for Social Responsibility, Vermont Paid Sick Days Coalition
	b) Educate employers and employees about flexible work arrangements allowable under Vermont law			Vermont Businesses for Social Responsibility

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	c) Ensure respite and flexible funding are available to families of children with special needs especially at critical/crisis times	
#2: Establish a voluntary system that connects children birth through 3rd grade (0-8 years old) with the resources they need to support optimal growth and development, including developmental screening	a) Expand the training of nurses to provide health care consultation to early learning and development programs in each region [RTT-ELC]	Department of Health, Child Development Division/Department for Children and Families (DCF) ⁹
	b) Implement <i>Help Me Grow</i> ¹⁰ and its 4 components: <ul style="list-style-type: none"> • Child health care outreach for early detection of developmental concerns • Community outreach to promote networking opportunities among families and services providers • Creation of a centralized telephone access point for connecting children and their families to services and care coordination • Data collection to understand gaps and barriers in the system 	Department of Health, Child Development Division/DCF, Agency of Education, <i>Help Me Grow</i> Leadership Team
		Building Bright Futures
		Agency of Human Services, Agency of Education, Building Bright Futures
#3: Ensure access to prenatal care, child health services	a) Promote Bright Futures Guidelines for Health Supervision of Infants, Children and	Department of Health, American Academy of Pediatrics (VT chapter)

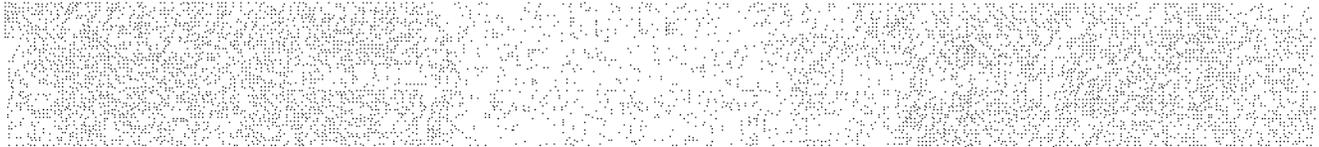
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(including preventive services and dental care) and support services for adults (including mental health and substance abuse treatment)	<p>Adolescents (3rd edition) as the preventive service standard for high-quality well care in medical homes (this action also relates to Result #3)</p> <p>b) Utilize the Integrated Family Services (IFS) team to promote care coordination in medical practices for children and their parents and to connect child health priorities to health reform</p> <p>c) Explore inclusion of maternity care medical homes in the Blueprint for Health, including depression screening, domestic violence screening and substance abuse cessation</p> <p>d) Inventory mental health and substance abuse resources for parents to determine if there is a gap</p>	<p>Integrated Family Services/AHS, American Academy of Pediatrics (VT chapter)</p> <p>Department of Health, Integrated Family Services/AHS</p> <p>Agency of Human Services</p>
#4: Promote and utilize evidence-based home visiting	<p>a) Ensure alignment and coordination of home visiting models to ensure comprehensive availability of services while preventing duplication</p> <p>b) Initiate or expand the following evidence-based home visiting models throughout the state:</p> <ul style="list-style-type: none"> • Nurse family partnership • Parents as Teachers • Maternal Early Childhood Sustained Home Visiting (MECSH) 	<p>Department of Health, Child Development Division/DCF, Parent Child Center Network, Home Visiting Alliance</p> <p>Home Visiting Alliance</p>

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	<ul style="list-style-type: none"> • Early Start • Early Head Start 	
	c) Explore use of Medicaid funding under the framework of Early Periodic Screening, Diagnosis and Treatment (EPSDT) to support home visiting service	Integrated Family Services/AHS
#5: Ensure that all children have access to adequate nutrition at home, in early learning and development programs, at school, after school and during the summer	a) Increase participation in existing food and nutrition programs and expand capacity of such programs ¹⁵	Child Development Division/DCF, Building Bright Futures, Hunger Free Vermont
#6: Develop community efforts in the public and private sectors to enhance children's safety	a) Ensure that regional/community plans incorporate local safety planning for children (better lighting, improved transportation options, community centers/hubs) and accessible recreation options	Agency of Human Services, Building Bright Futures
	b) Tie child service locations, including but not limited to early learning and development programs and other programs where children are physically present, into regional and state emergency and evacuation plans	Agency of Human Services, Building Bright Futures

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Headline Indicators

- % of families who report participating in school decision-making processes¹²
- % of families utilizing opportunities for increasing social supports¹³
- % of families with children with special needs who report involvement and satisfaction in their child's early intervention/special education services birth-21 years¹⁴
- Rate per 1,000 children with Family Services Division/Department for Children and Families involvement (Investigation, ongoing services, supervision, or custody)

Data Development Agenda¹⁵

- % of Board and planning commission membership bringing a family-centered perspective to decisions
- % of Boards and regional planning commissions that recruit families to participate

Strategies	Action Steps	Measures of Progress	Timeframe	Lead(s)
#1: Engage with families as their child's first and most important teacher	a) Develop and implement intentional, evidence-based parent education and support opportunities (including care of children with special needs)			Agency of Human Services, Parent Child Center Network
	b) Create a family guide to the Vermont Early Learning Standards [RTT-ELC]			Child Development Division/DCF, Agency of Education
	c) Embed the Strengthening Families framework in early childhood service delivery ¹⁶			Agency of Human Services, Building Bright Futures

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	d) Implement a statewide, early multi-tiered system of supports (MTSS) ¹⁷ that provides evidence-based practices, family education and resources to support social-emotional well-being (<i>also see Result #3, Strategy #4</i>)	Agency of Education
	e) Strengthen peer support and education through family support organizations	Vermont Family Network, Vermont Federation of Families for Children's Mental Health
#2: Develop a statewide approach that enriches and expands family leadership at the provider, agency and community level	a) Convene a statewide Family Leadership Team, comprised of at least 51% families with children birth through 3 rd grade, to develop a statewide family leadership plan (<i>see Appendix A for plan components</i>)	Vermont Family Network, Vermont Federation of Families for Children's Mental Health, Head Start-State Collaboration Office
	b) Develop and implement the statewide family leadership plan	
	c) Engage School Boards, local PTAs/PTOs and other school-based groups to enhance family leadership	
#3: Promote family-centered employment policies that support the physical and social emotional needs of children and their families	a) Provide businesses, schools and other employers with the tools they need to implement family-friendly workplace policies	Vermont Businesses for Social Responsibility
	b) Explore new workplace standards in Vermont	

Vermont's Early Childhood Action Plan

#4: Strengthen community-based decision-making with respect to resource allocation and early childhood service delivery systems	a) Implement Integrated Family Services (IFS), including Children's Integrated Services (CIS), in all Agency of Human Services regions <i>(see Appendix A for details)</i>	Agency of Human Services, Building Bright Futures
	b) Strengthen community-based decision-making through the Building Bright Futures Regional Councils and local school districts	Building Bright Futures, Agency of Education



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Headline Indicators

- % of school districts offering Pre-k¹⁸
- % of children enrolled in Pre-k programs¹⁹
- Regulated early learning and development providers by STAR Level including after-school care²⁰
- % of families who can access early learning and development opportunities within 5 miles from residence²¹

Data Development Agenda²²

- % of families who believe opportunities are affordable
- % of families who feel able to choose in-home or out-of-home care from 0-8 years

Strategies	Action Steps	Measures of Progress	Timeline	Lead(s)
#1: Implement policies that enhance family stability and economic security²³	a) Explore expansion of the current child care tax credit to all families who utilize nationally accredited or STARS-rated early learning and development programs			Agency of Human Services, Building Bright Futures (co-leads for all actions in this strategy)
	b) Promote initiatives that lead to a livable wage for all families, including annual increases in the minimum wage			
	c) Strengthen the Reach Up Program ²⁴ based on the recommendations of the Reach Up Work Group ²⁵			

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- d) Promote initiatives that address homelessness and housing needs for children and families (see Appendix A for details)
- e) Promote initiatives that provide fuel assistance for families with young children (see Appendix A for details)
- f) Ensure that Building Bright Futures Regional Councils work with diverse partners to develop and track multi-sector measures related to families' economic security, i.e. housing, transportation, fuel, nutrition²⁶

#2: Expand access to high-quality services and programs for all families with young children by increasing quality, capacity and affordability

- a) Expand access to affordable, high-quality early learning and development programs by:
 - Expanding access to and increase rates in the Child Care Financial Assistance Program (CCFAP)
 - Establishing Universal Pre-k education in all school districts through qualified public school-based programs and/or partnerships with qualified early learning and development programs and Head Start; encourage partnerships with private full-day/full-

Child Development Division/DCF,
Building Bright Futures, Vermont
Early Childhood Alliance

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	<p>year qualified early learning and development programs</p> <p>b) Implement the Promise Communities initiative [RTT-ELC]²⁷</p> <p>c) Identify and assess potential areas for investment and/or expansion in early learning and development programs (see Appendix A for details)</p>	<p>Child Development Division/DCF</p>
<p>#3: Ensure a continuum of holistic, family-centered services for young children who are experiencing, or are at risk for, developmental delays due to behavioral or physical health concerns, including children with chronic health conditions</p>	<p>a) Support outreach related to the Individuals with Disabilities Act (IDEA) Part C to assure all eligible children are identified early and their families have access to the necessary services and supports</p> <p>b) Leverage federal funding opportunities to promote prevention and early intervention activities which support young children and families</p> <p>c) Expand the capacity of the current family support networks to do outreach to school- and community-based early childhood programs as a resource to support them in serving children with special needs</p>	<p>Child Development Division/DCF, Agency of Education</p>
<p>#4: Strengthen the quality of early childhood services throughout the early childhood system through a focus on</p>	<p>a) Use science, research data and promising practices to drive quality, including in programs that serve children with special needs (see Appendix A for details)</p>	<p>Child Development Division/DCF, Agency of Education</p>

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alignment and best practices	b) Improve teaching practices in early learning and development programs	Child Development Division/DCF
	c) Build alignment among the early childhood sectors, especially early learning and development and K-3 education including the Vermont Early Learning Standards (VELS) and Common Core (see related actions in Result #6)	Child Development Division/DCF, Agency of Education
	d) Implement a PreK-Grade 3 approach that aligns curriculum and practices across settings in selected high-needs school communities [RTT- ELC]	Agency of Education
	e) Develop a monitoring system for publicly-funded Pre-kindergarten programs [RTT-ELC]	Agency of Education
#5: Ensure quality by adequately supporting the early childhood workforce^{2F}	a) Equip the early childhood workforce across sectors in the early childhood system with the common knowledge and skills needed to support children's optimal learning and development and family stability (see Appendix A for details)	Professional Preparation and Development Committee/Building Bright Futures, Vermont Early Childhood Alliance
	b) Increase compensation of and benefits available to the early childhood workforce without creating a cost shift to families (see Appendix A for details)	Professional Preparation and Development Committee/Building Bright Futures

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Headline Indicators

- % of child care providers charging the Vermont Child Care Financial Assistance base rate or less²⁹
- % of state contracts and grants funding prevention programs³⁰
- % of State of Vermont budget appropriated to address prevention and early childhood³¹

Data Development Agenda

- % of businesses with family flexible policies
- % of early childhood workforce engaged in ongoing professional development

Strategies	Action Steps	Measures of Progress	Timeline	Lead(s)
#1: Develop an intentional approach to guide Vermont's current and future early childhood expenditures	a) Create an early childhood finance and investment plan <i>(see Appendix A for details)</i>			Governor's Office, Agency of Human Services, Agency of Education, Building Bright Futures, Vermont Early Childhood Alliance
#2: Promote sustainable business models	a) Encourage shared services alliances b) Research other approaches that could reduce costs in early learning and development programs without sacrificing quality or resulting in a cost-shift to families or programs/personnel			Vermont Association for the Education of Young Children
#3: Increase the early childhood focus in health care payment	a) Ensure representation of early childhood health representatives (policy and provider) in policy			Integrated Family Services/AHS, Building Bright Futures, Early Childhood Campaign

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reform efforts	<p>conversations related to health care reform</p> <p>b) Explore financing options for early childhood in health care reform <i>(see Appendix A for details)</i></p>	
#4: Balance resources for treatment with resources for prevention at the whole-population level, with a focus on children and families	<p>a) Encourage re-investment of savings in prevention while preserving access to treatment for children and families³³</p> <p>b) Encourage public and private investments in prevention and promotion of healthy development</p>	Agency of Human Services, Building Bright Futures
#5: Increase public awareness about the importance for Vermont's of investing in children's early years³³	<p>a) Launch a statewide public awareness campaign in coordination with state and local partners</p> <p>b) Develop capacity beyond traditional early childhood stakeholders to advocate on behalf of young children and their families</p> <p>c) Create an ongoing mechanism to serve as a sustainable vehicle for planning, coordinating, implementing and soliciting feedback on public engagement efforts</p>	<p>Permanent Fund, Turrell Fund, A.D. Henderson Foundation</p> <p>Early Childhood Campaign, Vermont Early Childhood Alliance, Building Bright Futures</p> <p>Building Bright Futures</p>

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Headline Indicators

- % of state-funded early childhood programs that have and regularly report on measures indicating client improvement³⁶
- % of early childhood system partners and providers using performance management to improve client results³⁷
- # of visits to Building Bright Futures' Early Childhood Data Reporting System (ECDRS) website

Data Development Agenda

- % of communities who are using community-specific data to inform decisions that impact children and families

Strategies	Action Steps	Measures of Progress	Timeline	Lead(s)
#1: Increase the knowledge, experience and application of Results-Based Accountability (RBA) as the accountability framework for the Early Childhood Action Plan	a) Resource Building Bright Futures to build an RBA accountability system into BBF's regional plans and provide necessary training [RTT-ELC]			Governor's Office, Building Bright Futures
	b) Encourage state agencies to consider RBA as an accountability system in their work			Governor's Office, Agency of Human Services
	c) Establish policies and procedures that enhance the use of data for continuous quality improvement across sectors (health, early learning and development, health, human services and K-3 education)			Agency of Human Services, Agency of Education, Building Bright Futures

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#2: Establish a data governance structure and related processes	<ul style="list-style-type: none"> a) Create state-wide Data Governance Council (RTT-ELC) b) Revise and update <i>The Key to Good Policy, Smart Decisions and Wise Investments: Vermont's Roadmap for an Early Childhood Data Reporting System</i> (January 2012)³⁶ 	<p>Governor's Office, Department of Information and Innovation, Building Bright Futures</p> <p>Building Bright Futures</p>
#3: Enhance data and the use of data to inform policy and practice	<ul style="list-style-type: none"> a) Pursue a data development agenda for early childhood b) Improve data access and collection across programs and systems while providing adequate funding and training as needed (RTT-ELC) (see Appendix A for details) c) Integrate and improve data analysis and data literacy across early childhood sectors: early learning and development, K-3 education, health and human services (see Appendix A for details) 	<p>Agency of Human Services, Agency of Education, Building Bright Futures</p> <p>Agency of Human Services, Agency of Education, Building Bright Futures</p> <p>Agency of Human Services, Agency of Education, Building Bright Futures</p>

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Headline Indicators

- % of communities with an innovative funding model for early childhood services³⁷
- % of state-funded early childhood-focused programs that are accountable to shared performance measures across contracts/grants³⁸
- Achievement Gap: Test score gaps between students eligible for free and reduced lunch and those not eligible as determined by % proficient in math, % proficient in reading, % proficient in science
- % of children reading at or above grade level in 3rd grade³⁹
- % of children under age 8 who are in families who apply for Economic Services Division General Assistance vouchers for temporary shelter⁴⁰
- % of time children (0-18) who attend Pre-K – grade 12 school⁴¹

Data Development Agenda

% of stakeholders who can demonstrate their contribution to *realizing the promise of every Vermont child*

Strategies	Action Steps	Measures of Progress	Timeframe	Lead(s)
#1: Continue to develop, strengthen and align clear structures at the statewide level to ensure coordinated leadership and shared work	a) Develop an agreement among the Governor's office, Agency of Education, Agency of Human Services and Building Bright Futures to create a collaborative team			Governor's Office, Agency of Education, Agency of Human Services, Building Bright Futures
	b) Utilize the Building Bright Futures State Council and Regional Councils as the coordinating bodies for cross-sector public/private discussions to identify gaps and resources,			Governor's Office, Agency of Education, Agency of Human Services, Building Bright Futures

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	leverage existing private/public assets and coordinate improvements to the early childhood system	
	c) Provide ongoing and diverse opportunities for participation by interested individuals and organizations throughout the Building Bright Futures state and regional network to increase engagement and share accountability for building Vermont's early childhood system	Governor's Office, Agency of Education, Agency of Human Services, Building Bright Futures
#2: Create a culture of collaboration at the state and local level that fosters systems-building across sectors	a) Create a clearinghouse at the state and local level within an existing structure/agreement for sharing information regarding grant opportunities across sectors (early learning and development, health, human services and K-3 education)	Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures
	b) Develop and implement a plan to guide collaboration at the state and community level (<i>see Appendix A for details</i>)	Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures
	c) Review the Early Childhood Action Plan with the K-3 community to ensure alignment and integration wherever possible	Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures
	d) Ensure that Building Bright Futures Regional Councils include diverse partners in the development of regional plans	Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures

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that respond to data and community needs⁴²

#3: Achieve efficiency and streamline systems to create a seamless experience for families	<ul style="list-style-type: none"> a) Standardize policies, practices and language wherever possible <i>(see Appendix A for details)</i> b) Build connections among early childhood service providers and sectors to facilitate families' access to community resources <i>(see Appendix A for details)</i> c) Inventory standing and ad-hoc early childhood advisory and inter-agency groups with the goal of consolidating where possible d) Increase coordination and integration among existing regional inter-agency, cross-sector teams that link service providers and families e) Improve data matching systems between the Department for Children and Families (DCF), the Department of Vermont Health Access (DVHA), and the Agency of Education (AOE) to ensure that all children who are eligible are directly certified to receive free school meals and are enrolled in all state and federal programs to which they are entitled 	<p>Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures</p> <p>Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures</p> <p>Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures</p> <p>Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures</p> <p>Governor's Office, Child Development Division/DCF, Agency of Education, Building Bright Futures</p>
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<p>#4: Move from a competitive to a collaborative approach to resource allocation at the community level</p>	<ul style="list-style-type: none"> a) Remove as many barriers as possible to braiding and blending funds to support and strengthen the state's early childhood system b) Bundle rates c) Establish a global budget at the state level and shared outcome measures d) Combine programmatic funding e) Tie funding to outcomes with a shared savings model f) Streamline how funding is used to permit greater flexibility g) Create community outcome reporting h) Develop a plan to identify needs and strengths in the system i) Incentivize collaboration and shared overhead 	<p>Governor's Office, Integrated Family Services/AHS, Child Development Division/DCF, Agency of Education, Building Bright Futures <i>(co-leads for all actions in this strategy)</i></p>
<p>#5: Maximize resources and minimize duplication</p>	<ul style="list-style-type: none"> a) Ensure that families in every community know where to go for information by clarifying roles and responsibilities among existing entities that currently serve as regional clearinghouses for child development and family services 	<p>Agency of Human Services, Building Bright Futures</p>

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| b) | Establish a forum for developing consistent early childhood legislative priorities across agencies and advocacy groups | Building Bright Futures, Vermont Early Childhood Alliance |
| c) | Develop and agree on early childhood priorities for each legislative session | Building Bright Futures |

- | | | |
|--|--|---|
| #6: Create a cross-sector, inter-disciplinary early childhood workforce | a) Create a standing, cross-sector, inter-disciplinary Workforce Committee to identify a permanent home for developing and implementing an early childhood cross-sector, inter-disciplinary workforce plan ⁴³ | Professional Preparation and Development Committee/Building Bright Futures, Agency of Education, Child Development Division/DCF |
| | b) Conduct a workforce study [RTT-ELC] ⁴⁴ | Child Development Division/DCF |
| | c) Develop and implement a cross-sector, inter-disciplinary workforce plan (<i>see Appendix A for details</i>) | Professional Preparation and Development Committee/Building Bright Futures, Agency of Education, Child Development Division/DCF |
| | d) Work with institutions of higher education to increase professionals' access to professional development (<i>see Appendix A for details</i>) | Professional Preparation and Development Committee/Building Bright Futures, Agency of Education, Child Development Division/DCF |
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Action Plan Leads

- Whenever the Vermont Agency of Human Services (AHS) is identified as the lead, a reference to AHS could include Integrated Family Services (IFS), a department within AHS, or a combination of departments within AHS.
- Being a lead does *not* mean that the leads could or should do all the work involved in implementing an action. The work will only be accomplished and accomplishments sustained by involving diverse partners beyond those represented on the Action Planning Committee.
- In some cases, the Action Planning Committee was able to identify a lead outside of state government because that organization heads up work already underway related to a particular action. By Summer 2014, designated leads and Building Bright Futures will work together to identify the remaining co-leads and collaborating partners from the sectors that comprise the early childhood system (early learning and development, health, human services, and K-3 education) as well as other partners, such families, the faith community, businesses and other community partners. Building Bright Futures and the leads will reach out through multiple networks to request the names of individuals and organizations interested in being a co-lead or collaborating partner on Action Plan strategies and/or actions.
- A collaborative team, which includes representation from the Governor's Office, the Vermont Agency of Education, the Vermont Agency of Human Services, and Building Bright Futures, is listed as the lead for several strategies. This team is an outgrowth of the pre-Summit focus sessions that led up to the Governor's Early Childhood Summit in 2013. Session participants repeatedly highlighted the pressing need for a clear structure at the statewide level to ensure coordinated leadership and shared work among state agencies. While not a decision-making body, this team will serve as a coordination hub and catalyst for collaboration at the state and community level.

Criteria for Selecting Key Strategies

Below are the criteria used to determine which strategies to include in the Action Plan.

- Effectiveness
 - The strategy has a proven track record. If not, innovative initiatives can be linked to measurable outcomes.
 - The strategy's effectiveness can be measured by existing data. If not, there is capacity to generate the necessary data.

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- **Breadth:**
 - The strategy puts systems in place that are cross-sector (health, child development, human services and K-3 education) and enhance integration.
 - The strategy is holistic in its view of children, families and the early childhood system (health, human services, early learning and development and K-3 education).
- **Reach:**
 - The strategy is feasible.
 - The resources are available to effectively accomplish the strategy.
 - The strategy can be sustained over time. If not, that is acceptable.
 - The strategy touches the whole population and/or an intentionally targeted sub-population.
 - The strategy involves a solution that addresses the root causes of the conditions that undermine optimal child development and family stability.
- **Efficiency:** The strategy builds in some way on work already underway without duplicating services or programs.
- **Leverage:** The proposed strategy will make a difference as measured by critical indicators.
- **Specificity:** The strategy is specific enough to be implemented.

**Early Childhood Interagency Coordination Team (ECICT)
Operating Agreement**

Composition:

- Representative from the Governor's Office
- Representative from the Agency of Education
- Representative from the Agency of Human Services Secretary's Office
- Representative from the Vermont Department of Health
- Representative from the Department for Children and Families
- Representative from the Building Bright Futures Council (BBF)

Purpose:

To act as an interagency coordinating body to support the implementation and application of the Vermont Early Childhood Framework and the corresponding Early Childhood Action Plan. This team is intended to supplement the Building Bright Futures State Council to discuss and address matters that pertain to state government and its work with BBF.

The ECICT will provide oversight to the EC Action Plan and support BBF to develop assessment mechanisms to track and measure progress towards the Results defined in the plan. Particular attention will be paid to those areas within the plan that fall within the purview of state government.

The ECICT will also serve as an interagency body to maintain a broad view of the collective work in the early childhood world and to foster a collaborative and collective approach across state government to realizing the promise of every Vermont child.

Authority:

The ECICT acts as an advisory body to the Governor, Secretary of AHS, Secretary of AOE, Board President and Co-Chairs of the BBF Council.

Although not a decision making body per se, the Team will advise on the status of the work of the Action Plan, identify policy and resource issues and act as a point of cohesion, across sectors, for work in early childhood. Additionally, the Team will be responsible for active links to the larger work on behalf of all children and families.

The Team is responsible for fostering active collaboration between the organizations represented by the membership and for shared leadership in relation to the Early Childhood Framework and the corresponding Action Plan.

Roles:

As an Interagency Team, the ECICT will share responsibility for meeting organization and facilitation; sharing the duty on a rotating basis.

Meeting agendas will be crafted jointly by the rotating monthly facilitator and held at the offices of the rotating facilitator. Administrative support will be offered by AHS and AOE. Meetings will occur monthly and a standing agenda will be crafted by the group.

Meetings with the Governor, the two Secretary and the BBF Board President and Co-Chairs will occur as necessary.

Local Connections:

The Team will solicit feedback periodically from local/regional partners to identify and eliminate barriers to collaboration, address the efforts related to the Early Childhood Action Plan or any other issues that local/regional partners may bring to the Team's attention.

This agreement may be amended as the need arises. Any member of the Team may request reconsideration of any aspect of the Agreement at any time.

5/22/14

EMERGING QUALITY IMPROVEMENT PROTOCOL FOR VERMONT PREK

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

Section B3: Rating and monitoring ELDP

Abstract:

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

High-quality Plan Summary

Goal:

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

Outcomes:

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

- By the end of the funding period (2017), 100% of publicly funded preschool programs receive on-site monitoring visits at least every three years;
- By the end of the funding period (2017), performance accountability data on publicly funded preschool programs is collected, summarized and reported annually to the Vermont Legislature and the public; and
- By the end of the funding period (2017), families report using VT STARS ratings as important information when deciding which early learning and development program is best for their children.

Strategies:

- Develop and implement capacity to deliver timely and reliable ERS observations as part of VT STARS administrative functions;
- Develop and establish the necessary capacity to systematically and effectively monitor state investment in publicly funded preschool programs; and
- Increase the visibility of VT STARS as a tool for families to use in making decisions about enrolling their children in ELDP.

Table 1: Timeline and Parties Responsible

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

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

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

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

serving children with high needs.					Association for the Education of Young Children (VAEYC) Vermont Child Care Providers Association (VCCPA) Vermont Child Care Industry and Careers Council (VCCIC)
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Metrics: Semi-annual monitoring of success in meeting Outcomes targets.

Rationale:

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

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

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

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

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

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

Alignment is embedded in the proposed regulations between the Northern Lights Career Development Center (NLCDC) Career Ladder, Vermont Early Learning Standards (VELS) and VT STARS and coordination with public school requirements for publicly funded preschool programs operated by LEAs. The proposed regulation is under final internal review. The proposed regulations will be moving into the promulgation phase this fall and will be implemented in 2014 with extensive training and technical assistance for licensing staff and ELDP.

During the 2012 legislative session, the Vermont legislature approved two new licensing field specialists LFS in CDD (from formerly seven to current nine LFS) with the intent to reduce caseloads and increase frequency of monitoring visits. The Division is working toward a goal of visiting each regulated ELDP at least once annually. In 2012, prior to the addition of the two new Licensing Field Specialists, 39% of registered Family Child Care Programs and 90 % of all licensed programs were visited by licensing staff-- about 60% of all ELDP across settings. By 2014, we intend to reach our goal of 100% of all regulated ELDP having at least one unannounced monitoring visit in a 12-month period. Current registration or licensure is a threshold requirement for VT STARS. All ELDP applying to enter or move up in VT STARS must have been visited within the past 12 months. Ensuring that VT STARS applicants and participants have current monitoring visits is a priority of CDD licensing staff. Licensing staff may conduct announced and unannounced visits to program at any time to check for routine compliance or respond to complaints. Information about compliance with regulations is routinely exchanged between CDD Licensing staff and VT STARS Coordinators.

Regulatory compliance is managed as part of a comprehensive data system in CDD called the Bright Futures Information System (BFIS). This searchable database of all regulated providers is available on-line to families and the public. Providers can update program information about services they offer in the system and this is available to

families. Regulatory compliance information including when site visits occur and a record of violations is also posted on-line. Quality ratings and accreditation status is displayed. Recently the system was updated to provide information about preschool approval.

As noted in B1, participation in VT STARS is open to all programs but voluntary for most. The regulatory history arena ensures that the quality improvement system rests squarely on the foundation of compliance with state regulations. Administration of VT STARS is managed by a community-based agency through a competitive contract awarded by the CDD. Two full-time VT STARS Coordinators are employed by the agency to accept applications, review evidence, verify points and award approval and ratings in the VT STARS. Both VT STARS Coordinators are highly qualified with Masters degrees in Early Childhood Development and 25 years of experience in the field.

VT STARS Coordinators have access to licensing and professional development information in BFIS to validate evidence submitted in applications. They work closely with the VT STARS Oversight Committee and with staff from CDD and AOE. VT STARS ratings are valid for three years. ELDP participating in VT STARS must submit annual reports affirming ongoing compliance and may submit additional evidence and request a review to improve ratings at any time.

ELDP can earn up to five points in the program practices arena of the VT STARS (see Table 6). This is the arena where reliable program assessments are an important tool in monitoring and improving quality. Applicants earn points in this arena moving from awareness of global quality via training and informed self-assessment through coaching with a knowledgeable coach from outside their program to readiness for a more formal, and rigorous third party program assessment where “high stakes” scores impact how many points are earned toward a VT STARS rating.

➤ **Strengthening reliable use of ERS in VT STARS**

The Environmental Rating Scales (ERS) (University of North Carolina-Chapel Hill, no date) are the predominant valid program assessment tool recognized and applied in the VT STARS. These include the Infant Toddler Environmental Rating Scale (ITERS), the Early Childhood Environmental Rating Scale (ECERS), the Family Child Care Environmental Rating Scale (FCCERS) and the School Age Care Environmental Rating

Scale (SACERS). The ERS have been proven as valid tools for program assessment, monitoring and improvement. The Classroom Assessment Scoring System (CLASS) is also recognized as a valid program assessment tool in VT STARS. CLASS is generally used by programs in higher tiers of VT STARS who have consistently high ERS ratings. See C2 for a discussion of Vermont's Comprehensive Assessment System.

Vermont has already put plans in place to improve understanding of global quality measures and use of the ERS at the entry levels of the quality continuum. In 2012, CDD received a Workforce Education and Training grant from Vermont's Department of Labor. \$^{(b)(4)} of those funds was awarded to the VT STARS Administration contractor to increase effectiveness in use of the ERS as a means for improving environmental quality for ELDP in VT STARS. Four well qualified and experienced early childhood professionals, ERS trained and approved as Level four trainers in the VT Northern Lights Instructor Registry, are now in place to provide consistent and coordinated training experiences for all types of programs throughout Vermont. They will provide group trainings and individual consultation to support growth upward in VT STARS through improved program practices.

Prior to 2011, Vermont applied a training of trainers model to developing ERS observers in VT STARS. Though the core trainers had received training from the ERS Institute in North Carolina at one time and used training materials approved by the Institute, fidelity to the rigorous protocol required to ensure valid use of the tool for high stakes purposes and inter-rater reliability was lacking. In 2011 and 2012, CDD sought to remedy this concern by sponsoring training to reliability by ERS Institute staff in the ECERS and the ITERS for a core group of well qualified and experienced early childhood professionals in Vermont.

Fifty-five potential assessors were trained in this effort but only a few were trained to 85% reliability at that time. Individuals from this group continue to conduct most of the ERS assessments in the VT STARS for a daily stipend. A system for maintaining inter-rater reliability was not established. ERS program assessment improved but not sufficiently to deliver the level of confidence we need to support high stakes use for the growing number of programs entering the higher levels of VT STARS at this time and to use ERS scores to measure internal validity in the system.

The first strategy detailed in the HQP above is based on recommendations from the ERS Institute for achieving and maintaining inter-rater reliability in the ERS (see Appendix XI). Through the VT STARS administration contract, we will recruit, train and deploy two well-qualified and experienced early childhood professionals as state anchors in the valid and reliable use of all relevant ERS. VT STARS ERS Assessors will work out of home offices and be responsible for regions where they will conduct or coordinate and oversee all ERS assessments in VT STARS. We will continue to support a small group of reliable assessors as consultants, increasing the stipends, support and oversight for these activities, to assure that demand for assessments is met in a timely manner for all programs participating in VT STARS. As part of this process, three to five star programs will be assessed, using an appropriate ERS, when applying for approval or renewal and at least once more during the three-year approval period. We believe this will resolve weaknesses related to both present and future validity and reliability of ERS assessments in VT STARS and increase the rigor and usefulness of consistent program assessments in assessing and improving quality.

➤ **Beyond VT STARS: Monitoring publically funded preschool programs in Vermont**

PreK administration is a shared responsibility of Agency of Education (AOE) and CDD/DCF. Publicly funded preschool programs must be licensed by CDD and must also meet higher standards to be approved. These are:

- National accreditation or a rating of at least 4 VT STARS in the VT STARS. Three STAR programs may be provisionally approved with an approved plan to increase to at least 4 VT STARS within 12 months;
- Engagement of a teacher with an early childhood or early childhood special education license; and
- Assessing and reporting children's progress using TS Gold.

Currently, AOE collects and maintains information about publicly funded preschool programs but there is no formal monitoring process. In H.270 (see A1), the House Committee on Education specifically assigns AOE and CDD/DCF with responsibility to more proactively monitor publicly funded PreK in Vermont, a function both agencies enthusiastically support but lack current resources to conduct in a robust manner. The

House Committee on Education used the Results Based Accountability (RBA) model referred to elsewhere in this application as a basis for the language regarding a monitoring system in this bill.

In the second strategy described in the HQP above, Vermont will use RTT-ELC resources to design and develop a system to monitor current and expanding publicly funded preschool programs. The system will focus specifically on promoting optimal outcomes for children, especially high needs children, and informing future policy decisions. Vermont will partner with a nationally recognized organization or individual with expertise in early childhood education and program evaluation to help design and pilot a preschool monitoring system. AOE and CDD will convene a work group comprised of staff from state agencies, monitoring project consultants, Early Childhood Educators from both LEA and community based ELDP, legislators and a small group of interested stakeholders and experts to advise the design and piloting processes.

AOE will recruit a highly qualified early childhood educator as the Monitoring Project Consultant to manage the development and piloting processes in the first two years of the grant period and then actively monitor preschool programs as the monitoring system is implemented in the third and fourth years. A second preschool monitoring consultant will be brought on in the third year to assist in implementation. Preschool monitors will collect and organize data and information about how each publicly funded preschool program is offered locally and will provide on-site technical assistance to programs regarding program rules, services for children and families and coordination with other local ELDP and other services for children and families. They will have full access to all program information available in BFIS and to all VT STARS program assessment data. Preschool monitoring will be intentionally coordinated with child care licensing and VT STARS assessment activities.

In 2015, year two of the grant period, the Monitoring Project Consultant will summarize and analyze data to produce a report to the legislature on the development, piloting and initial implementation of the proposed preschool monitoring system. In 2017, year four of the grant period, the Monitoring Project Consultant will summarize and analyze baseline data to produce a report to the legislature on the performance of publicly funded preschool programs in Vermont. Some questions the report may

address are: how much is invested in publicly funded Preschool; how local communities structure publicly funded Preschool services and coordinate with other services for children with high needs such as IDEA services, Title I funding, Head Start and CC FAP subsidies; the quality of publicly funded ELDP as documented in valid and reliable assessments conducted by VT STARS assessors; and information about the children who participate and how those children are learning and developing.

The AOE and CDD/DCF will use the data and anecdotal evidence accumulated during piloting and implementation to assess the efficacy of the system for monitoring publicly funded preschool and make recommendations for sustaining the system with the intention to ensure on-site visits to publicly funded preschool programs at least once every three years with bi-annual reports to the legislature on the performance of publicly funded preschool programs and the return on preschool investments in terms of school readiness and impact on the achievement gap between high needs children and their peers

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Vermont has 7 Program(s)

GENERAL INFORMATION

		# Programs
Program Types	Head Start	7
Agency Types	Community Action Agency (CAA)	4
	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)	2
	School System	1
Agency Descriptions	Grantee that directly operates program(s) and has no delegates	7

FUNDED ENROLLMENT

Funded Enrollment by Funding Source

	Answer
Total Funded Enrollment	1,026
ACF Funded Enrollment	1,026
Non ACF Funded Enrollment	0

Funded Enrollment by Program Option - Children

	Answer
Center-based Option Full Day (5 days per week)	179
Center-based Option Full Day (5 days per week, full-working-day)	124
Center-based Option Full Day (5 days per week, full-working-day, full -year)	29
Center-based Option Part Day (5 days per week)	165
Center-based Option Part Day (5 days per week, double session)	0
Center-based Option Full Day (4 days per week)	17
Center-based Option Part Day (4 days per week)	407
Center-based Option Part Day (4 days per week, double session)	0
Home-based Option	119
Combination Option	110
Family Child Care Option	29
Family Child Care Option (full-working-day)	22
Family Child Care Option (full-working-day, full-year)	22
Locally Designed Option	0

Funded Enrollment at Child Care Partner

	Answer
Funded Enrollment at Center-based Child Care Partner	150

CLASSES

Classes

	Answer
Total Classes Operated	81

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	Answer
Total Double Session Classes Operated	0

CUMULATIVE ENROLLMENT

Children by Age

	Answer
Less than 1 Year Old	0
1 Year Old	0
2 Years Old	64
3 Years Old	492
4 Years Old	592
5 Years and Older	60

Total Cumulative Enrollment

	Answer
Total Cumulative Enrollment	1,208
Children	1,208
HS Children	1,208
Preschool Children - HS and MSHS Age 3-5	1,208

Type of Eligibility

	Answer
Income Eligibility	412
Receipt of Public Assistance	565
Foster Children	18
Homeless Children	57
Over Income	93
Income between 100% and 130% of Poverty	63

Prior Enrollment

	Answer
Second Year	345
Three (or more) Years	86

Transition and Turnover (HS Programs)

	Answer
Preschool children who left the program any time after classes or home visits began and did not re-enroll	198
Preschool children enrolled less than 45 days	46
Preschool children enrolled in Head Start at the end of the current enrollment year projected to be entering kindergarten	493

Child Care Subsidy

	Answer
Children Receiving Child Care Subsidy	317

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Ethnicity

	Answer
Hispanic or Latino Origin	38
Non-Hispanic/Non-Latino Origin	1,161

Race

	Answer
American Indian/Alaska Native	6
Asian	34
Black or African American	62
Native Hawaiian/Pacific Islander	1
White	1,004
Biracial or Multi-Racial	96
Other Race	0
Unspecified Race	5

Primary Language of Family at Home

	Answer
English	1,123
Spanish	6
Central/South American and Mexican	0
Caribbean Languages	0
Middle Eastern/South Asian Languages	3
East Asian Languages	29
Native North American/Alaska Native Languages	0
Pacific Island Languages	1
European and Slavic Languages	9
African Languages	32
Other Languages	1
Unspecified Languages	4

TRANSPORTATION

Transportation Services

	Answer
Program Provides Transportation	2
Number of Children Transported	65

Buses

	Answer
Number of Buses Owned	3
Number of Buses Purchased this Program Year	0
Program Leases Buses	0
Number of Leased Buses	0

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TOTAL STAFF

Staff by Type

	Answer
Total Head Start Staff	319
Total Contracted Staff	110
Total Head Start Parent Staff	64
Total Contracted Parent Staff	6
Total Departed Head Start Staff	41
Total Departed Contracted Staff	0
Total Replaced Head Start Staff	32
Total Replaced Contracted Staff	0

TOTAL VOLUNTEERS

Volunteers by Type

	Answer
Total Volunteers	1,702
Total Parent Volunteers	928

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	Answer
Total Preschool Classroom Teachers	139
Advanced Degree in ECE - Preschool Classroom Teachers	15
Advanced Degree in Any Related Field - Preschool Classroom Teachers	5
Baccalaureate Degree in ECE - Preschool Classroom Teachers	56
Baccalaureate Degree in Any Related Field - Preschool Classroom Teachers	46
Baccalaureate Degree with Teach for America - Preschool Classroom Teachers	0
Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Preschool Classroom Teachers	1
Associate Degree in ECE - Preschool Classroom Teachers	12
Associate Degree in Any Related Field - Preschool Classroom Teachers	0
Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers	3
Child Development Associate (CDA) - Preschool Classroom Teachers	3
Child Development Associate (CDA) appropriate to the option they are working - Preschool Classroom Teachers	1
Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers	0
Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Preschool Classroom Teachers	1
No ECE Credential - Preschool Classroom Teachers	2
No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers	0

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	Answer
No ECE Credential enrolled in Associate ECE or Related Field Degree - Preschool Classroom Teachers	0
No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Preschool Classroom Teachers	0
Total Preschool Assistant Teachers	99
Advanced Degree in ECE - Preschool Assistant Teachers	2
Advanced Degree in Any Related Field - Preschool Assistant Teachers	3
Baccalaureate Degree in ECE - Preschool Assistant Teachers	11
Baccalaureate Degree in Any Related Field - Preschool Assistant Teachers	21
Baccalaureate Degree with Teach for America - Preschool Assistant Teachers	0
Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Preschool Assistant Teachers	1
Associate Degree in ECE - Preschool Assistant Teachers	10
Associate Degree in Any Related Field - Preschool Assistant Teachers	5
Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers	1
Child Development Associate (CDA) - Preschool Assistant Teachers	20
Child Development Associate (CDA) appropriate to the option they are working - Preschool Assistant Teachers	8
Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers	0
Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Preschool Assistant Teachers	4
No ECE Credential - Preschool Assistant Teachers	27
No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers	2
No ECE Credential enrolled in Associate ECE or Related Field Degree - Preschool Assistant Teachers	0
No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Preschool Assistant Teachers	12
Total number of center-based option classes serving preschool-aged children	63
Number of center-based option classes serving preschool-aged children where at least one teacher has an advanced/baccalaureate/associate degree in ECE or related field with experience teaching preschool-age children or any baccalaureate degree and Teach for America	60

Child Development Staff Qualifications - Home-based and FCC

	Answer
Total Home-Based Visitors	13
An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Home-Based Visitors	0
An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Home-Based Visitors	0
An advanced degree in/ licensed as Psychology - Home-Based Visitors	0
An advanced degree in/ licensed as Sociology - Home-Based Visitors	0
An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Home-Based Visitors	1
An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Home-	0

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	Answer
Based Visitors	
An advanced degree in/ licensed as Early childhood education - Home-Based Visitors	0
An advanced degree in/ licensed as Other - Home-Based Visitors	0
An baccalaureate degree in Social work - Home-Based Visitors	0
An baccalaureate degree in Psychology - Home-Based Visitors	1
An baccalaureate degree in Sociology - Home-Based Visitors	0
An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitors	0
An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitors	0
An baccalaureate degree in Early childhood education - Home-Based Visitors	2
An baccalaureate degree in Other - Home-Based Visitors	1
An associate degree in Social work - Home-Based Visitors	0
An associate degree in Psychology - Home-Based Visitors	0
An associate degree in Sociology - Home-Based Visitors	0
An associate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitors	0
An associate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitors	0
An associate degree in Early childhood education - Home-Based Visitors	3
An associate degree in Other - Home-Based Visitors	0
License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc - Home-Based Visitors	0
License, certification, or credential held in Family development credential (FDC) - Home-Based Visitors	0
License, certification, or credential held in Child development associate credential (CDA) - Home-Based Visitors	4
License, certification, or credential held in State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option - Home-Based Visitors	0
License, certification, or credential held in Other - Home-Based Visitors	0
No Credentials as listed - Home-Based Visitors	1
No Credentials as listed, enrolled in An advanced degree or license - Home-Based Visitors	0
No Credentials as listed, enrolled in a baccalaureate degree - Home-Based Visitors	0
No Credentials as listed, enrolled in an associate degree - Home-Based Visitors	1
No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Home-Based Visitors	0
Total Home-Based Visitor Supervisors	6
An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Psychology - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Sociology - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Home-Based Visitor Supervisors	0

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	Answer
An advanced degree in/ licensed as Early childhood education - Home-Based Visitor Supervisors	0
An advanced degree in/ licensed as Other - Home-Based Visitor Supervisors	1
An baccalaureate degree in Social work - Home-Based Visitor Supervisors	0
An baccalaureate degree in Psychology - Home-Based Visitor Supervisors	2
An baccalaureate degree in Sociology - Home-Based Visitor Supervisors	0
An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors	0
An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitor Supervisors	0
An baccalaureate degree in Early childhood education - Home-Based Visitor Supervisors	0
An baccalaureate degree in Other - Home-Based Visitor Supervisors	1
An associate degree in Social work - Home-Based Visitor Supervisors	0
An associate degree in Psychology - Home-Based Visitor Supervisors	0
An associate degree in Sociology - Home-Based Visitor Supervisors	0
An associate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors	1
An associate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitor Supervisors	0
An associate degree in Early childhood education - Home-Based Visitor Supervisors	1
An associate degree in Other - Home-Based Visitor	0
License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc - Home-Based Visitor Supervisors	0
License, certification, or credential held in Family development credential (FDC) - Home-Based Visitor Supervisors	0
License, certification, or credential held in Child development associate credential (CDA) - Home-Based Visitor Supervisors	0
License, certification, or credential held in State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option - Home-Based Visitor Supervisors	0
License, certification, or credential held in Other - Home-Based Visitor Supervisors	0
No Credentials as listed - Home-Based Visitor Supervisors	0
No Credentials as listed, enrolled in An advanced degree or license - Home-Based Visitor Supervisors	0
No Credentials as listed, enrolled in a baccalaureate degree - Home-Based Visitor Supervisors	0
No Credentials as listed, enrolled in an associate degree - Home-Based Visitor Supervisors	0
No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Home-Based Visitor Supervisors	0
Total Family Child Care Providers	12
An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Family Child Care Providers	0
An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Family Child Care Providers	0
An advanced degree in/ licensed as Psychology - Family Child Care Providers	0
An advanced degree in/ licensed as Sociology - Family Child Care Providers	0
An advanced degree in/ licensed as Human services (include related areas such as child	0

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	Answer
and family services or social services) - Family Child Care Providers	
An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Family Child Care Providers	0
An advanced degree in/ licensed as Early childhood education - Family Child Care Providers	0
An advanced degree in/ licensed as Other - Family Child Care Providers	0
An baccalaureate degree in Social work - Family Child Care Providers	0
An baccalaureate degree in Psychology - Family Child Care Providers	0
An baccalaureate degree in Sociology - Family Child Care Providers	0
An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Providers	0
An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Providers	0
An baccalaureate degree in Early childhood education - Family Child Care Providers	0
An baccalaureate degree in Other - Family Child Care Providers	1
An associate degree in Social work - Family Child Care Providers	0
An associate degree in Psychology - Family Child Care Providers	0
An associate degree in Sociology - Family Child Care Providers	0
An associate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Providers	0
An associate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Providers	0
An associate degree in Early childhood education - Family Child Care Providers	1
An associate degree in Other - Family Child Care Providers	0
License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc - Family Child Care Providers	0
License, certification, or credential held in Family development credential (FDC) - Family Child Care Providers	0
License, certification, or credential held in Child development associate credential (CDA) - Family Child Care Providers	7
License, certification, or credential held in State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option - Family Child Care Providers	0
License, certification, or credential held in Other - Family Child Care Providers	0
No Credentials as listed - Family Child Care Providers	3
No Credentials as listed, enrolled in An advanced degree or license - Family Child Care Providers	0
No Credentials as listed, enrolled in a baccalaureate degree - Family Child Care Providers	0
No Credentials as listed, enrolled in an associate degree - Family Child Care Providers	1
No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Family Child Care Providers	2
Total Family Child Care Specialists	2
An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Family Child Care Specialists	0
An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Family Child Care Specialists	0
An advanced degree in/ licensed as Psychology - Family Child Care Specialists	0
An advanced degree in/ licensed as Sociology - Family Child Care Specialists	0

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	Answer
An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Family Child Care Specialists	0
An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Family Child Care Specialists	0
An advanced degree in/ licensed as Early childhood education - Family Child Care Specialists	0
An advanced degree in/ licensed as Other - Family Child Care Specialists	0
An baccalaureate degree in Social work - Family Child Care Specialists	0
An baccalaureate degree in Psychology - Family Child Care Specialists	0
An baccalaureate degree in Sociology - Family Child Care Specialists	0
An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Specialists	0
An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Specialists	0
An baccalaureate degree in Early childhood education - Family Child Care Specialists	0
An baccalaureate degree in Other - Family Child Care Specialists	1
An associate degree in Social work - Family Child Care Specialists	0
An associate degree in Psychology - Family Child Care Specialists	0
An associate degree in Sociology - Family Child Care Specialists	0
An associate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Specialists	0
An associate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Specialists	0
An associate degree in Early childhood education - Family Child Care Specialists	1
An associate degree in Other - Family Child Care Specialists	0
License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc - Family Child Care Specialists	0
License, certification, or credential held in Family development credential (FDC) - Family Child Care Specialists	0
License, certification, or credential held in Child development associate credential (CDA) - Family Child Care Specialists	0
License, certification, or credential held in State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option - Family Child Care Specialists	0
License, certification, or credential held in Other - Family Child Care Specialists	0
No Credentials as listed - Family Child Care Specialists	0
No Credentials as listed, enrolled in An advanced degree or license - Family Child Care Specialists	0
No Credentials as listed, enrolled in a baccalaureate degree - Family Child Care Specialists	0
No Credentials as listed, enrolled in an associate degree - Family Child Care Specialists	0
No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Family Child Care Specialists	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Ethnicity

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	Answer
Hispanic or Latino origin	1
Non-Hispanic or Non-Latino origin	262

Child Development Staff - Race

	Answer
American Indian or Alaska Native	0
Asian	0
Black or African American	2
Native Hawaiian or other Pacific Islander	0
White	164
Biracial/Multi-racial	2
Other Race	0
Unspecified Race	95

Child Development Staff - Language

	Answer
The number who are proficient in a language other than English	0
Number who are proficient in more than one language other than English	0
Spanish	0
Central/South American and Mexican	0
Caribbean Languages	0
Middle Eastern/South Asian Languages	0
East Asian Languages	0
Native North American/Alaska Native Languages	0
Pacific Island Languages	0
European and Slavic Languages	0
African Languages	0
Other Languages	0
Unspecified Languages	0

Child Development Staff - Classroom Teacher Turnover

	Answer
Teacher Turnover Total	16
Teacher Turnover Compensation	3
Teacher Turnover Change Field	5
Teacher Turnover Other Reasons	8
Teacher Vacancies of 3 Months	2
Teachers Hired Due to Turnover	13

Child Development Staff - Home-based Visitor Turnover

	Answer
Home-based Visitor Turnover Total	2
Home-based Visitor Turnover Compensation	1

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	Answer
Home-based Visitor Turnover Change Field	1
Home-based Visitor Turnover Other Reasons	0
Home-based Visitor Vacancies of 3 Months	0
Home-based Visitor Hired Due to Turnover	2

FAMILY AND COMMUNITY PARTNERSHIPS STAFF

Family and Community Partnerships Staff - Qualifications

	Answer
Family Workers	16
Family and Community Partnership (FCP) Supervisors	11
FCP Supervisors with a Family Caseload	0
Family Workers with an Advanced Degree	1
FCP Supervisors with an Advanced Degree	3
Family Workers with a Baccalaureate Degree	8
FCP Supervisors with a Baccalaureate Degree	4
Family Workers with an Associate Degree	2
FCP Supervisors with an Associate Degree	2
Family Workers with a High School Diploma	5
FCP Supervisors with a High School Diploma	1
Family Workers with No Degree enrolled in related degree or credential	0
FCP Supervisors with No Degree enrolled in related degree or credential	1

EDUCATION AND CHILD DEVELOPMENT MANAGEMENT STAFF

Education and Child Development Managers/Coordinators - Qualifications

	Answer
Total Education & Child Development Managers/Coordinators	10
An advanced degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children	2
A baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children	6
An associate degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children	2
An associate degree in ECE or equivalent as above, enrolled in a baccalaureate degree in ECE or a baccalaureate degree in any field and coursework equivalent to a major relating to ECE	0
A CDA or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
A CDA as above, enrolled in a baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE	0
No Credentials as listed	0
No credentials as listed, enrolled in a baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE	0

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HEALTH SERVICES

Health Insurance - Children

	Answer
Children with Health Insurance (at Enrollment)	1,178
Children with Health Insurance (at End of Enrollment Year)	1,198
Medicaid and/or CHIP (at Enrollment)	1,124
Medicaid and/or CHIP (at End of Enrollment Year)	1,140
State Funded Insurance (at Enrollment)	0
State Funded Insurance (at End of Enrollment Year)	0
Private Health Insurance (at Enrollment)	51
Private Health Insurance (at End of Enrollment Year)	55
Other Health Insurance (at Enrollment)	3
Other Health Insurance (at End of Enrollment Year)	3
Children without Health Insurance (at Enrollment)	30
Children without Health Insurance (at End of Enrollment Year)	10

Medical Home - Children

	Answer
Children Continuous Accessible Health Care (at Enrollment)	1,184
Children Continuous Accessible Health Care (at End of Enrollment Year)	1,203
Children Indian Health Service (at Enrollment)	0
Children Indian Health Service (at End of Enrollment Year)	0
Children Migrant Health Center (at Enrollment)	0
Children Migrant Health Center (at End of Enrollment Year)	0

Medical Services - Children

	Answer
Children Up-to-Date According to Relevant State's EPSDT Schedule (at Enrollment)	1,015
Children Up-to-Date According to Relevant State's EPSDT Schedule (at End of Enrollment Year)	1,029
Of these, children newly diagnosed with a chronic condition needing medical treatment since last year's PIR was reported (at end of enrollment)	154
Of these, children who have received or are receiving medical treatment (at End of Enrollment Year)	153
Programs with Primary Reason for No Medical Treatment - No Health Insurance	0
Programs with Primary Reason for No Medical Treatment - No Pediatric Care Available in Local Area	0
Programs with Primary Reason for No Medical Treatment - Medicaid Not Accepted by Health Provider	0
Programs with Primary Reason for No Medical Treatment - Parents Did Not Keep/Make Appointment	1
Programs with Primary Reason for No Medical Treatment - Children Left Program Prior To Appointment	0
Programs with Primary Reason for No Medical Treatment - Appointment Date in Future	0
Programs with Primary Reason for No Medical Treatment - No Transportation	0
Programs with Primary Reason for No Medical Treatment - Other	0

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	Answer
Anemia	16
Asthma	86
Hearing Difficulties	33
Vision Problems	39
High Lead Levels	7
Diabetes	1

Body Mass Index (BMI) - Children (HS and Migrant Programs)

	Answer
Underweight (at Enrollment according to 2000 CDC BMI-for-age growth chart)	31
Healthy Weight (at Enrollment according to 2000 CDC BMI-for-age growth chart)	812
Overweight (at Enrollment according to 2000 CDC BMI-for-age growth chart)	168
Obese (at Enrollment according to 2000 CDC BMI-for-age growth chart)	179

Immunization Services - Children

	Answer
Up to Date on All Immunizations (at Enrollment)	869
Up to Date on All Immunizations (at End of Enrollment Year)	931
Received All Possible Immunizations (at Enrollment)	151
Received All Possible Immunizations (at End of Enrollment Year)	157
Exemption from Immunizations In Accordance With State Guidelines (at Enrollment)	11
Exemption from Immunizations In Accordance With State Guidelines (at End of Enrollment Year)	17

Dental Home - Children

	Answer
Children Continuous Accessible Dental Care (at Enrollment)	998
Children Continuous Accessible Dental Care (at End of Enrollment Year)	1,134

Preschool Dental Services (HS and Migrant Programs)

	Answer
Received Dental Preventive Care	969
Completed Oral Health Examination	968
Diagnosed as Needing Dental Treatment	209
Received or Are Receiving Dental Treatment	148
Programs with Primary Reason for No Dental Treatment - Insurance does not cover treatment	0
Programs with Primary Reason for No Dental Treatment - Dental care not available in local area	0
Programs with Primary Reason for No Dental Treatment - Medicaid not accepted by dentist	0
Programs with Primary Reason for No Dental Treatment - Dentists in area do not treat children age 3-5	0
Programs with Primary Reason for No Dental Treatment - Parents did not keep/make appointment	4
Programs with Primary Reason for No Dental Treatment - Children left program prior to appointment	1
Programs with Primary Reason for No Dental Treatment - Appointment date in future	2



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	Answer
Programs with Primary Reason for No Dental Treatment - No Transportation	0
Programs with Primary Reason for No Dental Treatment - Other	0

MENTAL HEALTH SERVICES

Mental Health Services

	Answer
Children with Staff Consultations	202
Children with Three or More Consultations	110
Children with Parent Consultations	138
Children with Three or More Parent Consultations	104
Children with Individual Mental Health Assessments	99
Children Referrals Facilitated for Mental Health	109

Medical Health Referrals

	Answer
Children Referred for Mental Health Services Outside Head Start	131
Children Referred for Mental Health Services Outside Head Start that Received Services	109

DISABILITIES SERVICES

Preschool Disabilities Services (HS and Migrant Programs)

	Answer
Children with an IEP	254
Children with an IEP - Determined Eligible for Services Prior to Enrollment Year	183
Children with an IEP - Determined Eligible for Services During Enrollment Year	71
Children with an IEP - Not Receiving Services	3

Preschool Primary Disabilities (HS and Migrant Programs)

	Answer
Health Impairment	1
Health Impairment Received Services	1
Emotional Disturbance	0
Emotional Disturbance Received Services	0
Speech Impairment	18
Speech Impairment Received Services	18
Intellectual Disabilities	0
Intellectual Disabilities Received Services	0
Hearing Impairment	0
Hearing Impairment Received Services	0
Orthopedic Impairment	1
Orthopedic Impairment Received Services	1
Visual Impairment	0
Visual Impairment Received Services	0

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	Answer
Specific Learning Disabilities	0
Specific Learning Disabilities Received Services	0
Autism	9
Autism Received Services	9
Traumatic Brain Injury	0
Traumatic Brain Injury Received Services	0
Non-Categorical/Developmental Delay	194
Non-Categorical/Developmental Delay Received Services	191
Multiple Disabilities (excluding Deaf-blind)	6
Multiple Disabilities (excluding deaf-blind) Received Services	6
Deaf-blind	0
Deaf-blind Received Services	0

EDUCATION

Screening

	Answer
Number of all newly enrolled children since last year's PIR was reported	716
Newly Enrolled Children Who Completed Behavioral Screenings Identified Needing Follow-up Disability Assessment	665
	79

Curriculum

	Answer
Family Child Care Curriculum Locally Designed 1	0

Staff-Child Interaction Observation Tools

	Answer
Program has Staff-Child Interaction Observation Tools To Assess Quality	7
Center-based Staff-Child Interaction Observation Tool Locally Designed	0
Home-based Staff-Child Interaction Observation Tool Locally Designed	1
Family Child Care Staff-Child Interaction Observation Tool Locally Designed	0

FAMILY AND COMMUNITY PARTNERSHIPS

Number of Families

	Answer
Total Number of Families	1,141
Two Parent Families	597
Single Parent Families	544

Employment

	Answer
Both Parents Employed	192

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	Answer
One Parent Employed	274
Both Parents Not Working	131
Parent Employed	255
Parent Not Working	289
A parent/guardian is a member of the United States military on active duty	9

Federal or Other Assistance

	Answer
Receiving TANF Benefits	463
Receiving SSI Benefits	138
Receiving WIC Benefits	660
Receiving SNAP Benefits	683

Job Training/School

	Answer
Both Parents in Training/School	13
One Parent in Training/School	95
Neither Parent in Training/School	489
Parent in Training/School	99
Parent Not in Training/School	445

Parent/Guardian Education

	Answer
An Advanced or Baccalaureate Degree	94
An Associate Degree, Vocational School, or Some College	264
A High School Graduate or GED	604
Less than High School Graduate	154

Family Services

	Answer
Emergency/Crisis Intervention	169
Housing Assistance	144
Mental Health Services	178
English as a Second Language (ESL) Training	7
Adult Education	66
Job Training	27
Substance Abuse Prevention	14
Substance Abuse Treatment	32
Child Abuse and Neglect Services	72
Domestic Violence Services	21
Child Support Assistance	33
Health Education	592
Assistance to Families of Incarcerated Individuals	11

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	Answer
Parenting Education	566
Relationship/Marriage Education	9
Received at Least One Family Service	787

Father Involvement

	Answer
Programs with Father Involvement	6
Children with Participating Fathers	246

Homelessness Services

	Answer
Homeless Families Served	140
Homeless Children Served	149
Homeless Families Acquired Housing	72

Foster Care and Child Welfare

	Answer
Foster Care Children Served	40
Child Welfare Agency Referral Children Served	58

Collaboration Agreements

	Answer
Number of LEAs in Service Area	68
Number of LEA Agreements to Coordinate Disabilities Services	63
Number of LEA Agreements to Coordinate Transition Services	57
Program has Pre-kindergarten Collaboration and Resource Sharing Agreements	6
Number of Pre-kindergarten Collaboration and Resource Sharing Agreements	34
Number of Part C Agencies in Service Area	12
Number of Part C Agreements to Coordinate Disabilities Services	12
Program has Child Welfare Agency Collaboration Agreements	5
Number of Child Welfare Agency Collaboration Agreements	5

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Vermont has 7 Program(s)

Average-based Summary

MANAGEMENT STAFF

Management Staff - Salaries

	Average
Executive Director Annual Salary	(b)(4)
Executive Director Percent Funded by Head Start	
Head Start Director Annual Salary	
Head Start Director Percent Funded by Head Start	
Child Development and Education Manager Annual Salary	
Child Development and Education Manager Percent Funded by Head Start	
Health Services Manager Annual Salary	
Health Services Manager Percent Funded by Head Start	
Family and Community Partnerships Manager Annual Salary	
Family and Community Partnerships Manager Percent Funded by Head Start	
Disability Services Manager Annual Salary	
Disability Services Manager Percent Funded by Head Start	
Fiscal Officer Annual Salary	
Fiscal Officer Percent Funded by Head Start	

Coordination of Services

	Average
Avg Hours per Week Coordinating Services - Child Development & Education Manager	25
Avg Hours per Week Coordinating Services - Health Services Manager	21
Avg Hours per Week Coordinating Services - Family & Community Partnerships Manager	20
Avg Hours Per Week Coordinating Services - Disability Services Manager	15

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Classroom Teacher Salary By Level Of Education

	Average
Classroom Teacher Average Salary - with Advanced Degree	(b)(4)
Classroom Teacher Average Salary - with Baccalaureate Degree	
Classroom Teacher Average Salary - with Associate Degree	
Classroom Teacher Average Salary - with CDA	
Classroom Teacher Average Salary - with No Credential	

Child Development Staff - Average Salary

	Average
Classroom Teacher Average Salary	(b)(4)
Classroom Teacher Average Hourly Rate	
Assistant Teacher Average Salary	
Assistant Teacher Average Hourly Rate	

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	Average
Home-Based Visitor Average Salary	(b)(4)
Home-Based Visitor Average Hourly Rate	
Family Child Care Provider Average Salary	
Family Child Care Provider Average Hourly Rate	

MENTAL HEALTH SERVICES

Mental Health Professional

	Average
Average Total Hours per month Mental Health Professional On-site	29

2014 KIDS COUNT PROFILE



OVERALL RANK



THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

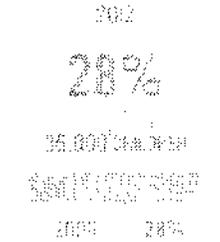
DEMAND RANK

0

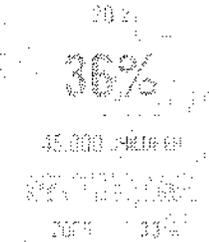
Children in poverty



Children whose parents or guardians lack secure employment



Children living in a household with a high housing cost burden



Teen not in school and not working

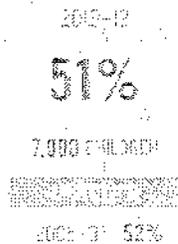


EDUCATION

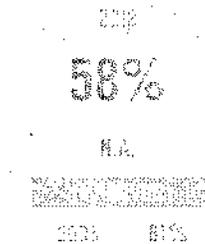
DEMAND RANK

3

Children not attending preschool



Fourth graders not proficient in reading



Eighth graders not proficient in math



High school students not graduating on time

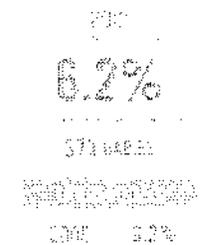


HEALTH

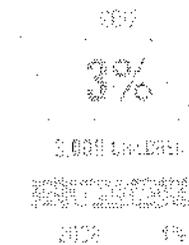
DEMAND RANK

6

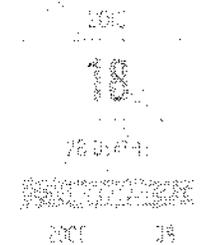
Low birthweight babies



Children without health insurance



Child seat seat belts per 100 CEO



Teens who abuse alcohol or drugs

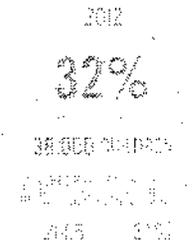


FAMILY AND COMMUNITY

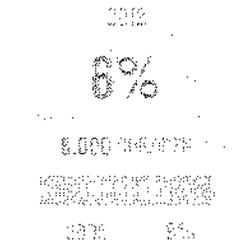
DEMAND RANK

3

Children in single-parent families



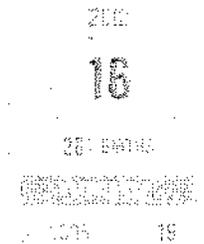
Children in families where the household head lacks a high school diploma



Children living in high-poverty areas



Teen births per 1,000



2014 KIEIS COUNT PROFILE

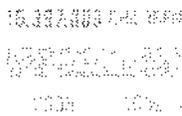
UNITED STATES



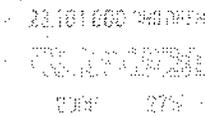
THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

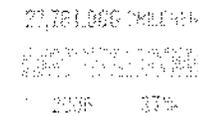
Children in poverty



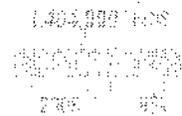
Children whose parents lack secure employment



Children living in households with a food housing cost burden

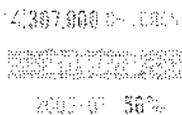


Transient in school and not making

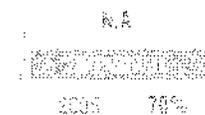


EDUCATION

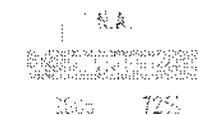
Children not attending or behind



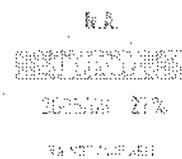
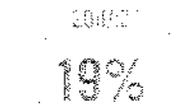
Fourth graders not proficient in reading



Eighth graders not proficient in math

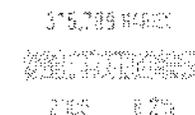


High school students not graduating on time

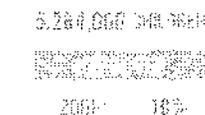


HEALTH

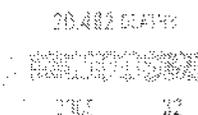
Low birthweight babies



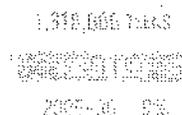
Children without health insurance



Child and teen births per 100,000

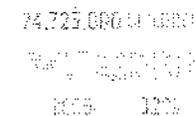


Teens who abuse alcohol or drugs

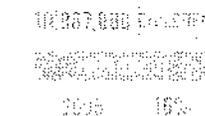
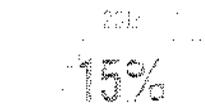


FAMILY AND COMMUNITY

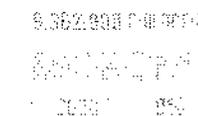
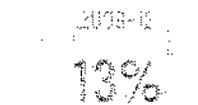
Children in single-parent families



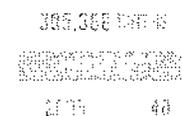
Children in families where the household has below a high school diploma



Children living in high poverty areas



Teen births per 1,000



The Annie E. Casey Foundation www.aecf.org

U.S. Census Bureau www.census.gov

Dear Teacher,

This year the results of the Kindergarten Readiness Survey will be used as the first statewide data point in our longitudinal data system. In order to accomplish this goal, we ask that you identify your school, yourself, and the students whom you are assessing through this secure online survey. We will also email you a class report within days of your submitting your class surveys so that you may consider and make use of these data in your planning and instruction.

*Please note that all of the information you provide is secure and confidential.

INSTRUCTIONS:

1. Click on "next" to begin. First, complete the Teacher Information page. Your date of birth is required for identification purposes. Your email address is needed in order to send you your class profile. When all teacher questions are answered, click on "next" to begin the student surveys.
 2. Complete one Kindergarten Survey for each kindergarten student in your class; you move from survey to survey by clicking on "Next". There are 25 blank surveys; complete as many surveys as you have kindergarten students. If you have more than 25 students in a class or teach more than one class of kindergartners, please contact us at the email or phone number below.
 3. Use your thoughtful and insightful observations of the student during the first four-six weeks of school as you rate his or her knowledge and skills. Rate this student's level of readiness for each item, using the following guidelines. Please note that all questions with an asterisk require a response.

BEGINNING
Frequently requires adult guidance in this area.
Skills are observed rarely.
 - PRACTICING**
Sometimes requires adult guidance in this area.
Skills are observed frequently, but may be inconsistent.
 - PERFORMING INDEPENDENTLY**
Rarely requires adult guidance.
Skills are observed frequently and are consistent.
Child initiates appropriate behaviors.
 - DON'T KNOW**
No opportunity to observe this behavior.
4. After you complete the survey for Student 1, click on "Next Student" to start the survey for Student 2, and so forth.
 5. If you need to stop after completing a few surveys and resume later, first click "next" to save the survey you just finished, and then click on "Done" at the upper right hand corner. You will see a message that reads, "The webpage you are viewing is trying to close the window. Do you want to close this window?" Click on "Yes". When you open the survey again USING THE SAME COMPUTER, you will be able to get back into your survey and pick up where you left off.
 6. Once you have completed surveys for ALL of your kindergarten students, click on the "Completed All Students" at the bottom of the last survey you completed. A thank you message will be displayed. Click on "Exit" to leave the survey.

Need help, teach two kindergarten classes, or have more than 25 kindergarten students in your class?

Contact:

Shirley Rawson at 828-6128 shirley.rawson@state.vt.us

Manuela Fonseca at 828-3850 manuela.fonseca@state.vt.us

Teacher Information

Teacher Name:

***1. First Name:**

***2. Last Name:**

***3. Teacher Email Address:**

***4. Teacher Date of Birth**

Please enter your date of birth

Month Day Year

***5. Name of School:**

Choose from drop down

Name of School

Student:

***1. First Name:**

***2. Last Name:**

***3. Date of Birth:**

Please enter student's date of birth

Month Day Year

***4. Student's Gender:**

Female
 Male

5. Check if this student receives...

Special Education Services
 EST Services
 504 Services
 English Language Instruction (is an English Language Learner)
 Title I Services

***6. Prior to kindergarten, did this child attend an early childhood program?**

Yes
 No
 Don't Know

***7. Please identify the type of early childhood program this child attended:**

- Head Start
- School-based publicly funded prekindergarten program
- Community-based publicly funded prekindergarten program
- Private Preschool Program
- Family-based Child Care Program
- Center-based Child Care Program
- Did not attend any early childhood program
- Don't know

***8. Social-Emotional Development:**

	Beginning	Practicing	Performing independently	Don't know
Plays cooperatively with different children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separates easily from parent/caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses problem-solving skills in social situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately expresses feelings and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to transitions within the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacts positively with adults in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***9. Approaches to Learning:**

	Beginning	Practicing	Performing independently	Don't know
Can persist in a self-directed activity for at least 15 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appears enthusiastic and interested in classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of learning strategies in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to pay attention during teacher-directed group activities for approximately 15 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows when and how to use adults as a resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates activities in classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows curiosity (asks questions, probes, tries new things, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***10. Communication**

	Beginning	Practicing	Performing independently	Don't know
Follows simple classroom rules and instructions with reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates needs, wants, or thoughts in his/her primary language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in conversation (e.g. complete sentences; turn-taking etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands simple directions, requests, and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***11. Cognitive Development - General Knowledge:**

	Beginning	Practicing	Performing independently	Don't know
Shows awareness of how books are organized and used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can recall and explain a sequence of events (e.g. can tell about a recent activity; can retell a story)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes his/her most commonly used name in print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows ability to discriminate and identify speech sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes 10 or more letters of the alphabet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses scribbles, symbols or letters to write or represent words or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows the ability to count 6 or more objects using one-to-one correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can identify several basic geometric shapes (e.g. circle; square; rectangle; triangle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***12. Physical Health & Development:**

	Beginning	Practicing	Performing independently	Don't know
Demonstrates age appropriate self-help skills (e.g. dressing; toileting; wiping nose; washing hands)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***13. This student's ability to learn appears to be inhibited by:**

	No	Seldom	Sometimes	Often
Sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

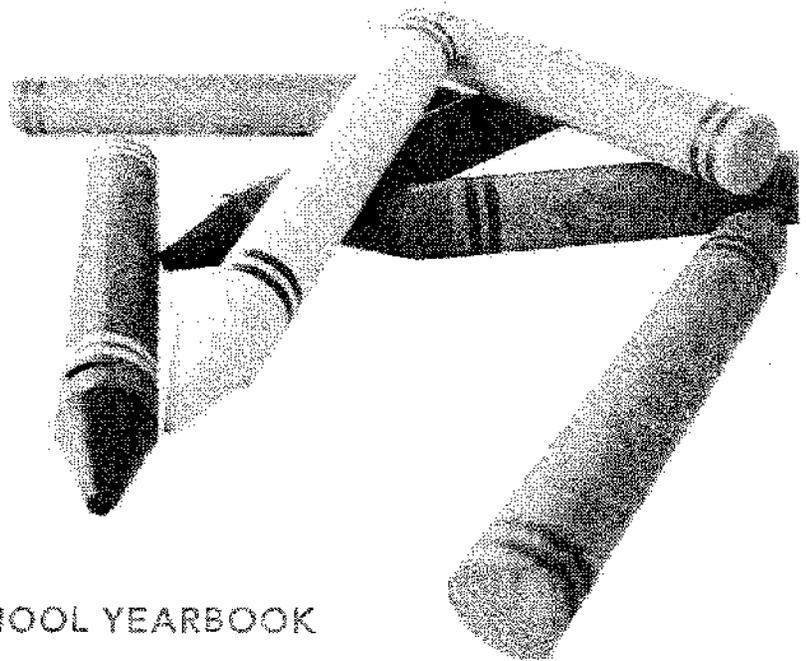
*** 14. Is this your last student? If no, click on "next student". If yes, click on "Completed All Students"**

Next Student

Completed All Students



The State of Preschool 2013



STATE PRESCHOOL YEARBOOK
The National Institute for Early Education Research

RUTGERS
Graduate School of Education

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS*

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	6	6	10
Alaska	37	None Served	7	10	10
Arizona	28	15	23	40	5
Arkansas	14	5	12	18	9
California	27	7	17	19	4
Colorado	22	10	37	22	6
Connecticut	24	11	3	2	6
Delaware	33	None Served	8	14	8
District of Columbia	1	None Served	1	1	8
Florida	2	None Served	25	37	3
Georgia	31	None Served	26	26	5
Illinois	18	4	31	28	8
Iowa	7	3	32	25	6.9
Kansas	23	None Served	36	39	6
Kentucky	17	6	24	13	9
Louisiana	15	None Served	15	22	8.0
Maine	14	None Served	34	21	6
Maryland	12	6	19	24	8
Massachusetts	26	17	20	28	6.1
Michigan	34	None Served	16	23	7
Minnesota	30	23	4	41	9
Missouri	35	21	38	35	7
Nebraska	19	4	41	26	5
Nevada	36	26	33	34	7
New Jersey	17	3	10	33	8.8
New Mexico	25	None Served	27	31	8
New York	10	27	26	30	7
North Carolina	20	None Served	10	11	10
Ohio	39	20	21	26	4
Oklahoma	3	None Served	25	7	9
Oregon	31	13	5	5	8
Pennsylvania	33	14	11	17	5.6
Rhode Island	41	None Served	41	35	10
South Carolina	11	15	40	41	6.2
Tennessee	21	25	16	14	9
Texas	9	12	30	33	2
Vermont	4	2	12	27	4
Virginia	25	None Served	23	16	6
Washington	32	30	9	11	9
West Virginia	5	8	10	4	8
Wisconsin	5	32	9	24	5.0
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

* For the first time in this report, the District of Columbia is considered as a state in terms of rankings. Thus, rankings range from 1 to 41.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	DC	94%	0%	94%	3,515	5,407	11,919
2	Florida	78%	0%	48%	170,190	—	170,190
3	Oklahoma	71%	0%	37%	40,111	—	40,111
4	Vermont	71%	71%	46%	4,400	7,962	5,865
5	Wisconsin	64%	11%	35%	46,371	738	47,069
6	West Virginia	62%	9%	36%	13,394	1,912	15,306
7	Iowa	60%	4%	32%	24,716	1,462	26,178
8	Georgia	58%	3%	30%	31,620	—	31,620
9	Texas	52%	6%	29%	205,056	22,120	227,176
10	New York	45%	0%	23%	100,132	215	100,347
11	South Carolina	44%	4%	23%	24,979	2,544	27,523
12	Maryland	35%	4%	20%	36,430	3,018	39,448
13	Kentucky	34%	0%	19%	4,850	—	4,850
14	Arizona	33%	14%	24%	13,240	5,503	18,743
15	Louisiana	31%	0%	16%	19,671	—	19,671
16	Kentucky	29%	2%	19%	16,622	4,170	20,792
17	New Jersey	28%	10%	31%	21,020	20,706	41,726
18	Illinois	27%	12%	23%	15,324	22,587	37,911
19	Nebraska	27%	11%	19%	6,971	2,979	9,950
20	North Carolina	23%	0%	12%	29,577	—	29,577
21	Tennessee	21%	1%	11%	17,893	607	18,500
22	Colorado	21%	7%	14%	14,789	4,487	19,276
23	Kansas	21%	0%	10%	3,514	—	3,514
24	Michigan	21%	0%	10%	34,547	—	34,547
25	New Mexico	21%	0%	9%	5,337	—	5,337
26	Virginia	17%	0%	8%	12,313	—	12,313
27	California	15%	10%	14%	79,474	47,080	126,554
28	Massachusetts	13%	4%	9%	10,499	1,674	12,173
29	Connecticut	12%	6%	10%	5,300	2,517	7,817
30	Pennsylvania	12%	5%	9%	13,970	2,442	16,412
31	Oregon	10%	5%	10%	4,716	2,649	7,365
32	Washington	8%	1%	5%	7,241	150	7,391
33	Delaware	7%	0%	4%	643	—	643
34	Alabama	6%	0%	3%	3,897	—	3,897
35	Minnesota	5%	1%	3%	4,096	477	4,573
36	Kentucky	3%	0%	2%	1,272	107	1,379
37	Alaska	3%	0%	12%	345	—	345
38	Arizona	3%	2%	3%	1,930	2,085	3,017
39	Ohio	2%	1%	2%	3,457	1,260	4,717
40	Minnesota	1%	1%	1%	1,041	697	1,738
41	Rhode Island	1%	0%	1%	141	—	141
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	27.9%	4.4%	16.4%	1,148,597	173,999	1,324,596

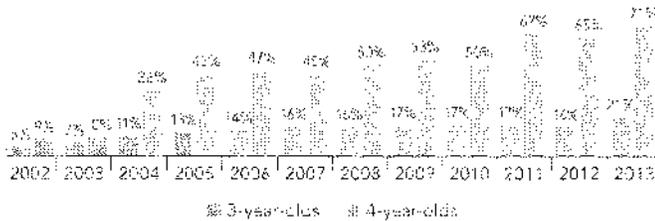
For details about how these figures were calculated, see the Methodology section and Readings to the State Profile Pages.
 Nationwide, an additional 14,147 children of other ages were enrolled in state pre-kindergarten, for a total enrollment of 1,338,737.

TABLE 5: 2012-2013 STATE PRE-K QUALITY STANDARDS

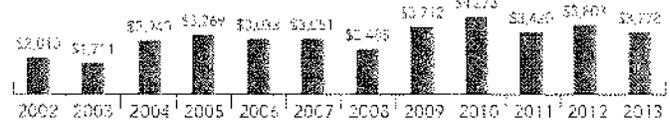
STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff- child ratio 1:10 or better	Vision, hearing, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2012-2013
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Arkansas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Colorado	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Connecticut	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Delaware	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
D.C.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Florida	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3
Georgia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Iowa Shared Vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Iowa SVP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Kansas Pilot	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Kansas Pilot Pre-K	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Kentucky	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Louisiana (lp)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Louisiana IAP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Maryland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Massachusetts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Michigan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Minnesota	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Nebraska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Nevada	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
New Jersey Admin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
New Jersey EELP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio ECE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Oklahoma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Oregon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Pennsylvania HABC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Pennsylvania HSBAP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Pennsylvania K4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2
Pennsylvania Pre-K Counts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina ER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
South Carolina CDEPP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Tennessee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2
Vermont Act 62	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Vermont EEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6
Washington	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8
Wisconsin 4K	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5
Wisconsin HoSt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7
Totals	53	30	45	15	42	45	46	36	25	32	

Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in law in 1987 as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income below 185 percent of the federal poverty level, a developmental delay, limited English proficiency, a history of mistreatment or neglect, or social isolation. EEI grant proposals must be from partnerships of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI financial support has remained relatively constant. EEI is not the state's designed pre-K program; however, because EEI funds can be used to provide preschool education services to 3- and 4-year-olds, it is included as a program in this report.

Vermont established its designated preschool program in 2003. It allows school districts to subsidize prekindergarten education by including 3- to 5-year-olds in their school census. Initially called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program underwent significant changes in 2007, with the passage of Vermont Prekindergarten Education-Act 62. Before 2007 local education agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services. Under Act 62, pre-K programs are supported through the state's Education Fund in the same way K-12 education is funded. Child enrollment is voluntary, and districts are not required to provide the program, though roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide it through an arrangement of school-based programs and partnerships with private family-based or center-based providers, private preschools, and/or with Head Start programs. "Publicly funded prekindergarten education" is defined in Act 62 as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may contract with other preschool providers, including Head Start agencies and family child care homes for service provision, and private child care to provide pre-K. The state originally limited the number of pre-K children a district could count in its school census, but limitations were lifted in all towns effective in the 2011-2012 school year.

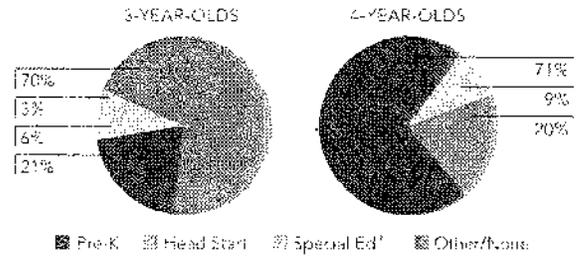
Since the 2008-2009 school year, Act 62 programs operating in nonpublic locations require one teacher per center to have a ECE or ECSE educator license, rather than requiring one such teacher in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license, in both the public and private settings. Act 62 requires all pre-K programs, including those operated by public schools, to attain at least 4 out of 5 stars in Vermont's Step Ahead Recognition Systems (STARS), Vermont's quality rating system, or to hold NAEYC accreditation. Both EEI and Act 62 use Teaching Strategies GOLD to track child outcomes.

The first two pages of Vermont's profile explain the state's overall commitment and contribution to preschool education with enrollment and state spending data for both initiatives. The next two pages offer precise details about each of Vermont's preschool initiatives, with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

STATE OVERVIEW

Total state program enrollment 5,948
 Total state spending (b)(4)
 State spending per child enrolled
 All reported spending per child enrolled**.....

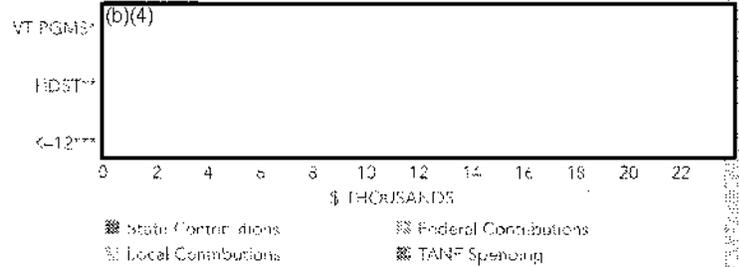
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



■ Pre-K ■ Head Start ■ Special Ed ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding only for 3- and 4-year-olds whereas 5-year-olds have historically included funding for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the 11-12 school year unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	2

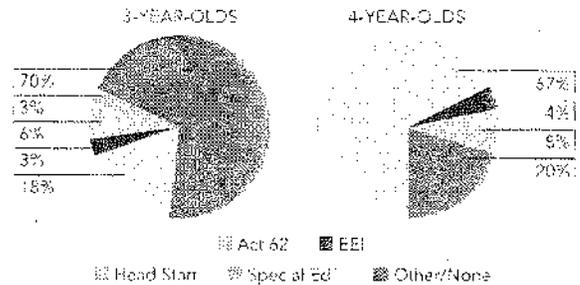
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment 5,535
 School districts that offer state program 88% (communities)
 Income requirement None
 Hours of operation Determined locally
 Operating schedule Academic year
 Special education enrollment, ages 3 and 4 1,144
 Federally funded Head Start enrollment, ages 3 and 4 916
 State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



1 This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Limited ECE or ECSE endorsement ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

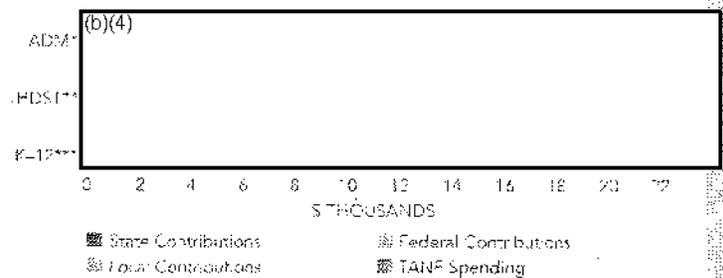
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending (b)(4)
 Local match required? No
 State spending per child enrolled (b)(4)
 All reported spending per child enrolled* (b)(4)

SPENDING PER CHILD ENROLLED



* Pre-K spending may receive additional funds from federal or local sources that are not included in this figure.
² Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have included funding for early Head Start.
³ Pre-K expenditures include prenatal spending as well as current non-starting expenditures. Data are for the 2012-13 school year, unless otherwise noted.

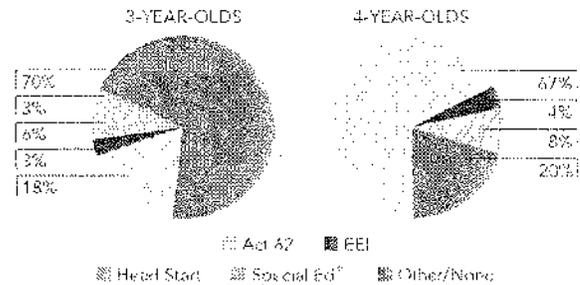
1 Programs are funded to operate at 4 hours per week. Most programs operate about 3 hours/week, 3-4 days/week for a total of 35 weeks per year.
 2 Teachers in public settings must have a BA with an Early Childhood Teacher (ECT) certification or Early Childhood Special Educator (ECSE) birth-age 5 certification. Nonpublic centers are only required to have one licensed teacher per center, rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care professional certificate. Registered child care centers require only limited supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.
 3 Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 10-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider teachers work for.
 4 Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten schedules. All are comprehensive as well, and determined locally.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment1,102¹
 School districts that offer state program57%²
 Income requirement185% FPL³
 Hours of operationDetermined locally⁴
 Operating scheduleAcademic year
 Special education enrollment, ages 3 and 41,144⁵
 Federally funded Head Start enrollment, ages 3 and 4916
 State-funded Head Start enrollment, ages 3 and 40

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



¹ This is an estimate of children in special education who are not enrolled in state-funded pre-k or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic) ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

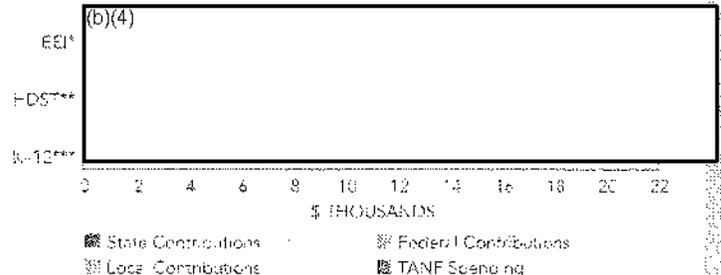
4

RESOURCES

Total state pre-K spending (b)(4)
 Local match required? No
 State spending per child enrolled (b)(4)
 All reported spending per child enrolled*

* Pre-K programs may receive additional funds from federal or other sources that are not included in this figure.
^{**} Head Start per child spending for the 2012-2013 year, includes funding only for 3- and 4-year-olds served. Many years' figures have intentionally included funds for early Head Start.
^{***} K-12 expenditures include capital spending as well as current operating expenditures. Data are for the 12-13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Of the 1,102 children receiving services through the EEI program, 654 children were also served in the Ad 67 program and reported in that figure. Those children served in both programs are only counted once in the state total to avoid duplication of enrollment.
² EEI is a competitive grant program. A total of 41 grants were awarded in 2012-2013.
³ Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.
⁴ Grantees choose their PFI service delivery model systems. Most PFI programs are half-day, 6-11 hours/week, for 2-3 days/week.

⁵ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) with grade 3 or Early Childhood Special Educator (ECSE) license. A certificate of basic policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in.
⁶ Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities and transition to kindergarten activities.
⁷ State policy does not formally require monitoring for EEI, except for financial reports and a strategy are all report including child progress data. Department of Education itself may conduct a non-sourced site visit.

Early Childhood Career Ladder

Professional Development for staff working in early childhood programs includes:

- Core knowledge areas and related competencies as the foundation
- **Career Ladder and certificates:** 6 levels *below*
- Courses, trainings and experience
- **Credentials:** recognize specialty knowledge, some are in the Career Ladder and others branch from it.

Early Childhood Career Ladder

Click IN the ladder to get the details. Look **BELOW** the ladder for answers to your frequently asked questions! (*click in the first row below to see the Fact Sheet for each level*)

<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Level IV</u>	<u>Level V& VI</u>
<p><u>1. Fundamentals for Early Childhood Professionals</u> course (45 hours)</p> <p>OR</p> <p>2. NL approved <u>Level I</u> Portfolio with documented evidence, 45 training hours and <u>one approved observation</u> of the practitioner</p> <p>OR</p> <p>3. NL approved 3 related college credits in child development including early childhood + basic specialized care, introduction to licensing and <u>one approved observation</u></p>	<p>1. <u>Current Child Development Associate (CDA) Credential</u></p> <p>OR</p> <p>2. NL approved <u>Level II</u> Portfolio with documented evidence, 125 training hours and <u>two approved observations of the practitioner</u></p> <p>OR</p> <p>3. NL approved 12 related college credits in at least 2 VT Core Knowledge areas and <u>two approved observations of the practitioner</u></p>	<p>A) 1. Completed Vermont Child Care Registered Apprentice</p> <p>OR</p> <p>2. <u>CCV's Child Care Certificate program</u></p> <p>OR</p> <p>3. <u>Highly Qualified Paraprofessional</u></p> <p>OR</p> <p>4. NL approved equivalent: 21 related college credits in at least 3 of the VT Core Knowledge areas and <u>two approved observations of the practitioner</u></p> <p>B) Associate Degree in early childhood education or related field</p> <p>OR</p> <p>Associate Degree with 21 related college credits in at least 3 VT Core Knowledge areas</p>	<p>A) 1. Bachelor Degree in early childhood education or related field</p> <p>OR</p> <p>2. Bachelor Degree with NL approved 30 related college credits within at least 3 of the VT Core Knowledge Areas</p> <p>B) Above with VT Agency of Education teaching license with endorsement in early childhood, early childhood special education or elementary education</p>	<p>A) Master Degree in early childhood education or related field</p> <p>Level VI:</p> <p>Doctorate Degree in a related field.</p>
<p>Experience:</p> <p>One year</p>	<p>2 years or more</p>	<p>2 years or more</p>	<p>2 years or more, may include student teaching</p>	
<p>CDD Recognition Bonus</p> <p>if eligible:</p> <p>\$ (b)(4)</p>	<p>(b)(4)</p>	<p>III A: (b)(4) III B: (b)(4)</p>	<p>IV A-VA: (b)(4)</p> <p>IV B-VB: additional (b)(4)</p>	

ANSWERS to Frequent Questions about the Career Ladder:

- **DO I NEED TO START AT LEVEL I?** No. You can apply for any level for which you meet the requirements. Applications for each level are in the side bar of this page.
- **WHERE IS THE MONEY?** [CDD Recognition Bonus and STARS](#) align with the Early Childhood Career Ladder. The Child Development Division (CDD) issues the Recognition Bonus *after* you earn a Level Certificate. Learn more about the [Recognition Bonus from the Child Development Division](#). When Northern Lights creates your certificate, we send it with your application to the Child Development Division. They sign and mail your certificate to you, and also consider if you are eligible for a Recognition Bonus. To speed the process, complete the [WR form](#) and submit it with your Level application. Eligible professionals usually receive the Recognition Bonus 3-6 months after receiving the Level certificate.
- **WHAT IS AN IPDP?** A current [Individual Development Plan \(IPDP\)](#) is a required for every Level and Credential application. Your IPDP must be updated or created *within the past 3 months*.
- **WILL MY COLLEGE CREDITS COUNT?** All college credits and degrees must be from [an accredited college or university](#).
- **WHEN DO I GET MY CERTIFICATE?** It takes Northern Lights about 3 weeks to receive your application, process it, create a certificate and mail it to the Child Development Division(CDD). CDD will sign and mail it to you. If your application is incomplete, we will contact you- check your SPAM!
- **WHAT ARE THE CORE KNOWLEDGE THAT MY CREDITS SHOULD ALIGN WITH?** *VT Core Knowledge areas include:* Families and Communities, Child Development, Healthy and Safe Environments, Teaching and Learning, Professionalism and Program Organization. See [VT Early Childhood Care Knowledge and Competencies](#) for details.
- **WHAT ARE RELATED FIELDS?** *Related Fields* refer to degrees with a major or concentration in: Early Childhood, Child or Human Development, Education (early childhood or elementary or special education), or Child and Family Studies (including Home Economics when it relates to child development and families)
- **WHAT ARE RELATED CREDITS?** *Related Credits* are courses that are from the related fields above or health (including nutrition and nursing), psychology, mental health, child and family studies, sociology, human services, social sciences, social services, business, administration (related to early childhood or afterschool program management). *Related credits must ALSO fall into the Core Knowledge Areas above.*
- **WHAT EXPERIENCE COUNTS?** *Experience* means professional work with children who are not your family members; Level II – V requires work in regulated child care in VT or another state. Experience may be part-time or full time and need not be continuous- but cannot be occasional substitute work.
- **HOW DOES THIS RELATE TO JOBS?** [Early Childhood Career Ladder](#) shows how different jobs in various settings fit into the Early Childhood Career Ladder. Always check with your employer to make sure you are meeting the program's job requirements.

Early Childhood Career Ladder Resources

- [Career Ladder Fact Sheet](#)
- [Career Advising Guide](#) (booklet)
- [Vermont Core Competencies for Early Childhood Professionals Fact Sheet](#)
- [Early Childhood Career Ladder](#)
- [Alignment Chart: Early Childhood Career Ladder, the Child Development Recognition Bonus and STARS](#)
- [Career Levels and Child Development Division Bonus Process](#)
- [College Course Work Alignment Chart with the early childhood career ladder](#)
- [Checking Accreditation of Colleges and Universities](#) (PDF with links)
- [Transcript Request Form](#)
- [Career Ladder Target Diagram](#)
- [CCV Childcare Certificate](#)
- [CCV courses and career advising](#) (slide show)
- [Early Childhood Career Ladder Applications and more!](#)
- **Fact Sheets:** [Level I, II, III, IV, V](#)
- **Applications:** [Level I, II, III, IV, V, VI](#)
- [WR form](#) print, complete and submit it with your application for a Level Certificate and a Recognition Bonus
- (IPDP) [Individual Development Plan, Planning your Professional Growth](#)

What's New

[Click here](#) to learn more about what's new.

Essential Links

- [BETS Help Desk](#)
- [Bright Futures Information System](#)
- [Building Bright Futures](#)
- [Child Development Division \(CDD\)](#)
- [STARS](#)
- [Vermont Association for the Education of Young Children \(VAEYC\)](#)
- [VT Afterschool, Inc.](#)
- [VT Agency of Education](#)
- [VT Child Care Industry and Careers Council](#)
- [VT Child Care Providers Association](#)



Vermont Northern Lights Career Development Center

The Vermont Northern Lights Career Development Center works with many partners to unify and enhance the professional development system for early childhood and afterschool professionals in Vermont. It is funded by a grant from the Child Development Division of the Vermont Agency of Human Services. The Community College of Vermont (CCV) and the Vermont Child Care Industry and Careers Council (VCCICC) are co-grantees.

WHAT'S NEW

- [Northern Lights e-newsletter October 2014: It's Here!](#) Read all about it and pass it on! Find out about - college cr...
- [Scholarships for Associate Degree? Try VT- T.E.A.C.H!](#) The T.E.A.C.H. program is in Vermont and 30 early childhood professionals are ge...
- [Want teacher licensure in VT? Peer Review- VT Alternative route to teacher licensure! I have a Bachelor Deg...](#)

CURRENT POLL

How should the new early childhood Program Licensing regulations reflect Vermont's early childhood career ladder?

- staff roles should fully align with the early childhood career ladder
- should align mostly but have some leeway
- VT early childhood career ladder should not be in the upcoming regulations

[View Results](#)

CONTACT US

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(802) 828-2800

Satellite Office:

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Springfield VT 05156
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[Click here](#) to contact a specific person.

Report Related to H.270

REPORT
April 2014

**Report on Progress of Children in Prekindergarten
Education in 2012-2013/Impact of
Prekindergarten Education on Kindergarten
Readiness**

**Submitted to the Senate Appropriations Committee
by Secretary of Education, Rebecca Holcombe**



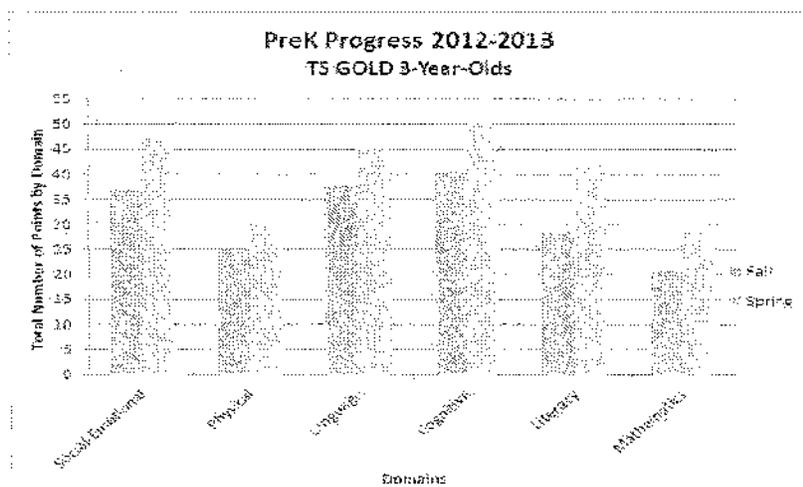
Vermont's Prekindergarten Education Program

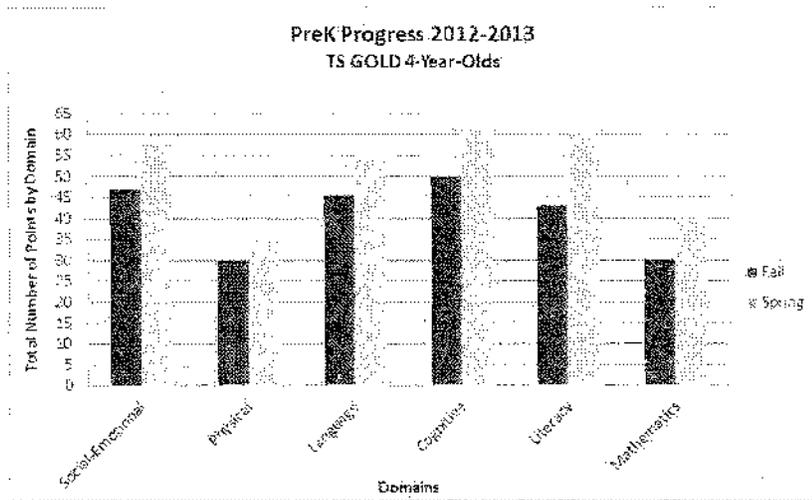
Children's Progress Report 2012-2013

Early learning and development programs that offer publicly funded prekindergarten education (PreK) are required to collect and report child progress data annually. During the past two years, the Agency of Education (AOE) and the Department for Children and Families (DCF) have stipulated that all programs must use Teaching Strategies GOLD (TS GOLD) to comply with this requirement. TS GOLD is a developmentally appropriate and authentic assessment of young children.

The TS GOLD data show the amount of progress PreK children make during the school year. The child's teacher collects and analyzes observations and documentation throughout the 35 weeks of PreK. This assessment also serves to deepen the teacher's knowledge of each child over the course of the school year. The TS GOLD results measure the growth the child has made from the start of the year, no matter where that starting point is, to where the child is at the end of the year. Because TS GOLD is used nationally, we can also compare the progress of our children in PreK to the progress of children across the country.

The charts below summarize the progress children in Vermont PreK programs made in 2012-2013 as measured by TS GOLD. These charts clearly show that both age groups, three- and four-year-olds, made progress in all six areas of development: social-emotional, physical (i.e. fine and large motor), language, cognition, literacy, and mathematics. The growth was most pronounced in the Literacy domain for both age groups.

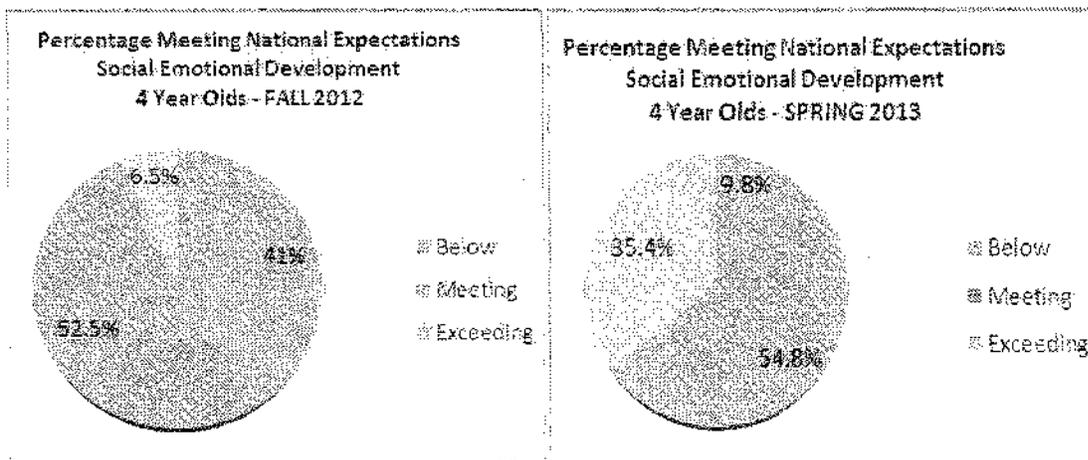




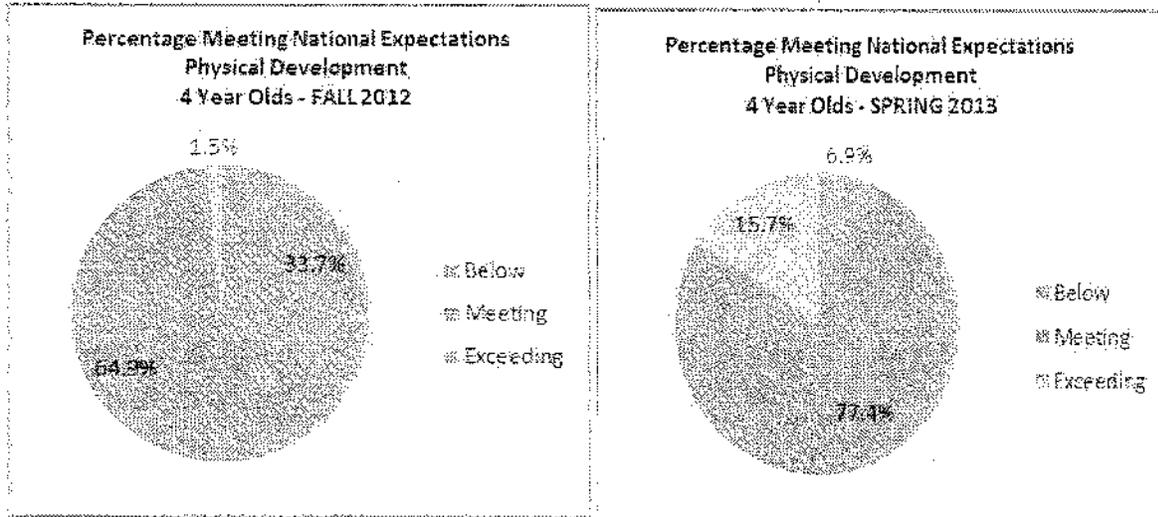
NOTE: Total Number of Points is the sum of adding the ratings (1-9) for each item within a domain. Domains vary in the number of items, so the totals vary. For 4-Year-Olds scale, the Social Emotional domain top is 62 and the bottom is 46, whereas for Physical the top is 39 and the bottom is 29.

It is expected that children would show some level of increased knowledge and skills during the nine months of the school year. To account for this fact, a more detailed analysis of the TS GOLD data was completed. The progress of children in Vermont PreK programs was compared with “widely held expectations” generated by TS GOLD results from a national sample (approximately 20,000) used to validate TS GOLD. The following pie charts show the percentage of children below, meeting, or exceeding these nationally established expectations for the six developmental areas. The data shown here are for the four-year-olds attending PreK programs in 2012-2013. As is evident across all developmental areas, the percentages of children meeting and exceeding the national expectations increase significantly from fall to spring. In other words, children in Vermont PreK programs seem to grow more than the national norm. The TS GOLD data for the three-year-olds evidence a similar pattern.

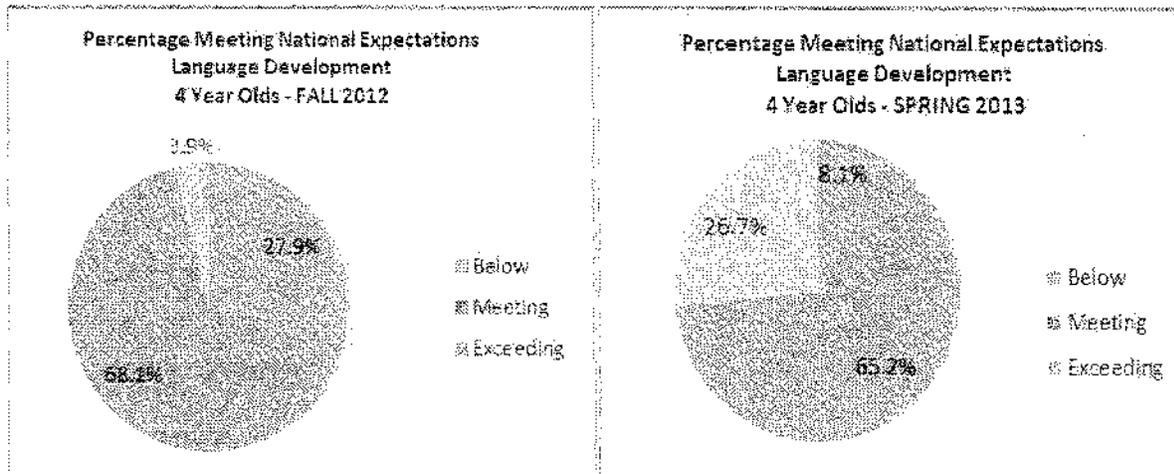
SOCIAL EMOTIONAL DEVELOPMENT



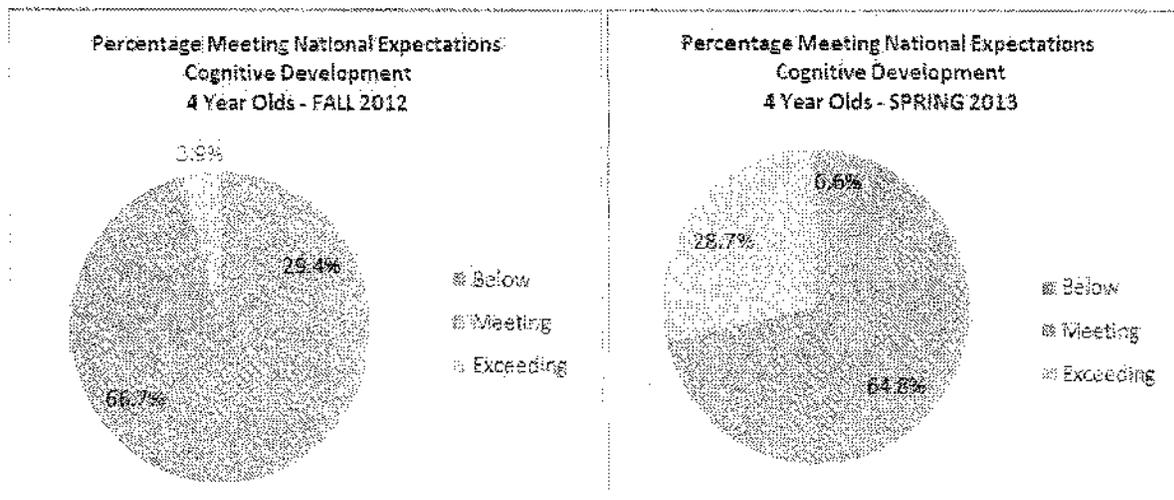
PHYSICAL DEVELOPMENT (FINE & LARGE MOTOR DEVELOPMENT)



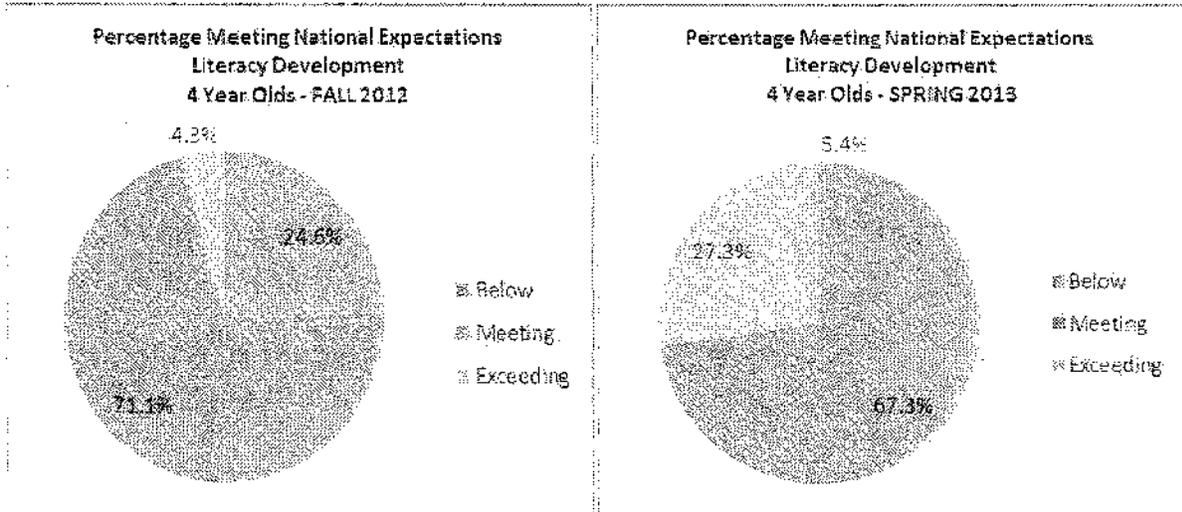
LANGUAGE DEVELOPMENT



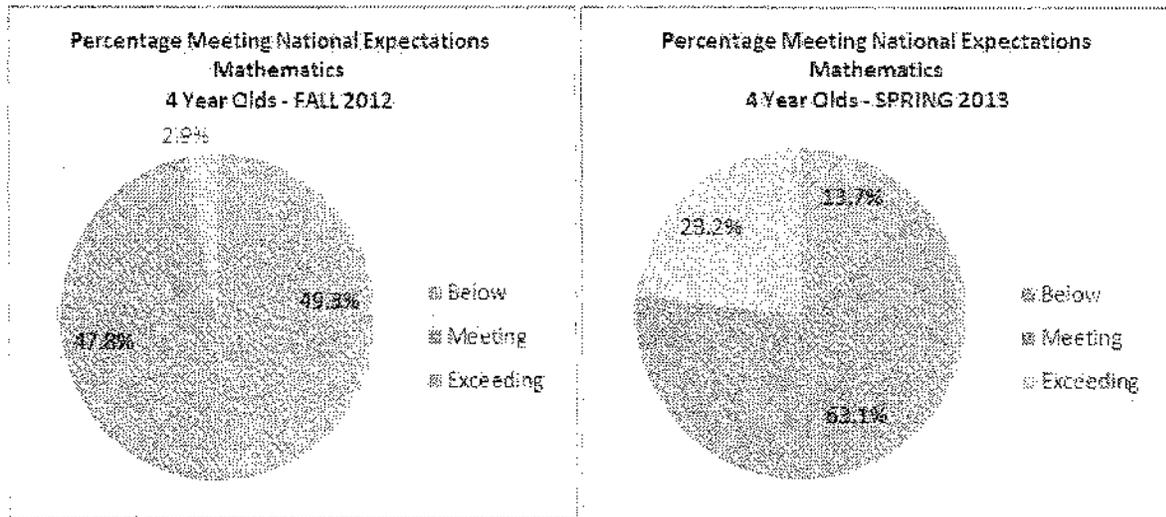
COGNITIVE DEVELOPMENT



LITERACY DEVELOPMENT



MATHEMATICS



Vermont's Prekindergarten Education Program

Prekindergarten Education & Kindergarten Readiness

Does participating in prekindergarten education increase the possibility that children will be ready for kindergarten? National data support a confident “yes” to this question. Several studies, starting with the widely known and respected Perry Preschool and the Abecedarian Projects to more recent studies of New Jersey’s Abbott School District and Boston Public School’s prekindergarten programs, all provide compelling evidence of prekindergarten education’s positive impacts on kindergarten readiness and improved outcomes beyond kindergarten.

But what about Vermont’s publicly funded prekindergarten (PreK) programs? Our data suggest that children who participate in PreK are more likely to be ready for kindergarten, and the effect is most pronounced for children living in poverty and children who have access to two years of PreK, as opposed to one.

Vermont’s Kindergarten Readiness Survey (KRS) has been used to measure children’s readiness for kindergarten since 2000. Vermont developed this assessment to measure the knowledge and skills children bring when they arrive at kindergarten, including skills identified as foundational skills for learning. The kindergarten teacher determines the level of the child’s skills after a few weeks of observations, relative to others in the class and on a fixed scale. An overall rating of “readiness” is calculated based on whether the child is “practicing” or “performing independently” on all the items of the KRS.

The 2012-2013 and 2013-2014 KRS data were analyzed to determine to what degree attending publicly funded PreK in Vermont had an effect on children’s kindergarten readiness. In our data, the more children who are eligible for free or reduced lunch attend PreK, the more likely they are to be ready for kindergarten. Specifically, children from low income backgrounds who don’t attend PreK have a 30% probability of being kindergarten ready, while students from low income backgrounds with one year or two years of PreK have a 35% or a 55% probability of being kindergarten ready, respectively. This suggests our low income children would experience the greatest gains with two years of PreK.

This relationship is also present for more affluent students, although it is not as pronounced. More affluent students who don't attend PreK or attend for only one year have a 58% probability of being kindergarten ready, while more affluent students with two years of PreK have a 70% probability of being kindergarten ready.

The tables below summarize the results of this analysis for the 2012-2013 and 2013-2014 KRS results.

Odds and Probabilities to be Kindergarten Ready- 2012-2013 KRS

FRL Eligible Students Only			Non-FRL Students			All Kindergartners Surveyed		
Pre K Years	Odds	Probability	Pre K Years	Odds	Probability	Pre K Years	Odds	Probability
0	0.89	47%	0	2.62	72%	0	1.67	62%
1	0.95	49%	1	2.4	71%	1	1.52	60%
2	1.4	58%	2	3.2	76%	2	2.16	68%

Odds and Probabilities to be Kindergarten Ready- 2013-2014 KRS

FRL Eligible Students Only			Non-FRL Students			All Kindergartners Surveyed		
Pre K Years	Odds	Probability	Pre K Years	Odds	Probability	Pre K Years	Odds	Probability
0	0.44	30%	0	1.37	58%	0	0.92	48%
1	0.53	35%	1	1.37	58%	1	1.001	52%
2	1.23	55%	2	2.38	70%	2	1.6	61%

While the findings vary from these two data sets, what is consistent across the data is the finding that all children benefit more from two years of PreK, and the effect is most pronounced for children who live in poverty.

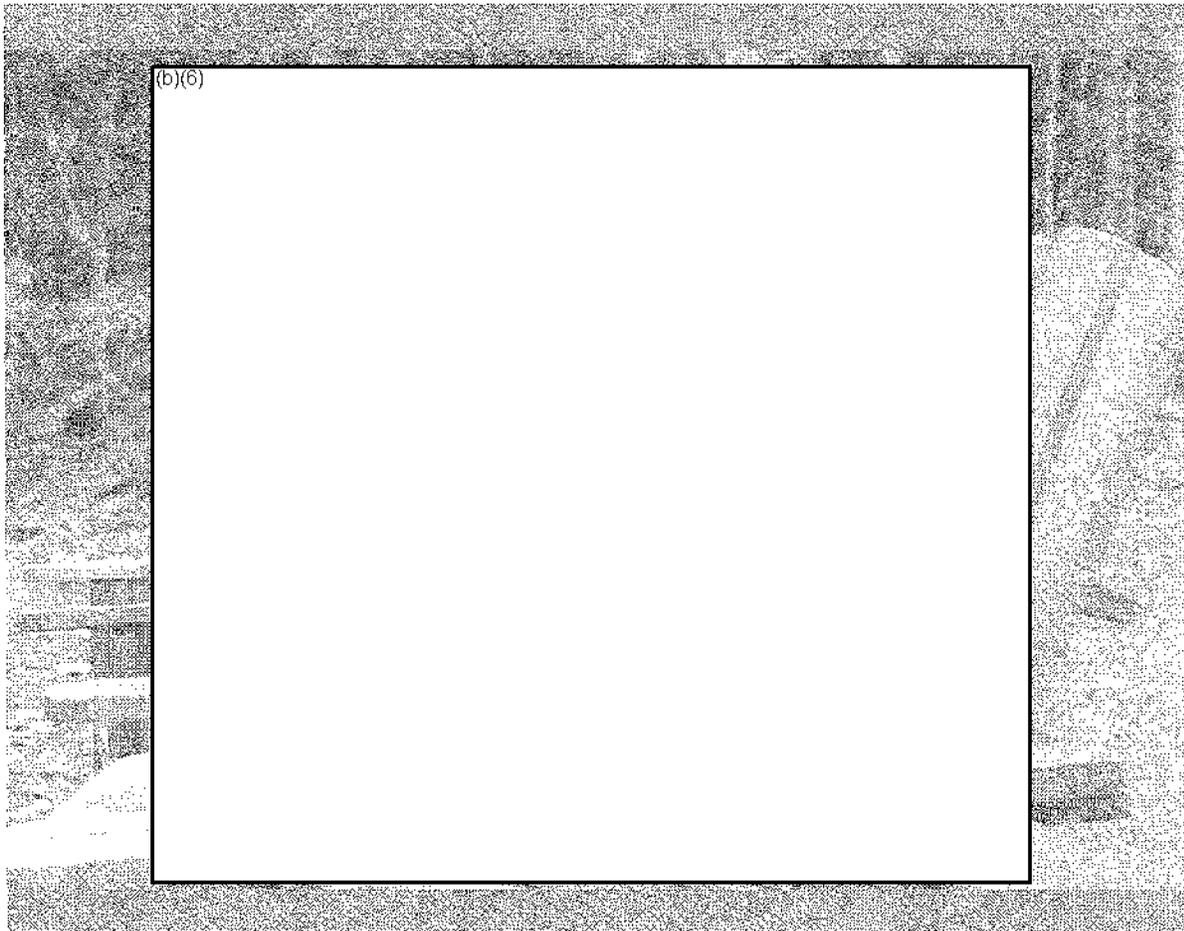
Though we were pleased to see these results, we did note that although our children's progress was strong compared to a national sample, the effects we found were not as pronounced as the effects of some of the programs in the national research such as the studies from the Abbot School District and Boston Public School.

Why aren't the impacts of PreK on Kindergarten Readiness in Vermont more pronounced?

There are some possible explanations for why our KRS does not indicate the same effects of PreK as some well-known studies such as Abbott School District and the Boston Public School (BPS) PreK program. These include:

- Characteristics of the Abbott and Boston PreK programs:
 - Both are full-day, full week programs (Vermont's PreK is only 6-10 hours per week)
 - All PreK classroom teachers had the minimum of a B.A. in early childhood education and many in BPS had master's degrees (Vermont only requires that one person in a community based center program needs to have an educator license in ECE and only 3 hours of supervision in a family-based child care program)
 - A research-based curriculum was used in all classrooms (Vermont law only states that the program must address the Vermont Early Learning Standards, there's no mention of using research-based curriculum)
 - Teachers received coaching to support their use of best instructional practices (Vermont does not require coaching)
- Characteristics of the assessment used to measure Kindergarten Readiness
 - In many of these studies, children's knowledge and skills were assessed using assessments that have been validated and that were administered by trained and reliable assessors. In contrast, Vermont's KRS is administered by teachers who are not trained raters, so we have questions about the validity and reliability of these ratings. Strengthening these measures and providing training to teachers would make these measures more reliable.
- Characteristics of the non-PreK population of children
 - When the Perry Preschool and Abecedarian Projects were implemented, children had few early education opportunities; hence, comparisons between children attending Perry Preschool and children not participating in any early learning and development program provided a stark comparison.
 - In Vermont, children may be enrolled in a quality early learning and development program and NOT be included in the PreK population. There are even programs in which some children are counted as PreK by a school district while other children participating alongside in that same program are not counted as PreK because their home town may not be offering PreK.

Status of Head Start Pre-Kindergarten Partnerships in Vermont and Nationally



Report of the Vermont Head Start
State Collaboration Office
April 2014



VERMONT
DEPARTMENT FOR CHILDREN AND FAMILIES
CHILD DEVELOPMENT DIVISION

Acknowledgements

The Vermont Head Start State Collaboration Office (VHSSCO) acknowledges members of the Vermont Head Start Association who assisted the VHSSCO with developing the 2013-2014 Head Start-Pre-K Partnership Inventory Survey and provided input on this report's content. Thanks also to Sheri Lynn of Lynn Management Consulting for developing the 2013-2014 Head Start-Pre-K Partnership Survey and for collecting, categorizing, and summarizing the survey responses.

Appreciation is extended to 57 individuals in the District of Columbia and 50 States for completing surveys, participating in phone interviews with the VHSSCO Director, and/or providing information to the VHSSCO Director via email correspondence. These individuals were State government officials, Head Start-State Collaboration Directors, Head Start program directors, and state Head Start association executive directors.

Report by

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Executive Summary

Nationwide, Head Start programs, including the seven programs in Vermont, promote the school readiness of three- and four-year-olds and five-year-olds not age-eligible for kindergarten from primarily low-income families by providing comprehensive education, child development, health, nutrition, and family support services to Head Start-enrolled children and their families. The federal government, not the States, oversees the operations of Head Start programs and provides the majority of funding directly to them. Head Start grantees are required to provide a (b)(1) percent non-federal share match to the federal Head Start grant funds awarded to them, and they may use private, local, municipal, and/or State funding sources to meet the (b)(1) percent match.

Forty-one States and the District of Columbia administer and fund state-funded pre-k programs. These programs vary greatly in their early learning standards, teacher and staff requirements, duration of pre-k education services, provision of comprehensive services, and the rigor of their monitoring systems. Generally state-funded pre-k programs are less regulated and monitored by States than Head Start programs are by the federal government. Two States (Florida and West Virginia) and the District of Columbia provide and fund universal pre-k education access to all eligible young children.¹ Thirty-nine States, including Vermont, have state-funded pre-k programs that are not offered to all eligible young children either because participation by eligible pre-k providers, such as Local Educational Agencies (LEAs), is voluntary and not all choose to offer state-funded pre-k; state-funding is insufficient to serve all eligible young children; and/or state-funded pre-k participation is targeted to young children from low-income families, young children with risk factors, and/or children with special needs.

In the 41 of 42 (98 percent) States with state-funded pre-k programs, Head Start programs participate in a mixed pre-k delivery system. Louisiana is the exception because the State does not allow Head Start programs to access state-funded pre-k dollars and braid these dollars with federal Head Start dollars to deliver state-funded pre-k to young children.

States allow Head Start programs to braid their federal Head Start dollars with state-funded pre-k dollars in two major ways, and in several States Head Start programs use both options. The two major ways are:

- In 59 percent of States with state-funded pre-k, Head Start programs apply directly to the State to access pre-k funding.
- In 68 percent of States with state-funded pre-k, including Vermont, Head Start programs contract with LEAs to braid their federal Head Start and state-funded pre-k dollars to provide state-funded pre-k.

In both of these ways, Head Start programs spend their braided federal Head Start

¹ The District of Columbia is defined as a State throughout this report unless there is a specific reason for identifying the District of Columbia by name.

dollars and state-funded pre-k dollars on one or more of the following items: enhance services for Head Start enrolled children; improve program quality for Head Start enrolled children; extend the Head Start program day or the state-funded pre-k program day for Head Start enrolled children; purchase additional Head Start slots/groups to provide Head Start to additional children; provide state-funded pre-k to state-funded pre-k eligible children in Head Start facilities; provide state-funded pre-k to state-funded pre-k eligible children and Head Start-eligible children in the same classroom; pay for teachers who are state-funded pre-k qualified; AND/OR defray the costs of professional development, the costs of equipment, and/or child assessments.

Among the States with state-funded pre-k programs, the pre-k amounts paid to Head Start programs either by the States directly, through a contract with a LEA, or by other intermediaries varies widely. Depending upon the State, one or more pre-k rates may be determined at either the State-, county-, or LEA-level by law, regulation, and/or through a negotiated agreement.

While Head Start programs in 11 States access state-funded pre-k dollars to purchase Head Start slots, a different set of 11 States appropriate State dollars to purchase Head Start slots and/or to supplement the federal dollars received by Head Start programs to be used for specific purposes. Oregon is an example of the latter 11 States, and its state-funded pre-k program, called the Oregon Head Start Prekindergarten Program, provides state-funded Head Start services and programming to all children participating in its state-funded pre-k program. The latter 11 States, in addition to purchasing Head Start slots, permit Head Start programs to use these appropriated state-funded Head Start dollars for many purposes: extending the Head Start program day and year, enhancing Head Start services, improving Head Start program quality, paying Head Start staff salaries, and/or funding innovative Head Start program models.

In Vermont, six of the seven Head Start programs have Head Start-Pre-K Partnerships with 23 LEAs at 28 sites providing quality pre-k education to 493 Head Start-enrolled children and 190 children from the community who are not enrolled in Head Start. Ninety-two percent of Head Start-enrolled children are counted in the Average Daily Membership. In these partnerships, Head Start programs provide 49.5 full-time teachers, and LEAs supply 18 full-time teachers and two part-time teachers. LEAs pay about \$(b)(4) more to Head Start programs than Head Start programs pay to LEAs. LEA payments to Head Start programs predominately help to raise Head Start teacher salaries, and two Head Start programs make rental payments to LEAs. There are 94 Head Start enrolled children with an IEP. Partnering LEAs provide on-site special education services at 25 of 28 (89 percent) sites.

This report contains two major conclusions. The first major conclusion is the large extent to which States provide funding to Head Start programs through state-funded pre-k funding streams and/or make appropriations to supply state-funded Head Start. The second major conclusion is that both Head Start programs and LEAs and preschool-aged children and their Vermont families benefit from Head Start-LEA Pre-K Partnerships.

PARENTAL RESILIENCE

PROTECTIVE & PROMOTIVE FACTORS

Being a parent can be a very rewarding and joyful experience. But being a parent can also have its share of stress. Parenting stress is caused by the pressures (stressors) that are placed on parents personally and in relation to their child:

- *typical events and life changes* (e.g., moving to a new city or not being able to soothe a crying baby)
- *unexpected events* (e.g., losing a job or discovering your child has a medical problem)
- *individual factors* (e.g., substance abuse or traumatic experiences)
- *social factors* (e.g., relationship problems or feelings of loneliness and isolation)
- *community, societal or environmental conditions* (e.g., persistent poverty, racism or a natural disaster)

Numerous researchers have concluded that how parents respond to stressors is much more important than the stressor itself in determining the outcomes for themselves and their children. Parents are more likely to achieve healthy, favorable outcomes if they are resilient. Resilience is the process of managing stress and functioning well even when faced with challenges, adversity and trauma.

Some stressors parents face can be managed easily so that problems get resolved; for example, calling a relative or friend to pick-up a child from school when a parent is delayed. But some stressors cannot be easily resolved. For example, parents cannot "fix" their child's developmental disability, erase the abuse they suffered as a child or be able to move out of a crime-plagued neighborhood. Rather, parents are resilient when they are able to call forth their inner strength to proactively meet personal challenges and those in relation to their child, manage adversities, heal the effects of trauma and thrive given the unique characteristics and circumstances of their family.

Demonstrating resilience increases parents' self-efficacy because they are able to see

evidence of both their ability to face challenges competently and to make wise choices about addressing challenges. Furthermore, parental resilience has a positive effect on the parent, the child and the parent-child relationship. By managing stressors, parents feel better and can provide more nurturing attention to their child, which enables their child to form a secure emotional attachment. Receiving nurturing attention and developing a secure emotional attachment with parents, in turn, fosters the development of resilience in children when they experience stress.

Sometimes the pressures parents face are so overwhelming that their ability to manage stress is severely compromised. This is the case with parents who grew up in environments that create toxic stress. That is, as children, they experienced strong, frequent and prolonged adversity without the buffering protection of nurturing adult support. As a result, these parents may display symptoms of depression, anxiety, or other clinical disorders that inhibit their ability to respond consistently, warmly and sensitively to their child's needs. For example, depressive symptoms in either mothers or fathers are found to disrupt healthy parenting practices so that the child of a depressed parent is at increased risk of poor attachments, maltreatment and poor physical, neuro-logical, social-emotional, behavioral and cognitive outcomes. However, numerous research studies show parents can be helped to manage clinical symptoms and reactions to their own histories of poor attachments and trauma, to protect children from adversity and trauma as best they can and to provide more nurturing care that promotes secure emotional attachment and healthy development in their children.

All parents experience stress from time-to-time. Thus, parental resilience is a process that all parents need in order effectively manage stressful situations and help ensure they and their families are on a trajectory of healthy, positive outcomes.

SOCIAL CONNECTIONS

PROTECTIVE & PROMOTIVE FACTORS

People need people. Parents need people who care about them and their children, who can be good listeners, who they can turn to for well-informed advice and who they can call on for help in solving problems. Thus, the availability and quality of social connections are important considerations in the lives of parents. Parents' constructive and supportive social connections—that is, relationships with family members, friends, neighbors, co-workers, community members and service providers—are valuable resources who provide:

- *emotional support* (e.g., affirming parenting skills or being empathic and non-judgmental)
- *informational support* (e.g., providing parenting guidance or recommending a pediatric dentist)
- *instrumental support* (e.g., providing transportation, financial assistance or links to jobs)
- *spiritual support* (e.g., providing hope and encouragement)

When parents have a sense of connectedness they believe they have people who care about them as individuals and as parents; they feel secure and confident that they have others with whom they can share the joy, pain and uncertainties that come with the parenting role; they seek timely assistance from people they have learned to count on when faced with challenges; and they feel empowered to "give back" through satisfying, mutually beneficial relationships. Several research studies have demonstrated that—for both mothers and fathers—high levels of emotional, informational, instrumental or spiritual support is associated with positive parental mood; positive perceptions of and responsiveness to one's children; parental satisfaction, well-being and sense of competence; and lower levels of anger, anxiety and depression.

Conversely, inadequate, conflicting or dissatisfying social connections can be the source of parental stress, rather than a buffer. For example, maternal and paternal grandparents may be very willing sources of informational and instrumental support to new parents, but their advice and manner of caregiving may be at odds

with the new parents' beliefs and preferences. At the extreme end of the continuum of poor social connections are social isolation (i.e., the lack of available and quality relationships) and loneliness (i.e., feelings of disconnectedness from others). Social isolation is a risk factor consistently associated with disengaged parenting, maternal depression and increased likelihood of child maltreatment. Similarly, loneliness may be a major stressor that inhibits parents' ability to provide consistent, nurturing, responsive care to their children.

It may seem that increasing the number of people who could provide constructive social support to parents would be the "cure" for social isolation and loneliness. Providing opportunities for parents to create and strengthen sustainable, positive social connections is necessary but alone is not sufficient. Parents can feel lonely and isolated even when surrounded by others if relationships lack emotional depth and genuine acceptance. Thus, parents need opportunities to forge positive social connections with at least one other person that engender emotional, informational, instrumental or spiritual support, so that meaningful interactions may occur in a context of mutual trust and respect.

Constructive and supportive social connections help buffer parents from stressors and support nurturing parenting behaviors that promote secure attachments in young children. Therefore, parents' high quality social connections are beneficial to both the adults and the children.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

PROTECTIVE & PROMOTIVE FACTORS

No parent knows everything about children or is a "perfect parent." An understanding of parenting strategies and child development helps parents understand what to expect and how to provide what children need during each developmental phase. All parents, and those who work with children, can benefit from increasing their knowledge and understanding of child development, including:

- physical, cognitive, language, social and emotional development
- signs indicating a child may have a developmental delay and needs special help
- cultural factors that influence parenting practices and the perception of children
- factors that promote or inhibit healthy child outcomes
- discipline and how to positively impact child behavior

Gaining more knowledge about child development and developing greater skills in parenting are particularly important given the recent advances in the fields of neuroscience, pediatrics and developmental psychology. Scientists in these fields have provided much evidence of the critical importance of early childhood as the period in which the foundation for intellectual, social, emotional and moral development is established. Furthermore, numerous research studies show this foundation is determined by the nature of the young child's environments and experiences that shape early brain development.

Developing brains need proper nutrition, regularly scheduled periods of sleep, physical activity and a variety of stimulating experiences. Developing brains also need attuned, emotionally available parents and other primary caregivers who recognize and consistently respond to the needs of young children, and interact with them in an affectionate, sensitive and nurturing manner. Such care gives rise to the development of a secure attachment between the child and the adult. Young children with secure attachments develop a sense of trust, feel safe, gain self-confidence and are able to explore their environments because they feel they have a secure base.

Numerous longitudinal studies have demonstrated that parental behaviors that lead to early secure attachments—and which remain warm and sensitive as children grow older—lay the foundation for social-emotional, cognitive and moral competencies across developmental periods. For example, when a young child solicits interaction through babbling or facial expressions and a parent responds in a similar manner, this type of parent-child interaction helps to create neural connections that build later social-emotional and cognitive skills. In addition, advances in brain research have shown that parental behaviors that forge secure emotional attachments help young children learn to manage stress. Secure attachments can offset some of the damage experienced by highly stressed young children as a result of trauma (e.g., maltreatment or exposure to violence.)

In contrast, parental care that is inconsistent, unresponsive, detached, hostile or rejecting gives rise to insecure attachments. Young children who experience insecure attachments display fear, distrust, anxiety or distress and are at risk for long-term adverse effects on brain development including developmental delays, cognitive impairments, conduct problems, psychopathology and relationship challenges. For example, young children who have limited adult language stimulation and opportunities to explore may not fully develop the neural pathways that support learning.

What parents do and how they treat children is often a reflection of the way they were parented. Acquiring new knowledge about parenting and child development enables parents to critically evaluate the impact of their experiences on their own development and their current parenting practices, and to consider that there may be more effective ways of guiding and responding to their children. Furthermore, understanding the mounting evidence about the nature and importance of early brain development enables both parents and those who work with children to know what young children need most in order to thrive: nurturing, responsive, reliable and trusting relationships; regular, predictable and consistent routines; interactive language experiences; a physically and emotionally safe environment; and opportunities to explore and to learn by doing.

CONCRETE SUPPORT IN TIMES OF NEED

PROTECTIVE & PROMOTIVE FACTORS

All parents need help sometimes—help with the day-to-day care of children, help in figuring out how to soothe a colicky baby, help getting to the emergency room when a bad accident happens, help in managing one's own temper when fatigued or upset. When parents are faced with very trying conditions such as losing a job, home foreclosure, substance abuse, not being able to feed their family or trauma, they need access to concrete support and services that address their needs and help to minimize the stress caused by very difficult challenges and adversity. Assisting parents to identify, find and receive concrete support in times of need helps to ensure they and their family receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational or legal services.

When parents are faced with overwhelmingly stressful conditions they need to seek help, but for some parents asking for help is not an easy thing to do. It may be embarrassing for some parents because it feels like an admission of incompetence; that they don't know how to solve their own problems or take care of their family. Other parents may not seek help because they don't know where to go for help, or the services needed have a stigma associated with them such as mental health clinics and domestic violence or homeless shelters. Thus, parents need experiences that enable them to understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems. Family and child-serving programs must clearly communicate to parents that seeking help is not an indicator of weakness or failure as a parent. On the contrary, seeking help is a step toward improving one's circumstances and learning to better manage stress and function well—even when faced with challenges, adversity, and trauma. When parents ask for help, it is a step toward building resilience.

When parents seek help, it should be provided in a manner that does not increase stress.

Services should be coordinated, respectful, caring and strengths-based. Strengths-based practice is grounded in the beliefs that:

- It is essential to forge a trusting relationship between parents and service providers and among service providers working with the same families
- Regardless of the number or level of adverse conditions parents are experiencing, they have assets within and around them, their family and their community that can be called upon to help mitigate the impact of stressful conditions and to create needed change
- Parents have unrealized resources and competencies that must be identified, mobilized and appreciated
- Parents must be active participants in the change process and not passive recipients of services
- Parents must first be guided through, and subsequently learn how to navigate, the complex web of health care and social service systems
- In addition to addressing each parent's individual difficulties, strengths-based practitioners must understand—and work to change—the structural inequities and conditions that contribute to these difficulties

A strengths-based approach helps parents feel valued because they are acknowledged as knowledgeable and competent. They develop a sense of self-confidence and self-efficacy because they have opportunities to build their skills, experience success and provide help to others. Thus, access to concrete support in times of need must be accompanied by a quality of service coordination and delivery that is designed to preserve parents' dignity and to promote their and their family's healthy development, resilience and ability to advocate for and receive needed services and resources.

SOCIAL-EMOTIONAL COMPETENCE OF CHILDREN

PROTECTIVE & PROMOTIVE FACTORS

Early childhood is a period of both great opportunity and vulnerability. Early childhood experiences set the stage for later health, well-being and learning. In the past, most of the focus was on building young children's academic skills in an effort to ensure they were prepared for school. However, in recent years a growing body of research has demonstrated the strong link between young children's social-emotional competence and their cognitive development, language skills, mental health and school success. The dimensions of social-emotional competence in early childhood include:

- self-esteem - good feelings about oneself
- self-confidence - being open to new challenges and willing to explore new environments
- self-efficacy - believing that one is capable of performing an action
- self-regulation/self-control - following rules, controlling impulses, acting appropriately based on the context
- personal agency - planning and carrying out purposeful actions
- executive functioning - staying focused on a task and avoiding distractions
- patience - learning to wait
- persistence - willingness to try again when first attempts are not successful
- conflict resolution - resolving disagreements in a peaceful way
- communication skills - understanding and expressing a range of positive and negative emotions
- empathy - understanding and responding to the emotions and rights of others
- social skills - making friends and getting along with others
- morality - learning a sense of right and wrong

These dimensions of social-emotional competence do not evolve naturally. The course of social-emotional development—whether healthy or unhealthy—depends on the quality of nurturing attachment and stimulation that a child experiences. Numerous research studies show that a relationship with a consistent, caring and attuned adult who actively promotes the

development of these dimensions is essential for healthy social-emotional outcomes in young children. Actively promoting social-emotional competence includes activities such as:

- Creating an environment in which children feel safe to express their emotions
- Being emotionally responsive to children and modeling empathy
- Setting clear expectations and limits (e.g., "People in our family don't hurt each other.")
- Separating emotions from actions (e.g., "It's okay to be angry, but we don't hit someone when we are angry.")
- Encouraging and reinforcing social skills such as greeting others and taking turns
- Creating opportunities for children to solve problems (e.g., "What do you think you should do if another child calls you a bad name?")

Children who have experiences such as these are able to recognize their and others' emotions, take the perspective of others and use their emerging cognitive skills to think about appropriate and inappropriate ways of acting. Conversely, research shows children who do not have adults in their lives who actively promote social-emotional competence may not be able to feel remorse or show empathy and may lack secure attachments, have limited language and cognitive skills and have a difficult time interacting effectively with their peers. Evidence shows, however, that early and appropriate interventions that focus on social-emotional development can help to mitigate the effects of negative experiences in ways that lead to improved cognitive and social-emotional outcomes.

CSSP'S PROTECTIVE AND PROMOTIVE FACTORS

The Center for the Study of Social Policy (CSSP) works to create new ideas and promote public policies that produce equal opportunities and better futures for all children and families, especially those most often left behind. The foundation of all of CSSP's work is a child, family and community well-being framework that includes a focus on protective and promotive factors. Using an ecological perspective:

- protective factors are conditions or attributes of individuals, families, communities or the larger society that mitigate or eliminate risk
- promotive factors are conditions or attributes of individuals, families, communities or the larger society that actively enhance well-being

Taken together, protective and promotive factors increase the probability of positive, adaptive and healthy outcomes, even in the face of risk and adversity.

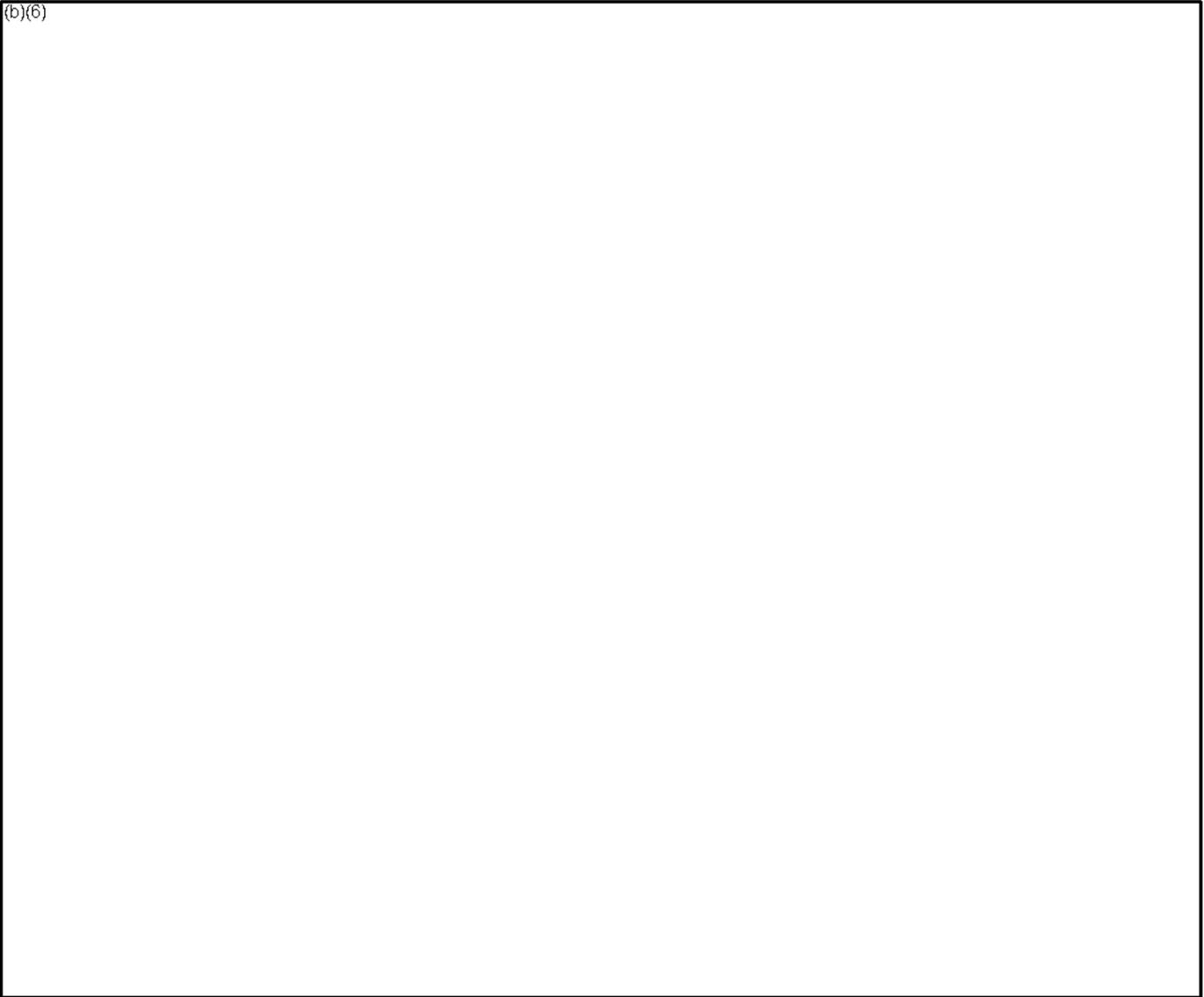
The Strengthening Families™ and Youth Thrive™ frameworks exemplify CSSP's commitment to identify, communicate and apply research-informed ideas that contribute to the healthy development and well-being of children, youth and families. As numerous studies affirm the importance of early childhood experiences in influencing adolescent and adult behavior, these frameworks provide a view of two interrelated phases of the lifespan developmental continuum: Strengthening Families focuses on families of young children (0-5 years old) and Youth Thrive on youth ages 11-26.

The Strengthening Families Protective Factors	The Youth Thrive Protective and Promotive Factors
• Parental Resilience	• Youth Resilience
• Social Connections	• Social Connections
• Knowledge of Parenting and Child Development	• Knowledge of Adolescent Development
• Concrete Support in Times of Need	• Concrete Support in Times of Need
• Social-Emotional Competence of Children	• Cognitive and Social-Emotional Competence in Youth

Parents, system administrators, program developers, service providers and policymakers can each benefit from learning about and using the Strengthening Families and Youth Thrive frameworks in their efforts to ensure that children, youth and families are on a path that leads to healthy development and well-being.

Vermont Career Advising Guide for Early Childhood and Afterschool Professionals

(b)(6)



*Vermont Northern Lights
Career Development Center*

of the Community College of Vermont and the Vermont Child Care Industry and Careers Council
Funded by the Child Development Program, Vermont Agency of Education



*I looked for a job with children
because I like kids and people said I was good with them.
I've been working with kids for a few years now and have taken a
lot of classes. I know a lot more than when I started. Mostly I've enjoyed this
work. It's interesting, even if it's not always easy. I'm starting to feel pretty confident
about what to do and how to do it, but there are still some challenging days. It's time
to update my IPDP again, which has me thinking about my direction for the
future. At first this was just a job, an income, for me. Now I'm wondering
what it would mean to make early childhood a real career.*

Working with children is inspiring, challenging and rewarding. We recognize the importance of this work and see what a difference it can make to individual children, to families and to you as an employee. We also recognize it is more than a job. It can be a career.

When you choose early childhood or afterschool care and education as a profession, then you are a professional.

A professional:

- is a member of a vocation founded upon specialized knowledge and skills
- is associated with specialized training related to that profession
- follows established standards of practice
- is responsible for following a code of ethical conduct

Goble, C.E., & Horn, D.M. 2010. *Take charge of your personal and professional development. Young Children 65 (6): 87.*

Where am I as a professional?

Where can I go next in my career?

How do I get there?

This booklet is about you. Discover the many options and resources available to you as you grow in your work with children, and in your role as a professional.

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Appendix

College Course Work Alignment: Early Childhood and Afterschool Career Pathways
Early Childhood Career Ladder and alignment with the Professional Recognition Bonus

October 2011

Northern Lights Career Development Center

The entire document can be downloaded at no cost from the Northern Lights Career Development Center website: www.northernlightscdc.org - check this website for the most current information. This work is generously supported by the Child Development Division, Department of Children and Families, Vermont Agency of Human Services and United Children's Services of Bennington County (Head Start Bennington County).

Introduction

What is the Career Advising Guide?

The Career Advising Guide is a handbook that describes resources and options to help individuals reach each of the steps along the early childhood and afterschool career pathways in Vermont.

Who is the Career Advising Guide for?

It is for a wide range of people who have an interest in children's growth and well-being and the quality of care children receive. It's for people who work with children and those who are just considering it; for those that have years of experience, and those that have none. It covers many positions and work settings.

Positions, such as:

- Child care providers, teachers, youth workers
- Paraprofessionals and teaching assistants
- Home visitors and therapists
- Directors, managers and administrators
- Consultants and advisors
- Mentors and coaches
- Licensors
- Resource and referral specialists
- Instructors and faculty
- Advocates and policy makers

Work settings, such as:

- Afterschool or before school programs
- Family child care, licensed child care programs, and regulated care
- Head Start and Boys & Girls Clubs
- Public and private schools

Why do we need a Career Advising Guide?

Children deserve the very best we can provide for them. They deserve to be in the best possible environments, surrounded by opportunities and materials that support their optimal development. Most important, they need to be in relationships with caring, responsive and knowledgeable adults. The quality of children's experiences depends largely on the perspective, experience, skills and behavior of the people who work with them. Clear, accessible and rewarding career

pathways support quality because they acknowledge and help develop the professional abilities of those important adults in children's lives.

The similarities and differences between early childhood and afterschool programs and career pathways are reflected in this Guide. At times the pathways weave together and at other times they're parallel.

In Vermont, there are a variety of options for career development along the early childhood and afterschool pathways. These pathways overlap and have significant similarities, as well as differences. For example, most afterschool employees work part time, and most early childhood program staff work full time. There are many different degrees and credentials that can prepare you to work in an afterschool setting; Early childhood has specific degrees and credentials required to work with young children. Afterschool as a profession is relatively new compared to the field of early childhood.

However, both options recognize that professionals may start at any point along the career pathway – not just at the beginning. Both embrace professionals who have always worked in the field, as well as those who change careers to join the field. Both fields include related specialists such as artists, therapists, or naturalists.

Both early childhood and afterschool fields promote staff quality across five knowledge areas:

1. Child and youth development
2. Teaching and learning/curriculum and learning environments
3. Family and community partnerships
4. Professionalism and program organization
5. Safe and healthy environments

The core competencies for early childhood and afterschool professionals detail these five areas.

The early childhood and afterschool fields are evolving in exciting ways. There are many opportunities to make a difference for children and their families and for the future of the profession. Groups across the state are discussing and taking action on important issues including wages, program and teacher quality, integrating services for families, educating the public about the importance of child development, and many other issues.

How can you use the Career Advising Guide?

There are many different ways:

- Review it to expand your knowledge about the early childhood and afterschool fields in Vermont
- Find yourself in the Guide, and reflect on your next steps
- Share it with colleagues to learn more about who you are as professionals, and how to help each other
- Share it with your mentor, consultant or supervisor
- Use it when you are mentoring or consulting professionals
- Use it as a text in a class or workshop you are teaching

I refer to the Career Advising Guide when I meet with early childhood education students. They are excited to learn that completing coursework related to the Core Knowledge Areas will count towards a Level certificate while they are still in the process of earning their degree.

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Professional development activities are “interactive developmental activities... [that] include but are not limited to workshop training sessions, course work, site visits to other programs, mentoring sessions, lectures, presentations, or acting as a member of an assessment team for compliance to regulations.”

~ 2001 CDD child care licensing regulations

Professional Competencies

It's up to you.

What are Competencies?

Competencies are the foundation of our early childhood and afterschool professional development system. Competencies refer to the observable, concrete skills and knowledge that define the development and delivery of high quality services and programs. They establish standards of practice that strengthen the early childhood and afterschool fields. Competencies are relevant to any position: teacher, assistant, coordinator, volunteer, provider, home-visitor, paraprofessional, and more. They are also relevant for any setting where early childhood and afterschool services take place: child care centers, schools, community-based organizations, homes, recreation centers, etc.

Vermont has defined 5 *core* competencies. They support high quality programming and services and are grouped by the following knowledge areas:

- Child and Youth Development
- Families and Communities
- Curriculum/ Teaching and Learning
- Healthy and Safe Environments
- Professionalism and Program Organization

Why do we have them?

When early childhood and afterschool professionals have and use well-defined competencies, it means there is agreement about the expectations of the professionals working with children and families.

The core competencies are used in many different ways: to assess individual learning needs, to develop education and training curriculum, to support supervision and mentoring, to develop job descriptions and performance evaluations, and to create individual professional development plans (IPDPs).

Where can I find them?

You can view and download all the competency documents on the Northern Lights Career Development Center website (see Resources). Hard copies are also available through your local child care resource and referral agencies. The Vermont competency documents are:

Core Competencies for Early Childhood Professionals defines the standards for professionals working with young children from birth to age 6.

Core Competencies for Afterschool Professionals defines the standards for individuals working with children and youth, ages 5-18, during their out-of-school time.

Competencies for Program Directors working in early childhood or afterschool programs, based on the same core knowledge areas as the two competency documents above. This document specifically details what program directors need to know and do.

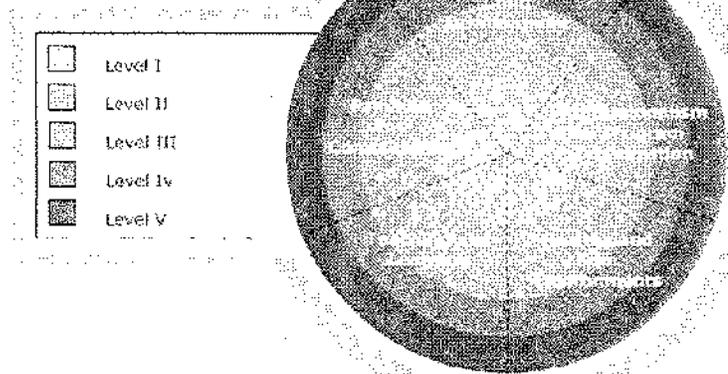
Early Childhood Family Mental Health Competencies detail what professionals with specialty knowledge in working with children ages birth to 8, and their families, need to know and do to support the social and emotional development of the child. These have six knowledge areas and four levels. They overlap but are not the same as the five knowledge areas cited above.

How are they organized?

Competencies are organized by levels. Early childhood competencies have six levels. Afterschool competencies have three phases. They both form a pathway that can be used to plan and guide your career growth.

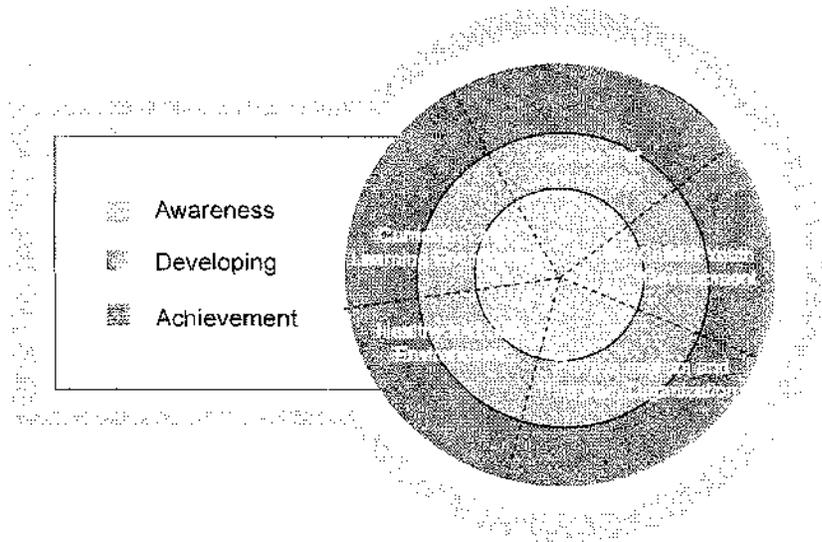
Early Childhood Career Ladder

Your knowledge and skills increase as you acquire the core competencies that are embedded into each level of the career ladder. Each level on the ladder includes a combination of education and experience. To apply for a Level certificate, you will need to have a current IPDP.



Afterschool Career Pathways

The core competencies for afterschool professionals are the foundation for afterschool career planning and professional development. There are a wide range of roles and settings in the afterschool field and the career pathways encompass them all.



I have been a family child care provider longer than I can remember. I started taking the Fundamentals course because I was encouraged to, but I wasn't planning on finishing it. Now that I have completed the course I can say I learned more than I ever thought I would. I was surprised that I have a lot in common with the people working in centers. Now I can get my level I certificate. I am thinking about getting my CDA and I really feel like a professional!

Career Levels and Pathways

In this section, the six early childhood career levels, and the three phases of the afterschool career path are described in detail.

The Early Childhood Career Ladder and the Afterschool Pathways help you to plan and track your professional growth. As the person who cares for and teaches children, your skills, knowledge and behavior has a critical impact on each child's development and learning. Clear, accessible and rewarding career pathways support quality because they acknowledge and foster the development of those important adults in children's lives.

Each step on the early childhood and afterschool career pathways is based on the core competencies and standards - what professionals need to know, understand, and do at different stages in their professional development. Each step builds on the earlier step, so that when you complete one step, you have already met some of the requirements for the next step.

To achieve a level or step along the pathway, individuals:

- Complete education
- Gain experience working with children and families
- Reflect on their accomplishments and future professional development plans in a current Individual Professional Development Plan (IPDP)

Some options along the pathway also require you to complete a portfolio documenting your knowledge and skills.

On the Early Childhood Career Ladder, you can apply for a certificate from the Vermont Northern Lights Career Development Center when you complete each level. You don't have to start at Level I. Apply for the level that best matches your professional experience and achievements- step I, II, III or higher. The applications and other information are on the interactive Career Ladder on the Northern Lights website.

Along the Afterschool Career Pathways, achievements are primarily recognized by credentials and certificates. The applications and other information about the Afterschool Pathways are also on the Northern Lights website.

In Vermont, completion of early childhood career levels, afterschool certificates and credentials are:

- Recognized by the Child Development Division to achieve a recognition bonus
- Aligned with the STep Ahead Recognition System (STARS) program quality and improvement system
- Integrated with child care licensing regulations and Vermont Department of Education educator license and endorsements
- Aligned with many college courses and some other certificates and credentials

Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children, older children, youth and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of the professionals. Professional development encompasses *education, training, and technical assistance.*

~ Adapted from NAEYC NACCRRA Glossary 2011

Early Childhood Career Ladder

Level I	Level II	Level III	Level IV	Level V	Level VI
<p>1. <u>Fundamentals for Early Childhood Professionals</u> course (45 hours)</p> <p>or</p> <p>2. NL approved <u>Level I Portfolio</u> with documentation, 45 hours of verified professional development and one approved observation of the practitioner¹</p> <p>or</p> <p>3. NL approved <u>3 related college credits</u>¹ in child development including early childhood + basic specialized care, introduction to licensing and one approved observation¹</p>	<p>1. <u>Current Child Development Associate (CDA) Credential</u></p> <p>or</p> <p>2. NL approved <u>Level II Portfolio</u> with documentaiton, 125 hours of verified professional development and two approved observations of the practitioner¹</p> <p>or</p> <p>3. NL approved <u>12 related college credits</u>¹ in at least 2 VT Core Knowledge areas³ and two approved observations of the practitioner⁴</p>	<p>A) 1. <u>Completed Vermont Child Care Registered Apprentice</u></p> <p>or</p> <p>2. <u>CCV's Child Care Certificate program</u></p> <p>or</p> <p>3. <u>Highly Qualified Paraprofessional</u>⁵</p> <p>or</p> <p>4. NL approved equivalent: <u>21 related college credits</u>¹ in at least 3 of the VT Core Knowledge areas³ and two approved observations of the practitioner⁴</p> <p>B) <u>Associate Degree in Early Childhood Education</u> or related field¹</p> <p>or</p> <p>Associate's degree with 21 related college credits¹ in at least 3 VT Core Knowledge areas³</p>	<p>A) 1. <u>Bachelor Degree in Early Childhood Education</u> or related field¹</p> <p>or</p> <p>2. Bachelor's degree with NL approved <u>30 related college credits</u>¹ within at least 3 of the VT Core Knowledge Areas³</p> <p>B) Above with <u>VT Department of Education teaching license</u> with endorsement in early childhood, early childhood special education or elementary education</p>	<p>A) <u>Master Degree in Early Childhood Education</u> or related field¹</p>	<p><u>Doctoral Degree in Early Childhood Education</u> or related field¹</p>
<p>Experience²:</p> <p>One year</p>	<p>2 years or more</p>	<p>2 years or more</p>	<p>2 years or more including student teaching</p>		<p>2 years or more</p>

Applications: Those awarded Level Certificates may also be eligible for a Recognition Bonus from the Child Development Division.

¹ *Related fields/credits: All credits and degrees must be from an accredited, Northern Lights approved Institution of Higher Education.*

When a degree is required (Level III, IV, V, then Related Fields refer to degrees with a major or concentration in one of the following areas:

- Early Childhood
- Child or Human Development
- Education (early childhood or elementary or special education)
- Child and Family Studies (including Home Economics)

Related Credits: When the individual's field of study is not one of the four areas above, or when college credits are an option to reach the Level, then credit-bearing coursework in one or more of the following areas will be accepted.

- Child or human development
- Education, including special education
- Health, including nutrition and nursing
- Psychology/mental health/ child and family studies
- Sociology/human services/ social sciences/social services
- Business Administration (related to instruction on early childhood or afterschool program management)

² *Experience as an early childhood professional (not necessarily cumulative). Experience at Level I may be in any setting with groups of children who are not family members, at level II-VI must be in regulated child care setting.*

³ *VT Core Knowledge areas include: Families and Communities, Child Development, Healthy and Safe Environment, Teaching and Learning, Professionalism and Program Organization*

⁴ *Approved Observation of the Practitioner as approved and arranged between the regional Resource Development Specialist and Northern Lights Career Development Center*

⁵ *Highly Qualified Paraprofessional is a national designation given by a public school to paraprofessionals who meet defined criteria under No Child Left Behind.*

The Vermont Early

The Career Lattice is a frame of reference to help you consider how levels on the Career Ladder generally connect to different

SETTINGS	LEVEL I	LEVEL II	LEVEL III
Home Business	<ul style="list-style-type: none"> Registered Family Child Care Provider Family Child Care Assistant Legally Exempt Child Care Provider Instructor Registry-Affiliate I 	<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider Legally Exempt Child Care Provider MATCH Network Instructor Registry-Affiliate I 	<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider Legally Exempt Child Care Provider MATCH Network Instructor Registry-Affiliate II
Licensed Early Childhood Program	<ul style="list-style-type: none"> Teaching Assistant 	<ul style="list-style-type: none"> Teaching Associate Director (59 or fewer children) 	<ul style="list-style-type: none"> Teacher Associate Director (59 or fewer children)
Elementary School	<ul style="list-style-type: none"> Volunteer 	<ul style="list-style-type: none"> Para-educator 	<ul style="list-style-type: none"> Highly Qualified Para-professional
Parent Child Center/ Family Center	<ul style="list-style-type: none"> Volunteer 	<ul style="list-style-type: none"> Teaching Assistant 	<ul style="list-style-type: none"> Early Childhood Special Education Aide
Head Start	<ul style="list-style-type: none"> Volunteer Classroom Aide 	<ul style="list-style-type: none"> Teaching Assistant Home Visitor 	<ul style="list-style-type: none"> Teacher Home Visitor Family Services Worker
Early Head Start	<ul style="list-style-type: none"> Volunteer 	<ul style="list-style-type: none"> Teacher Home Visitor 	<ul style="list-style-type: none"> Teacher Home Visitor Family Services Worker
Community Child Care Support Agency	<ul style="list-style-type: none"> USDA Food Program Specialist 	<ul style="list-style-type: none"> USDA Food Program Specialist 	<ul style="list-style-type: none"> Program Director
State Offices		<ul style="list-style-type: none"> Licensing Technician 	<ul style="list-style-type: none"> Licensing Field Specialist
Other Common Settings	<ul style="list-style-type: none"> Playgroup Facilitator 		

Childhood Career Lattice

work settings. This is not a complete description. Please check actual job requirements for specific information.

LEVEL IV	LEVEL V	LEVEL VI
<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider Legally Exempt Child Care Provider MATCH Network Instructor Registry-Certified 	<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider MATCH Network Instructor Registry-Master 	<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider MATCH Network Instructor Registry-Master
<ul style="list-style-type: none"> Director PreK Teacher Early Childhood Special Educator 	<ul style="list-style-type: none"> Director PreK Teacher Early Childhood Special Educator 	<ul style="list-style-type: none"> Director PreK Teacher Early Childhood Special Educator
<ul style="list-style-type: none"> Teacher Early Childhood Special Educator 	<ul style="list-style-type: none"> Principal Special Services Coordinator Early Childhood Special Educator 	
<ul style="list-style-type: none"> Program Coordinator Outreach Worker Parent Educator Teacher Associate Director 	<ul style="list-style-type: none"> Director Early Childhood Special Educator 	
<ul style="list-style-type: none"> Teacher Director Manager 	<ul style="list-style-type: none"> State Collaboration Coordinators 	
<ul style="list-style-type: none"> Teacher Director Manager 	<ul style="list-style-type: none"> State Collaboration Coordinators 	
<ul style="list-style-type: none"> Executive Director Program Director Resource Development Specialist Referral Specialist CIS Child Care Coordinator CCFAP Eligibility Specialist 	<ul style="list-style-type: none"> Executive Director 	
<ul style="list-style-type: none"> Licensing Supervisor USDA Food Program Coordinator 	<ul style="list-style-type: none"> State (CDD and DOE) employee, administrator, or consultant 	<ul style="list-style-type: none"> State (CDD and DOE) administrator or consultant
<ul style="list-style-type: none"> Community Health Nurse Early Interventionist BBF Regional Director 	<ul style="list-style-type: none"> College adjunct faculty Early Intervention related services Early Childhood Mental Health Consultant 	<ul style="list-style-type: none"> Faculty at colleges and universities

Career Pathways for Phases & Related Professional

Afterschool professionals work mostly part-time within many contexts and program settings. Their job titles vary greatly according to their individual contexts. As a result, there is not a "typical" afterschool professional. Employment opportunities include home and community-

based child care settings, schools, youth centers, recreation programs, and 21st Century community learning centers, to name a few possibilities. Even though afterschool settings are diverse, there are three career tracts common to the field: (1) child care, (2) youth work, and (3) education. These

Awareness Phase	Developing Phase
Focuses on building entry-level, basic skills and knowledge.	Extends basic skills and knowledge into practice and may include accumulation of college credits and specialty certification.
Required Experience: Within the first two years of working as an afterschool professional.	Required Experience: Three years or more of working with school-age children; a minimum of 500 hours of direct work in a program.
Professional Development Opportunities: <ul style="list-style-type: none"> • Vermont Afterschool Foundations Certificate • Afterschool Essentials • On-the-Job Training Certificate* • Highly Qualified Paraprofessional Certificate • VT Program Director Credential, Step One 	Professional Development Opportunities: <ul style="list-style-type: none"> • On-the-Job Training Certificate * • Vermont Afterschool Professional Credential (VAPC)* • Highly Qualified Paraprofessional Certificate • VT Program Director Credential, Step One, Two • Teacher Licensure
Related Education: High school diploma/GED, college and vocational/technical students, associate's, bachelor's, master's degree	Related Education: College students, associate's, bachelor's, master's degree

*Bonuses are available when additional requirements are completed.

Afterschool Career Pathways:

Vermont's afterschool professionals can support their work by pursuing the opportunities that are available

Glimpse 1: An Afterschool Professional

(b)(6) started working as an aide in a licensed summer program for school age children. She then moved into a year-round, part-time position with a center-based afterschool program in her community. During her first year there, she received the Afterschool Foundations Certificate and was moved into a Group Leader position. She then enrolled in the college-level courses required for the Vermont Afterschool Professional Credential and continued to consolidate her training and workshop hours into a portfolio, as required for the Afterschool Credential and Step one of the Program Director Credential. (b)(6) long-term goal is to be a Site Director and to finish the coursework required for all steps of the Program Director Credential.

Glimpse 2: A Child Care Provider

(b)(6) owns and operates a licensed family child care home. She has a Child Development Associate (CDA) Credential and completed Step one of the Vermont Program Director Credential. The age-range of the children in (b)(6) care has changed from serving 2 to 4 year olds to 3 to 9 year olds. (b)(6) wanted to build on her early education background and gain knowledge in school-age development. She contacted her local Resource Development Specialist, who recommended several trainings, including an online course, Introduction to Afterschool Education and Care. (b)(6) successfully completed the course and applied for the Vermont Afterschool Foundations Certificate. She is now working towards the Afterschool Professional Development Credential as well as completing Step two of the Program Director Credential.

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Afterschool Professionals: Development Opportunities

tracts as linked to the three phases of learning - awareness, developing, achievement. The information below provides a general career development framework for prospective and current afterschool professionals. The pathways grid

and supporting scenarios illustrate how professionals working within these career tracts might connect to the afterschool professional development opportunities.

Achievement Phase	
	Explores leadership, community, and administration.
	Required Experience: A minimum of three years working in the field as a program director or other leadership capacity.
	<p>Professional Development Opportunities:</p> <ul style="list-style-type: none"> • Vermont Afterschool Professional Credential (VAPC)* • Vermont Program Director Credential, Step Three* • Highly Qualified Paraprofessional Certificate • Teacher Licensure <p>Other related opportunities:</p> <ul style="list-style-type: none"> • Instructor, Northern Lights Instructor Registry • Mentors for Quality • Coaching: Vermont Center for Afterschool Excellence
	Related Education: Associate's, bachelor's, master's degree

Glimpses from the Field

to them along their Career Pathways. Here are four professional development scenarios to consider:

Glimpse 3: A Youth Work Professional

(b)(6) began as a volunteer tutor with an afterschool program after finishing high school. He went on to earn a Bachelor Degree in Physical Education while interning at a mental health center. After earning his B.A. he was hired as a Behavioral Health Specialist at the center, where he specializes in designing and running programs for youth ages 12 to 18 years old. He is currently completing the requirements for the Vermont Afterschool Professional Credential. His long term goal is to seek a Master Degree in Counseling Psychology and gain further experience as a Youth Case Manager and Mental Health Counselor with a continued focus on physical education.

Glimpse 4: An Educator

(b)(6) has an associate's degree and is designated a highly qualified paraprofessional in her public school. For the past two and a half years, she has tutored math in several afterschool programs where she works primarily with fourth and fifth graders. Now she's pursuing her B.A. and simultaneously applying her college credits to meet the requirements for the Vermont Afterschool Professional Credential. She wants to enhance her career by formally recognizing her skills, experience, and familiarity with the afterschool setting. Her long-term goal is to become a licensed math teacher.

*By receiving the VAPC,
I'm one step closer to my goal as a
supervisor and I helped my program
earn STARS.*

(b)(6)

*It took a lot of work to
get my CDA, but my mentor helped a
lot and so did the other folks who had gotten one.
Now I can be in charge of my own classroom at the
center, I have a national credential, I applied for
a Level II certificate and I think I'll get a
Recognition Bonus too.*

Early Childhood Career Pathways: For individuals working with children ages birth to six in group settings

Individuals who work in the early childhood field, may work:

- Directly with children infancy to age six in groups or individually
- Work with families
- Work with other professionals

They work in a range of settings including family child care, licensed early childhood centers, children's homes, and other settings. Early childhood practitioners also work for a variety of employers such as:

- Head Start
- Parent Child Center or Family Center
- Private for-profit or not-for-profit early childhood program
- Public school system or private school
- Community agency or organization
- Are self-employed, or in another type of setting

Early childhood practitioners use professional *standards and competencies* to define what they should know and do. These are the basis for the early childhood career

levels.

- Level I, II, III: Early Childhood Core Competencies
- Level IV, V: Vermont Department of Education professional standards

Early childhood practitioners also use the Early Childhood Career Ladder, which is based on the competencies, standards and levels above. This pathway defines how to achieve each level, with multiple options to achieve each one. There are also classes and courses available statewide, which meet the education requirements for each level along the Career Ladder.

Some early childhood practitioners seek additional professional development and recognition by:

- Applying to the Vermont Instructor Registry and increasing their knowledge and skills instructing adults
- Seeking a Program Director Credential, Early Childhood Family Mental Health Credential or other specialty endorsement

Early childhood practitioners who work primarily with other professionals rather than children, such as program directors, instructors, advisors, consultants or managers, also need to be knowledgeable about these resources.

Last year I took a college course in child development that included birth to three years, because I was thinking about getting a degree some day. Now I realize when I complete the other requirements, I can send my transcript with my IPDP and application to Northern Lights and get my Level I certificate. This will help my program with our STARS application, and I will have a certificate to show my friends and family, and maybe get a Recognition Bonus from the Child Development Division, too!

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Early Childhood Career Ladder: Level I

Level I is based on the Level I Early Childhood core competencies. The application for Level I is on the Northern Lights Career Development Center website.

You may decide to seek a Level I certificate if you:

- Are beginning to work in the field of early childhood, or considering it
- Have taken child development courses in high school or a regional technical center
- Have worked in the early childhood field for a long time but have not applied for any level certificate

Level I in the Early Childhood Career Ladder (like the other levels), requires:

- Completed education or training
- Experience working with young children
- A current Individual Professional Development Plan (IPDP)

It also requires the applicant to:

- Observe children and reflect on what is seen
- Be observed while working with young children, and reflect with the observer on that experience

VT Early Childhood Career Lattice	
SETTINGS	LEVEL I
Home Business	<ul style="list-style-type: none"> • Registered Family Child Care Provider • Family Child Care Assistant • Legally Exempt Child Care Provider • Instructor Registry-Affiliate I
Licensed Early Childhood Program	<ul style="list-style-type: none"> • Teaching Assistant
Elementary School	<ul style="list-style-type: none"> • Volunteer
Parent Child Center/ Family Center	<ul style="list-style-type: none"> • Volunteer
Head Start	<ul style="list-style-type: none"> • Volunteer • Classroom aide
Early Head Start	<ul style="list-style-type: none"> • Volunteer
Community Child Care Support Agency	<ul style="list-style-type: none"> • USDA Food Program Specialist
State Offices	
Other Settings	<ul style="list-style-type: none"> • Playgroup Facilitator

VT Career Ladder Alignment Chart	
	Level I
Years experience needed to achieve level certificate	1 year experience
Professional Recognition Bonus from the VT Child Development Division	\$100
STARS- staff qualifications arena ¹	Score 1

¹ This refers to "Educational Attainment" score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena: total score of all staff are converted to a single program STARS points for this arena



LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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There are three *education options* to reach a Level I certificate: Choose ONE.

Option 1: Fundamentals for Early Childhood Professionals

This is a 45-hour course based on the Level I Core Competencies for Early Childhood Professionals. It includes the requirements to achieve Level I certification. It is offered annually in each region of Vermont by the community child care support agencies. Course fees vary by region. It covers the following topics:

- Observation of children
- Health and safety
- Planning learning environments

- Professionalism and program organization
 - Child development: infants to preschoolers
 - Connecting to families and communities
 - Child care regulations & Basic Specialized Care
 - Including children with diverse needs
- This course gives you a chance to reflect on your work with children, to apply what you learn in class to the children you care for, and meet and learn from other professionals.

Option 2: Northern Lights approved portfolio

This option is useful if you have not taken college courses, have collected many hours of training over the years, and like to write and organize your learning. You must contact Northern Lights before you plan to apply. The portfolio includes:

- Documentation that you have completed 45 hours of

training across the five core knowledge areas with at least 5 hours in each area

- Documents that show what you know and how you use the Level I core competencies
- Documentation of when you were observed teaching

The portfolio is then reviewed for approval.

Option 3. Complete an early childhood development college course (3 credits)

In addition to the course you are also required to:

- Complete Basic Specialized Care (6 hours)
- Complete Introduction to Child Care Licensing regulations workshop

- Be observed while working with children and reflect on your experience

Benefits of Achieving a Level I Certificate

- You feel pride in your accomplishment and post your certificate for families and other staff to see; your name will be listed in the Northern Lights newsletter
- You may also be granted a Professional Recognition Bonus from the Child Development Division, gain points in the STep Ahead Recognition System (STARS) program quality and improvement system: professional development arena, and meet licensing requirements for a teaching assistant
- You have completed 45 hours toward meeting the Child Development Associate Credential (CDA) training requirements and are ready to take the next steps toward that credential.
- You have completed the training required to be considered as a Basic Specialized Care provider
- When you are enrolled in a college degree program at the Community College of Vermont, you can use Course Challenge to apply for three college credits for completing Fundamentals

Resources for Level I Applicants

- Northern Lights website – interactive Career Ladder includes detailed information, the Level I application, and guidance to develop your Individual Professional Development Plan (IPDP)
- Bright Futures Information System (BFIS) statewide course calendar to find the Fundamentals Course nearest you
- Local Resource Development Specialist offers the Fundamentals course, and can help you find approved observers
- Community College of Vermont (CCV) offers Child Development Courses. Course Challenge is also an option for enrolled students in a degree or certificate program
- Council for Professional Recognition – they award the Child Development Associate Credential (CDA)

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Early Childhood Career Ladder: Level II

Level II is based on the Level II Early Childhood Core Competencies. The application for Level II is on the Northern Lights Career Development Center website.

You may decide to seek a Level II certificate if you:

- Have experience working in the field of early childhood, and are committed to staying in the field for a while
- Have worked in the early childhood field for a long time, want to be recognized and are able to organize and document your knowledge and skills
- Have taken at least four college courses related to the field of early childhood, or completed the Child Development Associate (CDA) Credential, or 125 hours of professional development
- Have completed Early Childhood Level I requirements and are ready to move on

Level II in the Early Childhood Career Ladder (like the other levels) requires:

- Completed education or training
- Experience working with young children
- A current Individual Professional Development Plan (IPDP)

It also requires the applicant to observe children and reflect on what is seen, and to be observed while working with young children, and reflect with the observer on that experience.

SETTINGS	LEVEL II
Home Business	<ul style="list-style-type: none"> • Licensed Family Child Care Home • Registered Family Child Care Provider • Legally Exempt Child Care Provider • MATCH Network • Instructor Registry-Affiliate I
Licensed Early Childhood Program	<ul style="list-style-type: none"> • Teaching Associate • Director (59 or fewer children)
Elementary School	<ul style="list-style-type: none"> • Para-educator
Parent Child Center/Family Center	<ul style="list-style-type: none"> • Teaching Assistant
Head Start	<ul style="list-style-type: none"> • Teaching Assistant • Home Visitor
Early Head Start	<ul style="list-style-type: none"> • Teacher • Home Visitor
Community Child Care Support Agency	<ul style="list-style-type: none"> • USDA Food Program Specialist
State Offices	<ul style="list-style-type: none"> • Licensing Technician

VT Career Ladder Alignment Chart	
	Level II
Years experience needed to achieve level certificate	2 years experience
Professional Recognition Bonus from the VT Child Development Division	\$ ^(b) ₍₄₎ initial for first CDA renewal
STARS- staff qualifications arena ¹	Score 4

¹ This refers to "Educational Attainment" score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena; total score of all staff are converted to a single program STARS points for this arena



LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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There are three *education options* to achieve a Level II certificate: Choose ONE

Option 1: Current Child Development Associate (CDA) Credential

This is a national credential that is awarded by the Council on Professional Recognition, based on achieving 13 functional competencies. The application components are:

- 120 hours of documented training hours covering eight subject areas (10 hours at least in each area)
- A resource file with specific information included
- Completed parent questionnaires about your work with their children

- A portfolio with your autobiography and examples of your knowledge and skills in the competency areas
- Recorded observation by an approved advisor, of your work with young children
- A completed application, payment of the application fee and written test and interview with the Council representative

The initial credential is for three years and it can be renewed every five years after that.

Option 2: Northern Lights approved Level II portfolio

This option is useful if you have not taken college courses, have collected many hours of training over the years, and like to write and organize your learning. You must contact Northern Lights before you plan to apply. The portfolio includes:

- Documentation that you have completed 120 hours of training across the five core knowledge areas

- Documents that show what you know and apply the level II core competencies, and
- Documentation of when you were observed teaching children

The portfolio is then reviewed and approved.

Option 3: Successfully complete four early childhood college courses (12 credits)

The four college courses must cover at least two of the five Core Knowledge areas (see the Core Competency section of this booklet). You are also required to be

observed while working with children and reflect on your experience.

Benefits of Achieving a Level II Certificate

- You feel pride in your accomplishment and supported as a professional; you can post your certificate for families and other staff to see; your name will be listed in the Northern Lights newsletter
- You may also be granted a Professional Recognition Bonus from the Child Development Division, gain points in STep Ahead Recognition System (STARS) program quality and improvement system; professional development arena, and meet licensing requirements for a teaching associate in a licensed child care
- A Child Development Associate Credential (CDA) is recognized across the nation; the Child Development Division will pay your initial CDA application fee.
- The Child Development Division may issue a recognition bonus for the first renewal of a CDA.

Resources for Level II Applicants

- Northern Lights website – interactive Career Ladder includes detailed information, the application and guidance on to writing your Individual Professional Development Plan (IPDP)
- Bright Futures Information System (BFIS) state-wide course calendar to find the many different training modules offered nearest you
- Local Resource Development Specialist - they offer many of the training modules, can help connect you with a CDA mentor or advisor, and help you find approved observers for the other education options
- Community College of Vermont (CCV) - college courses related to the Early Childhood Core Knowledge areas
- Council for Professional Recognition – they award the Child Development Associate Credential (CDA)
- Vermont Child Care Industry and Careers Council (VCCICC) - contracts with CCV to offer low cost college courses in the early childhood field, as part of the Child Care Apprenticeship Program

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Early Childhood Career Ladder: Level III

Level III is based on the Level III Early Childhood Core Competencies and the requirements for an Associate Degree in Early Childhood at the Community College of Vermont. The application for Level III is on the Northern Lights Career Development Center website.

You may decide to seek a Level III certificate if you:

- Have experience working in the field of early childhood, and are committed to staying in the field for a while
- Have taken college coursework in early childhood
- Have completed early childhood level II requirements and are ready to move on, perhaps seeking an associate's or bachelor's degree

Level III in the Early Childhood Career Ladder requires:

- Completed college coursework
- Experience working with young children and
- A current Individual Professional Development Plan (IPDP)

It also requires the applicant to observe children and reflect on what is seen, and to be observed while working with young children, and reflect with the observer on that experience.

SETTINGS	LEVEL III
Home Business	<ul style="list-style-type: none"> • Licensed Family Child Care Home • Registered Family Child Care Provider • Legally Exempt Child Care Provider • MATCH Network • Instructor Registry-Affiliate II
Licensed Early Childhood Program	<ul style="list-style-type: none"> • Teacher Associate • Director (59 or fewer children)
Elementary School	<ul style="list-style-type: none"> • Highly Qualified Para-professional
Parent Child Center/Family Center	<ul style="list-style-type: none"> • Early Childhood Special Education Aide
Head Start	<ul style="list-style-type: none"> • Teacher • Home Visitor • Family Services Worker
Early Head Start	<ul style="list-style-type: none"> • Teacher • Home Visitor • Family Services Worker
Community Child Care Support Agency	<ul style="list-style-type: none"> • Program Director • USDA Food Program Specialist
State Offices	<ul style="list-style-type: none"> • Licensing Field Specialist

I had taken college courses a while ago, and after I started working in child care, I decided to continue my education and earn a degree in early childhood. I met with a college advisor and not only did some of my courses transfer to the college, but after taking a couple more courses, I can earn a Level IIIA certificate. Next I will earn a CCV child care certificate, and then on to my associate's degree! I'm going to apply for the scholarship from the Child Development Division too, to help me pay for the courses- and the certificates and diplomas I will hang on my wall!

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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There are two stages in the Level III Early Childhood Career Ladder: A and B

Level IIIA has four education options:

Level IIIB has two education options:

Option 1: Completed Vermont Child Care Registered Apprenticeship

This program is offered in partnership with the Vermont Department of Labor and combines 4,000 hours of on-the-job training (working with a mentor for guidance, observation and assessment) with formal training which includes 6 specific tuition-free college courses (18 college credits).

Option 1: Associate's degree in Early Childhood Education or related field

Related fields include: other education (elementary or special education); child or human development or child and family studies.

Option 2: Community College of Vermont's (CCV) Childcare Certificate Program

This 27 credit series of college courses are also a stepping stone to the CCV Associate Degree in Early Childhood.

Option 2: Associate's degree with related college credits

Related college credits include: psychology, mental health, sociology, human services, social sciences, social services, or business administration (related to early childhood or afterschool program management) covering at least three Vermont Core Knowledge Areas (see IIIA).

Option 3: Designation as a Highly Qualified Paraprofessional from a public school

This is issued by the public school where the paraprofessional works. They determine how to meet the qualifications and award this certificate. The certificate is also recognized on the Afterschool Career Pathways.

Option 4: Twenty-one related college credits

Related college credits must be in at least three of the five Vermont Core Knowledge areas: Child Development, Teaching and Learning (curriculum), Healthy and Safe environments, Families and Communities, and Professionalism and Program Organization. The applicant also needs to be observed while working with children and reflect on the experience.

	Level IIIA	Level IIIB
Years experience needed to achieve level certificate	2 years experience	2 years experience
Professional Recognition Bonus from the VT Child Development Division	\$ ^{(b)(4)}	
STARS- staff qualifications arena ¹	Score 9	Score 12

¹ This refers to "Educational Attainment" score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena; total score of all staff are converted to a single program STARS points for this arena.



LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Earning college credit

- You can earn college credit by taking a college course from an accredited institution. You will need to earn a C- or better and request a transcript issued by the college (either official or unofficial) to submit with your level certificate application
- If you already have a college degree in an unrelated field, you can still get a level certificate by completing college courses in a related field (21 credits or more). For level certificates, there is no time limit, so you may have earned some credit in your first degree that can still count toward your level certificate. You will need a transcript from the college, as documentation
- Other ways to earn college credit if you believe you already meet the learning objectives, include:
 - *The CLEP (College Level Examination Program)* test: accepted at practically all colleges in Vermont. Pass one exam to earn credit for one course (see Resources)
 - *Assessment of Prior Learning (APL)*: a way to earn many credits at once. If you have knowledge and skills based on in-depth and broad experiences you may document how you think you meet the learning objectives of college coursework and then request credit (see Resources)
 - *Course Challenge*: useful if you are already in a degree or certificate program at the Community College of Vermont, and you think you have already met the learning objectives of a course in your program (see Resources)

Benefits of Achieving a Level III Certificate

- You feel pride in your accomplishment and supported as a professional; you can post your certificate for families and other staff to see; you will be listed in the Northern Lights newsletter for your accomplishment
- You may also be granted a Professional Recognition Bonus from the Child Development Division (CDD), gain points in STep Ahead Recognition System (STARS) program quality and improvement system, and meet licensing requirements for a teaching associate in a licensed child care (Applicants may receive a recognition bonus for both level IIIA and level IIIB if eligible.)
- The Child Development Division has scholarships to pay for college courses, for staff working in regulated child care
- The Vermont Child Care Industry and Careers Council (VCCICC) contracts with Community College of Vermont (CCV) to offer early childhood courses at low cost for those enrolled in the Child Care Apprenticeship Program, and to others as space allows
- An associate's degree is easily transferable to four-year colleges to help you earn a bachelor's degree

Completing the Apprenticeship program has given me the strength, drive, and confidence I needed to continue on with my education. Not only am I now working towards other degrees and certificates, but I have and am currently helping others work towards their goals, by becoming a mentor myself. Experiencing the process myself was uplifting, however witnessing and helping others as they endeavor this process is extremely rewarding.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Resources for Level III Applicants

- Northern Lights website: interactive Career Ladder includes detailed information and the application; also lists colleges in Vermont that offer course work in early childhood and details on the other options for earning college credit
- Bright Futures Information System (BFIS) statewide course calendar - find the upcoming courses that support the Child Care Apprenticeship program
- Local Resource Development Specialist - helps you find approved observers for the IIIA credit options and provides career advising
- Community College of Vermont (CCV) advisors - help you be sure the courses you are taking are going to build toward a future degree or certificate
- VT Child Care Industry and Careers Council (VCCICC) offers a continuum of professional development opportunities including participation in the Registered Child Care Apprenticeship Program and tuition-free college courses open to others as space allows

(b)(6)

I had taken college courses a while ago, and after I started working in child care, I decided to continue my education and earn a degree in early childhood. I met with a college advisor and not only did some of my courses transfer to the college, but after taking a couple more courses, I can earn a Level IIIA certificate. Next I will earn a CCV child care certificate, and then on to my associate degree! I'm going to apply for the scholarship from the Child Development Division too, to help me pay for the courses- and the certificates and diplomas I will hang on my wall.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Early Childhood Career Ladder: Level IV

Level IV is based on the five Core Knowledge areas and the Vermont Department of Education (DOE) Professional Standards for licensed teachers with an Early Childhood endorsement. The application for Level IV is on the Northern Lights Career Development Center website.

You may decide to seek a Level IV certificate if you:

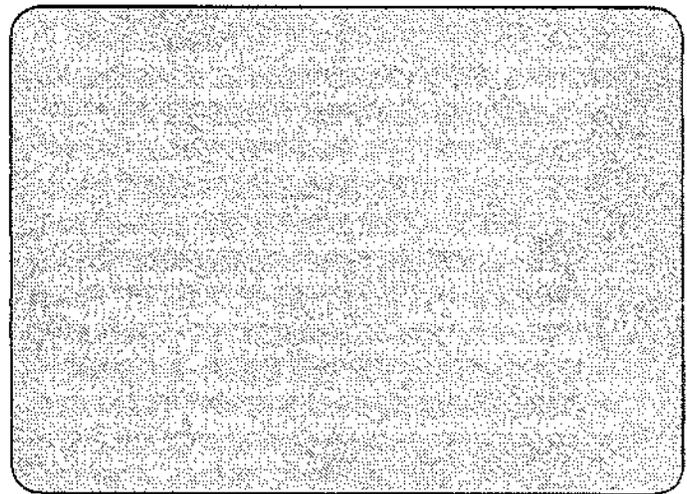
- Have experience working in the field of early childhood, and are committed to staying in the field
- Have completed college coursework in early childhood
- Have a bachelor's degree in early childhood or a related field, or a Vermont DOE Educator License with an Early Childhood, Early Childhood Special Education or Elementary Education Endorsement
- Have a bachelor's or master's degree in a field unrelated to early childhood but want to be recognized on the Early Childhood Career Ladder
- Have completed Early Childhood Level III requirements and are ready to move on to complete your bachelor's degree

Level IV in the Early Childhood Career Ladder requires:

- Completed college degree and specific coursework
- Experience working with young children
- A current Individual Professional Development Plan (IPDP)

The course work required includes observation of children and observation of the student.

VT Career Ladder Alignment Chart	
	Level IV
Years experience needed to achieve level certificate	2 years experience
Professional Recognition Bonus from the VT Child Development Division	\$(b)(4) plus <input type="text"/> for DOE teacher licensure
STARS- staff qualifications arena ¹	Score 16 score 20 with DOE licensure



¹ This refers to "Educational Attainment" score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena; total score of all staff are converted to a single program STARS points for this arena

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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SETTINGS	LEVEL IV
Home Business	<ul style="list-style-type: none"> Licensed Family Child Care Home Registered Family Child Care Provider Legally Exempt Child Care Provider MATCH Network Instructor Registry-Certified
Licensed Early Childhood Program	<ul style="list-style-type: none"> Director PreK Teacher Early Childhood Special Educator
Elementary School	<ul style="list-style-type: none"> Teacher Early Childhood Special Educator
Parent Child Center/Family Center	<ul style="list-style-type: none"> Program Coordinator Outreach Worker Parent Educator Teacher Associate Director
Head Start	<ul style="list-style-type: none"> Teacher Director Manager
Early Head Start	<ul style="list-style-type: none"> Teacher Director Manager
Community Child Care Support Agency	<ul style="list-style-type: none"> Program Director Executive Director Program Director Resource Development Specialist Referral Specialist CIS Child Care Coordinator CCFAP Eligibility Specialist
State Offices	<ul style="list-style-type: none"> Licensing Field Specialist
Other Common Settings	<ul style="list-style-type: none"> Community Health Nurse Early Interventionist BBF Regional Director

There are two parts in the Level IV Early Childhood Career Ladder, A and B. You may complete either or both (see side bar).

Level IVA includes two education options:

Option 1: Bachelor's degree in related field

Related fields are: early childhood, early childhood special education, elementary education, child or human development, and child & family studies

Option 2: Bachelor' degree in unrelated field with related credits

Bachelor's degree in an unrelated field, with 30 related college credits including: psychology, mental health, sociology, human services, social sciences, social services, or business administration (related to early childhood or afterschool program management) covering at least three Vermont Core Knowledge areas: Child Development, Teaching and Learning (curriculum), Healthy and Safe Environments, Families and Communities, and Professionalism and Program Organization

Level IVB

Bachelor's degree with Vermont Department of Education (DOE) educator license with an endorsement in Early Childhood, Early Childhood Special Education or Elementary Education

I was so proud to get my educator license through peer review, even though it was a ton of work. Now I have many more options for jobs, because many Early Childhood programs are partnering with the public schools and need to hire a teacher with a DOE license.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Earning a college degree, college credits and educator licensure (see Resources)

Your academic degree and other college courses must be from a college or university that is accredited by the federal Department of Education and CHEA (the college and university accrediting approval institution). Northern Lights website has information to help you check this on line. You will need to earn a C- or better for approval of any college courses.

- You should request a transcript issued by the college (either official or unofficial) to submit with your Level certificate application
- If you have an academic degree in an unrelated field, you can still get a Level IV certificate by taking additional courses in a related field. First, check to see if any of the courses in your degree program could count toward the 30 related credits required
- There is no time limit, so you may receive a Level certificate even if your degree or credits are from a long time ago. To receive a recognition bonus from the Child Development Division, your last credit or diploma must have been completed in the last two years
- Other ways to earn college credit if you believe you already meet the learning objectives of a course are:
 - *The CLEP (College Level Examination Program) test:* accepted at practically all colleges in Vermont. Pass one exam to earn credit for one course (see Resources)
 - *Assessment of Prior Learning (APL):* a way

to earn many credits at once. If you have knowledge and skills based on in-depth and broad experiences you may document how you think you meet college coursework learning objectives and then request credit (see Resources)

- *Course Challenge:* useful if you are already in a degree or certificate program at the Community College of Vermont, and you think you have already met the learning objectives of a course in your program (see Resources)
- *Educator licensure:* awarded by the Vermont Department of Education (DOE) in three ways:
 1. You can apply for educator licensure after you have earned a liberal arts degree from a college or university that is approved for recommending teacher licensure, or
 2. If you have a license from another state, apply to Vermont DOE to have it accepted here, or
 3. Another option is to complete a peer review process. Document how your years of experience and education enable you to meet the DOE educator license professional standards. Then, submit your portfolio to the peer review committee at the Vermont DOE; they determine if you receive a license

I got my degree but then I ended up working in Early Childhood, which I really love. Now I want to have a Level certificate to show that this is the profession I belong in. I can count many of my human services and health courses I took for my degree, and I am taking curriculum courses to round out my education and complete the 30 related credits for the Level certificate. I really like taking on line classes because I can do it in my pajamas!

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Benefits of Achieving a Level IV Certificate

- You feel pride in your accomplishment and recognized as a professional; you can post your certificate for families and other staff to see; you will be listed in the Northern Lights newsletter for your accomplishment
- You may also be granted a Professional Recognition Bonus from the Child Development Division, gain points in the STep Ahead Recognition System (STARS) professional development arena, and meet licensing requirements for a head teacher or possibly a director in a licensed child care program
- An early childhood program with staff that have Vermont Department of Education (DOE) Educator Licensure with Early Childhood endorsement, can participate in early childhood school partnerships under Act 62. Programs in these partnerships can access public school funding to support children in their care
- The Child Development Division has scholarships to pay for college courses, for staff and consultants working in regulated childcare

Resources for Level IV Applicants

- Northern Lights website: interactive Career Ladder includes detailed information and the Level application; also lists Vermont colleges that offer course work in early childhood and details the options for earning college credit, degrees and educator licensure through the Department of Education
- Bright Futures Information System (BFIS) statewide course calendar (find select college courses)
- College and University websites, catalogues and advisors
- Vermont Student Assistance Corporation (VSAC)
- Vermont Department of Education website: information about educator licensure and peer review



LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Early Childhood Career Ladder: Level V & VI

Level V and VI are based on the five core knowledge areas and the Vermont Department of Education (DOE) Professional Standards for licensed teachers with an early childhood endorsement. The application for Level V and Level VI is on the Northern Lights Career Development Center website.

You may decide to seek a Level V or VI certificate if you:

- Have significant experience working in the field of early childhood, and are committed to staying in the field
- Have a master's or doctorate degree in early childhood or a related field, with or without a Vermont DOE educator license
- Have completed Early Childhood Level IV requirements and are ready to move on to complete your master's degree or higher

Level V and VI in the Early Childhood Career Ladder require:

- Completed college degree and specific coursework
- Experience working with young children
- A current Individual Professional Development Plan (IPDP)

The coursework to complete the credential requires the applicant to observe children and reflect on what is seen, and to be observed while working with children.

SETTINGS	LEVEL V	LEVEL VI
Home Business	<ul style="list-style-type: none"> • Licensed Family Child Care Home • Registered Family Child Care Provider • MATCH Network • Instructor Registry-Master 	<ul style="list-style-type: none"> • Licensed Family Child Care Home • Registered Family Child Care Provider • MATCH Network • Instructor Registry-Master
Licensed Early Childhood Program	<ul style="list-style-type: none"> • Director • PreK Teacher • Early Childhood Special Educator 	<ul style="list-style-type: none"> • Director • PreK Teacher • Early Childhood Special Educator
Elementary School	<ul style="list-style-type: none"> • Principal • Special Services Coordinator • Early Childhood Special Educator 	
Parent Child Center/ Family Center	<ul style="list-style-type: none"> • Director • Early Childhood Special Educator • Teacher • Associate Director 	
Head Start	<ul style="list-style-type: none"> • State Collaboration Coordinator 	
Early Head Start	<ul style="list-style-type: none"> • State Collaboration Coordinator 	
Community Child Care Support Agency	<ul style="list-style-type: none"> • Executive Director 	
State Offices	<ul style="list-style-type: none"> • State (CDD and DOE) employee, administrator or consultant 	<ul style="list-style-type: none"> • State (CDD and DOE) employee, administrator or consultant
Other Common Settings	<ul style="list-style-type: none"> • College adjunct faculty • Early Intervention related services • Early Childhood Mental Health Consultant 	<ul style="list-style-type: none"> • Faculty at colleges and universities

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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Level V

There are two parts in the Level V Early Childhood Career Ladder, A and B. You may complete *either or both*.

- **Level VA:** Master Degree in Early Childhood, Early Childhood Special Education, Elementary Education, Child or Human Development, Child and Family Studies, or other field specific to early childhood such as administration
- **Level VB:** Master's degree with Vermont Department of Education (DOE) Educator License with an endorsement in Early Childhood, Early Childhood Special Education or Elementary Education

Level VI

Level VI is a Doctorate in a field with content in early childhood development or programs.

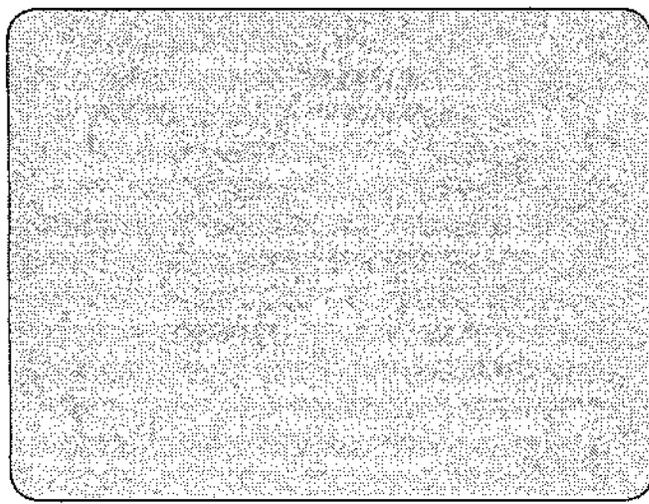
Earning a college degree, college credits and educator licensure

Your academic degree and other college courses must be from a college or university that is accredited by the federal Department of Education and CHEA (the college and university accrediting approval institution). Northern Lights website has information to help you check this on line.

- You should request a transcript issued by the college (either official or unofficial) to submit with your Level certificate application.
- There is no time limit, so you may receive a Level certificate even if your degree or credits are from a long time ago. To receive a Recognition Bonus from the Child Development Division, your last credit or diploma must have been completed in the last two years
- Educator licensure is awarded by the Vermont Department of Education (DOE) in three ways (see Resources)
 - You can apply for educator licensure after you have earned a liberal arts degree from a college or university that is approved to recommend for teacher licensure, or
 - If you have a license from another state, apply to Vermont DOE to have it accepted here, or
 - Another option is to complete a peer review process. You document how your years of experience and education meet the DOE educator license professional standards. Then, you submit your portfolio to the peer review committee at the Vermont DOE, and they determine if you receive a license

	Level V	Level VI
Years experience needed to achieve level certificate	2 years experience (can include student teaching)	2 years experience (can include student teaching)
Professional Recognition Bonus from the VT Child Development Division	\$ ^{(b)(4)} plus + <input type="text"/> for DOE teacher licensure	
STARS- staff qualifications arena ¹	score 25	score 25

¹ This refers to "Educational Attainment" score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena; total score of all staff are converted to a single program STARS points for this arena



LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
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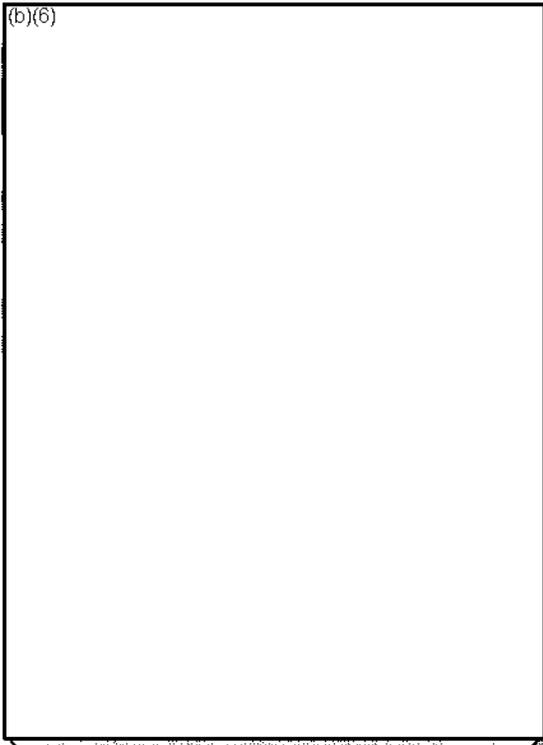
Benefits of Achieving a Level V or VI Certificate

- You feel pride in your accomplishment and recognized as a professional; you can post your certificate for families and other staff to see; you will be listed in the Northern Lights newsletter for your accomplishment
- You may also be granted a Professional Recognition Bonus from the Child Development Division, gain points in STARS professional development arena, and meet licensing requirements for a Master Teacher in a licensed child care program.
- An Early Childhood program with staff that have Vermont DOE educator licensure with Early Childhood endorsement, can participate in Early Childhood school partnerships under Act 62. Programs in these partnerships can access public school funding to support children in their care
- The Child Development Division has scholarships for staff and consultants working in regulated childcare, to pay for college courses

Resources for Level V or VI Applicants (See Resources)

- BFIS course calendar - find select college coursework
- College and University websites, catalogues and advisors
- Northern Lights website -- interactive Career Ladder includes detailed information and the Level application; also lists Vermont colleges that offer course work in Early Childhood and details the options for earning college credit, degrees and educator licensure through the Department of Education
- Vermont Student Assistance Corporation (VSAC)
- Vermont Department of Education website - information about educator licensure and peer review
- Higher Education Collaborative- weekend master's degree program through Lyndon State College, with DOE educator licensure in early childhood or early childhood special education

I finally achieved my dream of earning a Master Degree. Getting a Level certificate was icing on the cake. On top of people seeing my name in the Northern Lights newsletter, I got a Recognition Bonus from the Child Development Division.



Afterschool Pathways

Afterschool is a nationally recognized term for programs that supervise school-age children and youth between the ages of five and 18 years, outside of school hours. Afterschool programs are varied, and can include home child care providers, community-based centers, schools, youth centers, recreation programs, 21st Century community learning programs, and others.

Afterschool professionals are individuals working with school age children and youth in afterschool programs. In Vermont, the afterschool field is made-up of diverse professionals. They come into the field with many different professional and educational experiences, both formal and informal, so the professional development needs of the afterschool field vary.

Afterschool professional pathways and opportunities are flexible - some can be completed quickly and others over several years. It all depends on your circumstances, experiences, and professional goals.

The Vermont Core Competencies for Afterschool Professionals are the basis of the professional development system. They provide a framework for individual assessment and for the credentials. They link to professional development opportunities in the afterschool field in three overlapping phases.

The three phases: *Awareness, Developing and Achievement*, define an evolving process of learning related to working in the field and growing as a professional. They form pathways that provide individualized opportunities for training, reflection, professional growth, and recognition.

1) Awareness Phase: Individuals are usually in this phase during the first two years of employment in the field. This time period focuses on building essential entry-level skills and knowledge. Opportunities in this phase offer a formal start to afterschool professionals.

- Afterschool Essentials and the Vermont Afterschool Foundations Certificate
- On the Job Training Certificate
- Program Director: Step One Certificate
- Highly Qualified Paraprofessional

2) Developing Phase: This phase extends basic skills and knowledge of the profession. Professional development opportunities may include college credits, credentials or special status. Often professionals in this phase are beginning to develop leadership skills.

- On the Job Training Certificate
- Vermont Afterschool Professional Credential
- Highly Qualified Paraprofessional
- Program Director: Step Two Certificate
- Educator Licensure

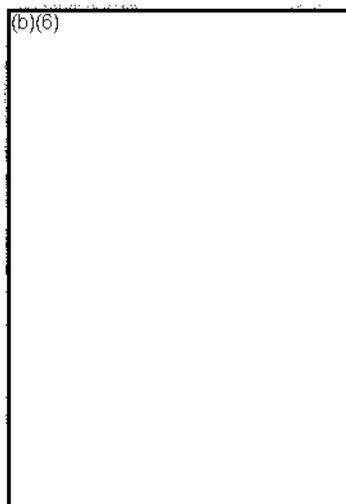
3) Achievement Phase: Afterschool professionals in this phase are often in leadership roles. They are refining their skills in community relations and program administration. Often they are instructing adults, and coaching or mentoring colleagues and others.

- Vermont Afterschool Professional Credential
- Program Director: Step Three Credential
- Highly Qualified Paraprofessional
- Educator Licensure

Other related opportunities

- Instructor Registry
- Coaching: Vermont Center for Afterschool Excellence
- Mentors for Quality

The following pages will help you determine which pathways are right for you.



Afterschool Professional Pathways

Awareness Phase	Developing Phase	Achievement Phase
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Awareness Phase

Vermont Afterschool Foundations Certificate (VAFC)

The VAFC recognizes professionals within the first two years of their employment in the afterschool field. To be eligible, candidates must complete and document a total of 16 hours of training, from each core competency area as noted below:

Core Competency Area	Hours
Child & Youth Development	2 hours
Curriculum & Learning Environment	2 hours
Families & Communities	2 hours
Healthy & Safe Environments	4 hours
Professionalism & Program Organization	2 hours
Electives	4 hours
Total Hours	16 hours

The Vermont Afterschool Foundations Certificate application is on the Northern Lights website. The Afterschool Essentials curricula prepare individuals to achieve the Afterschool Foundations Certificate.

Afterschool Essentials

This course is designed to meet the needs of the new professional with little experience in the afterschool setting. The course includes 29 hours of relevant workshops covering the Core Competencies for Afterschool Professionals, plus 10 hours of workshops in a concentration area of choice. Learning is then documented through a portfolio.

The course meets the requirements for staff training as outlined in the Afterschool Licensing Regulations. Those who complete the course will also receive a Vermont Afterschool Foundations Certificate (VAFC). Information is on the Vermont Center for Afterschool Excellence website and the Northern Lights Website (see Resources).

On-the-Job Training (OJT) Certificate

This certificate is earned through a specialized program available through the Vermont Child Care Industry and Careers Council (VCCICC) and the Vermont Department of Labor. OJT allows afterschool professionals in regulated settings to combine their work and learning experiences. Participants in OJT:

- Accumulate and document 1,000 hours of work experience
- Have a current CPR & First Aid card
- Document 45 hours of community-based and/or college level training related to the Afterschool Core Competencies.

It typically takes one to three years to complete the program, depending on the individual. Participants receive financial incentives along the way. For more information, contact VCCICC (see Resources).

Vermont Program Director Credential for Afterschool and Early Education Professionals: Step One Certificate

This credential process has three steps, requiring college coursework and a portfolio to achieve the credential. A certificate is issued for completion of the first two steps. The Step One Certificate requires nine college credits in the following topic areas:

College Coursework Focus	Credits
Child and Youth Development	3 credits
Curriculum Development	3 credits
Program Management	3 credits

Information about the Program Director Credential is on the Northern Lights website (see Resources).

Awareness Phase	Developing Phase	Achievement Phase
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Highly Qualified Paraprofessional

This designation is given by the public schools to paraprofessionals who work for them. In general, schools require an associate degree in a related field, but each school district determines how their staff can meet the requirements for this designation. Paraprofessionals work under the direct supervision of a highly qualified teacher. They provide instructional support, one-on-one tutoring, and other functions in the school. Information is on the Northern Lights website (see Resources) and at your local public school.

Benefits and incentives of professional development in the Awareness Phase:

- Feel pride in your accomplishment as a professional in Vermont's afterschool field
- Meet child care licensing regulations
- Support your professional growth
- Build a foundation for continued professional growth. When you complete any of the activities in the Awareness Phase, you have already begun to meet the requirements for the next phases
- Apply for scholarships for staff working in programs regulated by the Child Development Division (CDD) to take college coursework
- Attend low cost college courses (required for the Program Director Credential) that are contracted by the Vermont Child Care Industry and Careers Council (VCCICC)
- Benefit from a financial incentive for individuals who are working on the OJT Certificate, and a recognition bonus (from the Child Development Division) for those who complete the Afterschool Foundation Certificate and work in a regulated child care program

The Vermont Afterschool Foundations Certificate looks good on my resume.

The trainings I did for the Foundations Certificate helped me feel more competent in my work. I better understand my skills in each competency area, and now I'm applying all of the learning I did to the next step - to meeting the requirements for the Vermont Afterschool Professional Credential (VAPC).

The OJT Program made me more aware of my everyday interactions with children. Some days you leave work and don't remember what you did because it was such a whirlwind. OJT made me stop the whirlwind and really pay attention to what I was doing. I'm glad I had the experience of doing the Program. I learned a lot from my role models.

OJT was the best thing that could have happened to help me in my learning! I learned not only from my teachers but also learned a lot from the children I work with everyday. Working side by side with my mentors gave me hands-on learning, information, and they modeled the behaviors for me. As a student at CCV, I was able to use my work experience with the children for my classes.

Awareness Phase	Developing Phase	Achievement Phase
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Developing Phase

On-the-Job Training (OJT) Certificate

This certificate is earned through a specialized program available through the Vermont Child Care Industry and Careers Council (VCCICC) and the Vermont Department of Labor. OJT allows afterschool professionals in regulated settings to combine their work and learning experiences. Participants in OJT:

- Accumulate and document 1,000 hours of work experience
- Have a current CPR & First Aid card
- Document 45 hours of community-based and/or college level training related to the Afterschool Core Competencies.

It typically takes one to three years to complete the program, depending on the individual. Participants receive financial incentives along the way. For more information, contact VCCICC (see Resources).

Vermont Afterschool Professional Credential (VAPC)

This credential based on the Vermont Afterschool Core Competencies, is for afterschool professionals, who have at least 500 hours of work experience in a program with school age children.

Applicants for the VAPC must complete the following:

- Two, three-credit, on-line higher education courses (available through CCV): Introduction to Afterschool Education & Care and Development of the School-Age Child
- A professional portfolio
- Additional training in the Afterschool Core Competency areas totaling 46-hours as outlined below:

Training	Hours
Curriculum & Learning Environment	16 hours
Families & Community	6 hours
Healthy & Safe Environments	6 hours
Professionalism & Program Organization	6 hours
Electives	Candidate chooses 12 hours across all Core Competency areas

Individuals who are awarded the credential have demonstrated the knowledge and skills to:

- Maintain a safe and healthy environment for school age children
- Incorporate educational experiences into the out-of-school hours
- Support social and emotional development and provide positive guidance
- Establish positive relationships with families and the community
- Ensure a well-run, purposeful program that is responsive to the needs of the participants
- Maintain a commitment to professionalism

For more information see the Northern Lights website (see Resources) or contact Kerrie Workman, (b)(6)@yahoo.com or 802-434-5046.

The Child Development Division may award a recognition bonus for individuals who are awarded the VAPC.

Highly Qualified Paraprofessional

This designation is given by the public schools to paraprofessionals who work for them. In general, schools require an associate's degree in a related field, but each school district determines how their staff can meet the requirements for this designation. Paraprofessionals work under the direct supervision of a highly qualified teacher. They provide instructional support, one-on-one tutoring, and other functions in the school. Information is on the Northern Lights website (see Resources) and at your local public school.

The Core Competencies validated what I was doing in my job and applying for the credential helped me to be more focused on the possibilities in my work.

Awareness Phase	Developing Phase	Achievement Phase
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Vermont Program Director Credential for Afterschool and Early Education Professionals: Step Two Certificate

This credential process has three steps, requiring college coursework and a portfolio to achieve the credential. The first two steps of the credential process are awarded as a certificate. Step One requires nine college credits as described in the **Awareness Phase** above. Step Two requires additional courses in the following topic areas:

College Coursework Focus	Credits
Leadership, Mentoring, and Supervision for Practitioners	3 credits
Legal and Financial Issues	3 credits
Human Resources Management	3 credits
Total credits	9 credits

Information about the Program Director Credential is on the Northern Lights website (see Resources).

Educator Licensure

The Vermont Department of Education (DOE) confers educator licensure to qualified professionals. Professionals can earn this license either by completing the requirements through a) graduating from a college or university that is designated to recommend for Vermont Department of Education (DOE) educator licensure, b) Vermont DOE approval of an educator license from another state, or c) approval through DOE peer review process. Current Vermont educator licensure requires students to have liberal arts major in addition to taking education coursework.

For detailed information go to the Vermont Department of Education or the Northern Lights websites (see Resources).

Benefits and incentives of professional development in the Developing Phase:

- Feel pride in your accomplishment as a professional in Vermont’s afterschool field
- Support your professional growth and expand your

professional options. Completed college courses may also contribute to an academic degree or certificate program

- Distinguish yourself as a leader in the field with the Vermont Afterschool Professional Credential and Program Director Credential
- Build a foundation for continued professional growth. When you complete activities in the Developing Phase, you have already begun to meet the requirements for the Achievement phase
- Meet program regulations or requirements for staff. The Afterschool Professional Credential is also recognized in Vermont’s STep Ahead Recognition System (STARS) program quality and improvement system
- Scholarships are available from the Child Development Division (CDD) for staff or consultants working in regulated child care programs to take college courses related to their work (see Resources)
- Coursework that is required for the credentials is available at low cost. Two CCV college courses specifically for afterschool professionals meet the Afterschool Professional and Program Director Credential requirements. Some of the college courses required for the Program Director credential, are also contracted by the Vermont Child Care Industry and Careers Council (VCCICC) at a reduced cost to students. Northern Lights offers scholarships to professionals taking specific coursework for the Program Director Credential (see Resources)
- There is a Recognition Bonus (from the Child Development Division) awarded to those who complete the Afterschool Professional Credential and work in a regulated child care program

Awareness Phase	Developing Phase	Achievement Phase
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Achievement Phase

Vermont Afterschool Professional Credential (VAPC)

This credential based on the Vermont Afterschool Core Competencies, is for afterschool professionals who have at least 500 hours of work experience in a program with school age children.

Applicants for the VAPC must complete the following:

- Two, three-credit, on-line higher education courses (available through CCV): Introduction to Afterschool Education & Care and Development of the School-Age Child
- A professional portfolio
- Additional training in the After School Core Competency areas totaling 46-hours as outlined below:

Training	Hours
Curriculum & Learning Environment	16 hours
Families & Community	6 hours
Healthy & Safe Environments	6 hours
Professionalism & Program Organization	6 hours
Electives	Candidate chooses 12 hours across all Core Competency areas
Total Hours	46

Individuals who are awarded the credential have demonstrated the knowledge and skills to:

- Maintain a safe and healthy environment for school age children
- Incorporate educational experiences into the out-of-school hours
- Support social and emotional development and provide positive guidance
- Establish positive relationships with families and the community
- Ensure a well-run, purposeful program that is

responsive to the needs of the participants

- Maintain a commitment to professionalism

For more information see the Northern Lights website (see Resources) or contact Kerrie Workman, (b)(6)@yahoo.com or 802-434-5046.

The Child Development Division may award a recognition bonus for individuals who are awarded the VAPC.

Vermont Program Director Credential for Afterschool and Early Education Professionals

This credential process has three steps, requiring college coursework and a portfolio to achieve the credential. Steps One and Two each require nine college credits for a total of 18 credits (see **Awareness and Developing Phases**). The final step requires completion of the three-credit culminating seminar and the professional portfolio. Information about the Program Director Credential is on the Northern Lights website (see Resources).

Educator Licensure

The Vermont Department of Education (DOE) confers educator licensure to qualified professionals. Professionals can earn this license either by meeting the requirements through a) graduating from a college or university that is designated to recommend for Vermont Department of Education (DOE) educator licensure, b) approval by Vermont DOE of an educator license from another state, or c) approval through peer review. Current Vermont educator licensure requires students to have a liberal arts major in addition to taking education coursework. For detailed information go to the Vermont Department of Education website or the Northern Lights website (see Resources).

Helping other afterschool programs work on best practices has been more rewarding than I envisioned.

Awareness Phase	Developing Phase	Achievement Phase
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Other related opportunities in the Achievement Phase:

Instructor Registry

The Northern Lights Instructor Registry supports and promotes quality instruction of adults working in early childhood and afterschool programs in Vermont. Applicants apply online, through the Northern Lights website. The Northern Lights Instructor Registry approval panel reviews the applicant's experience teaching adults, formal education in adult learning, and completed education in the content areas they teach. Instructor levels recognize and support new instructors, proficient instructors and specialists with specific content knowledge. The Instructor Registry identifies and promotes qualified instructors, helps training sponsors search for instructors, establishes a pathway for developing instructors, and provides instructor resources.

Information is on the Northern Lights website (see Resources).

Coaching for Program Directors

The Vermont Center for Afterschool Excellence (VCAE) hosts ongoing facilitated learning modules across the state, on topics such as financial management, video production, global learning, literacy, etc. for afterschool program directors. The goal of this coaching model is to strengthen directors' administrative, program planning, and evaluation skills.

See the Vermont Center for Afterschool Excellence website for more information (see Resources).

Mentors for Quality

The Vermont Center for Afterschool Excellence offers seasoned professionals opportunities to mentor afterschool programs through the "Mentors for Quality" program. Professionals are trained to be mentors, providing technical assistance to qualified afterschool programs that want to increase their quality.

See the Vermont Center for Afterschool Excellence website for more information (see Resources).

Benefits and incentives of professional development in the Achievement Phase:

- Pride in your accomplishment as a professional in Vermont's afterschool field
- Recognition as a leader in the field and in the community. Colleagues turn to you for mentoring, coaching or instruction
- Knowledge that your work strengthens your ongoing professional development, the field and the quality of programs for Vermont's children and youth
- Adherence to program regulations or requirements for staff
- Membership in the Instructor Registry that includes professional support. The workshop: "Orientation to Teaching Adults" is offered around the state at low cost, by the Resource Development Specialists (see Resources). Inexperienced instructors can work with certified or master level instructors as they develop their skills
- Credentials (both Program Director and Afterschool Professional) that are recognized in Vermont's STep Ahead Recognition System (STARS) program quality and improvement system: staff qualifications and professional development arena
- Scholarships from the Child Development Division (CDD) for staff and consultants working in regulated child care programs to take college courses related to their work (see Resources)
- Low-cost coursework required for these credentials. Some of the college courses required for the Program Director Credential are also contracted by the Vermont Child Care Industry and Careers Council (VCCICC), at a reduced cost to students. Northern Lights offers scholarships to professionals taking specific coursework for the Program Director Credential (see Resources)
- A recognition bonus to professionals who complete the Program Director Credential and work in a regulated child care program, awarded by the Child Development Division

Certificates, Credentials, Degrees and Educator Licensure

Certificates, credentials, academic degrees and educator licensure can be obtained separately, or in conjunction with the completion of an Early Childhood Career Level or Afterschool Phase.

Within Vermont's professional development system, a **certificate** is defined as recognition of completion of a program of study or training. A certificate recognizes an individual's participation or performance based on a defined set of knowledge and skills.

Vermont Early Childhood and Afterschool Certificates

- Early Childhood Level Certificates
- Afterschool Foundations Certificate
- Program Director Steps One and Two Certificates
- Certificate of Completion: Vermont Child Care Apprenticeship Program
- Child Care Professional Certificate
- CCV Child Care Certificate
- Instructor Registry Certificate
- Certificates of Attendance

A **credential** is defined as recognition of competency, based on established professional standards set by a recognized institution or professional organization. Credentials often require a portfolio or observation to document achievement.

Vermont Early Childhood and Afterschool Credentials

- Afterschool Professional Credential
- Program Director Credential (completion of Steps One-Three)
- Child Development Associate (CDA) Credential (National)
- Vermont Early Childhood and Family Mental Health Credential
- National Afterschool Credential (pending)
- Infant/Toddler Credential (pending)

An **academic degree** is a position or title awarded by an accredited college or university. It recognizes that the individual has completed a prescribed course of study or scholarly body of work that is worthy of a degree.

Vermont recognizes both related degrees and/or related coursework in meeting the educational requirements associated with career levels and pathways.

Academic Degrees

- Associate (60 credits)
- Bachelor (120 credits)
- Master (30 or more credits after Bachelor Degree)
- Doctorate (after Master Degree)

Educator Licensure

The Vermont Department of Education's Licensing office administers regulations and procedures for educator licensure. Most individuals who become licensed as teachers or administrators have graduated from state approved preparation programs and received a recommendation for licensure from their college or university. Licensed educators also receive endorsements that define the age range and/or topics they are licensed to teach. Vermont also recognizes Peer Review, as an alternative route to licensure, for those individuals with a bachelor's degree who want to also have educator licensure, but have not completed an approved preparation program. The Peer Review process requires individuals to show documentation of coursework and experiences that show they have acquired the knowledge and skills needed to meet the 16 Principles for Vermont Educators and the competencies and requirements for the endorsements they seek.

Additional information is on the Department of Education and Northern Lights websites (see Resources).

Instructors, Mentors, Coaches, and Consultants

Some experienced professionals achieve their Early Childhood Level Certificate, Program Director Credential or Afterschool Professional Credential and then think, *now what?* If they are interested in advancing their skills by working in more depth with other professionals in the field, there are a number of professional and career options available.

Vermont Instructor Registry

The Instructor Registry is found on the Northern Lights website (see Resources). Adult instruction is a skill separate from teaching children, working with families or supervising staff. The purpose of the Instructor Registry is to:

- Identify instructors who have met established criteria for high quality instruction of adults
- Establish a clear pathway for instructor development
- Be a resource for those who seek to hire instructors
- Act as a promotional marketing tool for instructors
- Provide networking, foster collegiality and support instructors of adults

The online application considers an applicant's a) education and credentials, b) current experience teaching adults, and c) formal instruction in adult learning principles and practices. The accepted application also serves as a profile that sponsors of professional development may use to choose an instructor.

The Instructor Registry has six different levels.

- Affiliate I and Affiliate II: for those developing skills and experience in instructing adults skills
- Specialist I and II: for those with limited, specialty knowledge such as medical or legal knowledge
- Certified Level
- Master Level

Affiliate I, II and Specialist I Instructors, receive support from Certified and Master Instructors.

Instructors in the Registry are regularly sought out by sponsors of professional development activities, to provide trainings, workshops and courses. Higher education faculty can use a streamlined process to apply to the Instructor Registry.

Mentoring, Advising, Teaching, Coaching, Consultation, Help (MATCH)

Professionals provide these services to early childhood and afterschool staff and programs all over the state.

Many management jobs in the early childhood and afterschool fields already require these skills. Some individuals provide these services informally to their colleagues and peers.

Research and experience have clearly shown that quality, professional skills and knowledge develop faster when effective, individualized support is provided based on a clear plan of action for change. That support must be tailored to the individual and responsive to the context in which that person works. We know that MATCH professionals must be skilled and knowledgeable in order to provide this individualized and responsive support.

Vermont is developing MATCH as a formal system to enhance the development and quality of early childhood and afterschool staff and programs. It will ensure that mentors, coaches, consultants and advisors are consistently available to provide skilled, informed, quality services to early childhood and afterschool professionals and to the programs in which they work. MATCH will be part of the professional development system in Vermont. It will include the following components:

- Competencies describing the skills, knowledge and beliefs that MATCH professionals need to have
- Training for MATCH professionals to support their development and attainment of the competencies
- A searchable, online registry of MATCH professionals

Contact Northern Lights Career Development Center to learn more about the development of MATCH.

Mentors for Quality

The Vermont Center for Afterschool Excellence offers seasoned professionals opportunities to mentor afterschool programs through the "Mentors for Quality" program. Professionals are trained to be mentors, providing technical assistance to qualified afterschool programs that want to increase their quality.

See the Vermont Center for Afterschool Excellence website for more information (see Resources).

Career Advising Early Childhood and Afterschool Professionals

An advisor is a person who has information, resources and skills to help adults in their professional development. For Early Childhood and Afterschool advisors, information and resources are found in many different places and are continually changing. Advisors need to maintain their professional networks and updated information in order to continue to be helpful.

Some of the people who have advising skills and knowledge are:

- Supervisors and program directors
- Starting point leaders and colleagues
- Mentors and consultants
- Instructors
- College advisors and coordinators
- Resource Development Specialists (at 12 regional Community Child Care Support agencies)
- Northern Lights Career Development Center staff
- Child Development Division staff
- Vermont Department of Education staff
- Vermont Center for Afterschool Excellence staff
- Vermont Child Care Industry and Careers Council (Apprenticeship program) staff
- Vermont Association for the Education of Young Children (VAEYC) staff and board members
- Vermont Child Care Providers Association (VC-CPA) board members
- Vermont Student Assistance Corporation (VSAC) staff

The Resources section of this document lists websites for all of these organizations.

Resource Tools for Advisors

Individual Professional Development Plan (IPDP)

Most early childhood and afterschool professionals are required to have a current IPDP. An IPDP has four sections:

1. Self-assessment
2. Goals
3. Strategies and resources to meet the goals
4. Timeline

This outline is also a useful guide for career planning. The Northern Lights website and booklet *IPDP - Planning your Professional Growth*, are tools for the advisor, the student or the practitioner seeking guidance.

MATCH (mentoring, advising, teaching, coaching, consulting, help)

Vermont is integrating professionals with MATCH skills into the statewide professional development system. Once this project is implemented, individuals and programs will be able to search a directory of qualified MATCH professionals, including career advisors. There will also be a common set of competencies for those who provide MATCH services.

Full information will be on the Northern Lights Career Development Center website.

My advisor lives in a different town but I can reach her by email or phone easily, and sometimes we set up a time to skype, which I really like.

As an advisor, I am always checking websites to make sure I have the current information and learn what else is out there. When I am stuck I ask my network of colleagues. When I learn of a new resource tool I always add it to my resource file.

Financial Resources (see also Resources)

There are many different financial resources available in Vermont for college credit and non college credit professional development activities. Many professional development workshops and classes are free of charge or low cost to participants. Check with the sponsor of the activity. Some, but not all of the resources below require the applicant to be working in regulated child care.

Vermont Student Assistance Corporation (VSAC)

www.vvac.org: This statewide organization has advisors with the latest information on college loans, grants, loan forgiveness, scholarships, and college planning. They are also the source for:

- Non-degree grants to pay for courses that will improve employability or encourage further study
- Vermont Incentive Grants for Vermonters accepted or enrolled in an undergraduate degree or certificate program, will be attending college full-time, and don't already have a bachelor's degree
- Federal Student Assistance Grants are available to qualified students that are enrolled in a degree program. For an application go to www.fafsa.ed.gov and fill out the Free Application for Federal Student Aid (FAFSA). Information or applications can also be found at your college or university's student aid office
- Private education loans - for further assistance, if grants, scholarships and federal loans don't cover all education costs or if a student's family does not qualify for a PLUS loan
- Scholarships - information on more than 150 scholarships for Vermont residents

College course work and degrees: other financial support:

- Vermont Child Development Division provides grants to Vermont residents taking a college course related to working with children or youth. Applicants must be working in or consulting to regulated child care programs in Vermont. (see Resources)
- Vermont Child Care Industry and Careers Council (VCCICC): Six undergraduate level courses are contracted by VCCICC from the Community College of Vermont. These six courses are tuition-free to staff working in regulated child care, and are offered in different regions of Vermont. Child

care professionals that are NOT in the Child Care Apprenticeship Program, may also take the courses, as room allows. The six courses are:

1. Communication in the Early Childhood and Afterschool Workplace
2. Infant Toddler Development and Care
3. Development of the Young Child: Ages Three to Eight
4. Curriculum Development for Early Childhood Education
5. Program Management for Early Childhood Education
6. Leadership, Mentoring and Supervision for Early Childhood and Afterschool Practitioners

These courses may also be offered directly by CCV, in which case students are responsible for CCV tuition and fees.

College or university financial support: Some colleges and universities have grants, loans or scholarships. It is important to ask the financial aid office at your school about any grants or scholarships. See the list of colleges and universities in Vermont and nearby states on the Northern Lights website

Community-based scholarships: civic organizations, churches, businesses, and other community-based groups offer scholarships for degree programs. Ask in your local community or see the scholarship booklet from VSAC

Federal tax credit: The IRS offers credits for your federal taxes called the Hope and Life Time Learning Educational Credits. You may be able to deduct certain expenses related to tuition and fees. Learn more at <http://www.irs.gov>

Financial Assistance for specific courses leading to a Credential:

Program Director Credential Courses: Vermont Northern Lights Career Development Center (see Resources). There are seven courses (or equivalent) required to meet the education requirement for this credential. These courses may have been completed at any time. Five of the courses that may meet the requirements are offered by the VCCICC including:

1. Infant Toddler Development and Care
2. Development of the Young Child: Ages Three to Eight

3. Curriculum Development for Early Childhood Education
4. Program Management for Early Childhood Education
5. Leadership, Mentoring and Supervision for Early Childhood and Afterschool Practitioners

Contact Northern Lights for more information about scholarships available to program director applicants for the other three required courses:

- Human Resources
- Legal and Financial Issues in Early Childhood and Afterschool Programs
- Culminating Seminar of the Program Director Credential

Afterschool Professional Credential: There are two online contracted Community College of Vermont courses offered for free or low cost to those seeking this credential and working in regulated child care

1. Introduction to Afterschool Education & Care
2. Special Topics in Education: Development of the School Age Child, Ages 5-12

Vermont Higher Education Collaborative (VT-HEC)
www.VTHEC.org VT-HEC is a network of graduate programs that can lead to endorsement or degrees for educators, administrators, and specialists. Coursework can lead to educator licensure with an endorsement in Early Childhood or Early Childhood Special Education and other areas. Courses are offered at a reduced rate and some scholarships are available. You do not have to be seeking educator licensure to access this coursework.

In addition to the resources listed above, specific options such as Assessment of Prior Learning, Course Challenge, CLEP tests and transfer credit options provide college credit to the successful applicant for less than it would cost to enroll in traditional college courses.

See the sections Level III and IV in this Career Advising Guide as well as the Resources section.

Other Financial Supports for professional development:

Vermont Child Development Division (see Resources)

The Child Development Division provides specific grants as listed below and also contracts with sponsors of professional development, which helps increase opportunities and subsidizes professional development classes and workshops

- College course tuition scholarship to individuals working in regulated child care programs.
- Professional development tuition costs to consultants working with regulated child care
- Professional Recognition Bonus to individuals who achieve a step on the Early Childhood Career Ladder or Afterschool Pathway or gain a credential (see also Alignment grid)
- Statewide and regional collaborative grants to sponsors of professional development activities
- Grants to pay application fees
 - Child Development Associate Credential (CDA) application fee
 - Peer Review Assessment Fee (partial) for those applying to earn Vermont Department of Education educator licensure with Early Childhood endorsement, through peer review
 - Child Care Professional Credential application fee

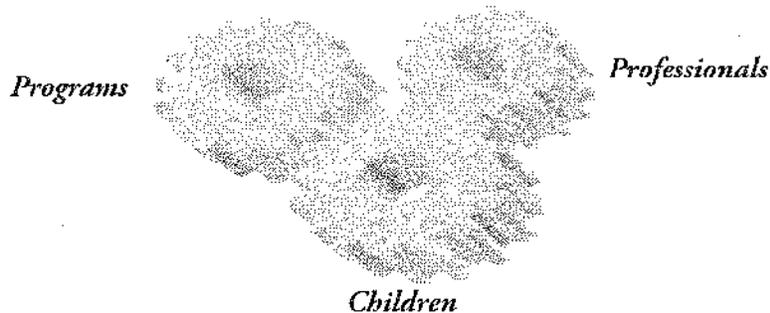
Place of employment: If your employer requires you to attend training in order to maintain your employment (as stated in a written contract), then the employer must also support you to take the training. Employers, including school districts, often have funds to support professional development of staff. It never hurts to ask!

The 12 regional community child care support agencies, provide free or low cost professional development for Early Childhood and afterschool professionals in their region (see Resources for complete contact information)

Standards of Quality

Advisors and those they support need to recognize the frameworks that define quality for the early childhood and afterschool fields. These are the standards or guidelines for these fields. They are used to build curriculum for children, plan courses for adults, frame self-assessment by students and professionals, design strategic plans, and more. They are the foundational structures that all professionals should know and use. Because the early childhood and afterschool fields cross many disciplines and settings, there are many different standards and guidelines, determined in part by the related regulatory body or institution.

Standards for professionals, for programs and guidelines for children all connect to provide the foundation of quality in the early childhood and afterschool fields. Like gears, these three standards interconnect.



Standards for professionals who work in early childhood and afterschool settings include:

- Competencies for early childhood and for afterschool professionals (as outlined earlier in this booklet)
- Vermont Department of Education Professional Standards
- Professional standards for related specialists such as social work, nursing, physical therapy, etc.

Standards or Guidelines for children who attend the early childhood and afterschool programs:

These inform the professional, the families and the programs that serve the children. They are not a curriculum or an assessment but they may guide both of these activities.

- Vermont Early Learning Standards (VELS) for three to five year olds
- First Steps - guidelines for infants and toddlers (pending)
- VT Department of Education Common Core and Grade Level Expectations

Standards for programs that serve young, school age and older children in regulated settings:

These define the components of a quality program. The foundation standards are set in law by Vermont child care licensing, Vermont STep Ahead Recognition System (STARS), national accreditation, and Head Start program monitoring build from this foundation. Standards are measured by program self- assessment, documentation and outside evaluation by observation. Staff qualifications and professional development are a component of program standards.

The next page lists various program standards and how they relate to staff professional development.



Program Quality and Professional Development

One measure of program quality is the quality of the staff that works in the program. All program quality measures require staff to meet specified standards of education and/or experience. Career advisors need to know about measures of program quality as well as professional development pathways in order to provide complete and accurate guidance. Websites with the updated and detailed requirements for each of these programs are in the Resources section.

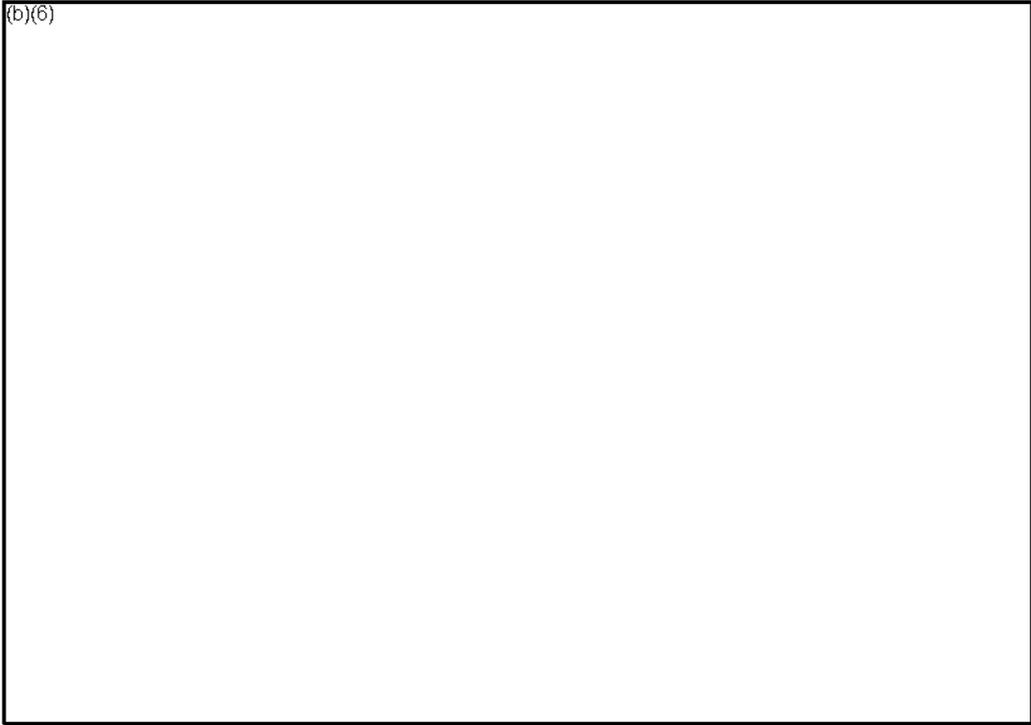
Measures of Program Quality in Vermont

Measure	Program Setting	Reviewing Agency	Notes on Professional Development Criteria
Child care licensing regulations (Vermont)	<ul style="list-style-type: none"> Registered family child care homes Licensed child care centers and homes Licensed afterschool programs Licensed non-recurring care (often in ski industry businesses) 	Child Development Division (CDD)	<p>These are the foundation requirements for all child care programs, their staff and administrators.</p> <ul style="list-style-type: none"> Requirements include completed education and annual professional development hours Public School Early Childhood programs are also required to be licensed by the Child Development Division Not all Afterschool programs are licensed by CDD
Step Ahead Recognition System (STARS)	<ul style="list-style-type: none"> Registered family child care homes Licensed child care centers and homes Licensed afterschool programs Licensed non-recurring care (often in ski industry businesses) 	STARS administrators (Vermont)	<ul style="list-style-type: none"> A 1 to 5 star level is awarded based on the total number of points earned across all arenas. One arena is Staff Qualifications and Annual Professional Development. Being in compliance with child care licensing regulations is a minimum requirement Licensed Early Childhood programs funded by public schools must have a minimum of four stars with a minimum of 2 points in each arena, or three Stars with an approved plan to achieve four stars within three years. Aligns with Northern Lights Career Ladder and credentials
National Association for the Education of Young Children) Accreditation (NAEYC)	Licensed Early Childhood programs	NAEYC Accreditation of Programs for Young Children (national accreditation)	<p>Streamlined Alignment process with 5 STARS</p> <p>See website for annual professional development, academic degrees and program director requirements</p>
National Association of Family Child Care Accreditation (NAFCC)	Registered or Licensed family child care home	NAFCC (national accreditation)	<p>Streamlined Alignment process with STARS</p> <p>See website for annual professional development, academic degrees and experience requirements</p>
Council on Accreditation (COA)	Afterschool programs	Council on Accreditation (national accreditation)	<p>Streamlined alignment process with five STARS</p> <p>See website for professional development requirements</p>
Head Start: Office of Head Start Monitoring Protocol or Triennial Review based on the Head Start Performance Standards and CLASS scores	<p>Head Start programs</p> <p>Licensed Early Childhood centers and family child care partners</p>	<p>Office of Head Start (federal review)</p> <p>Administration for Children and Families</p>	<p>Streamlined alignment process with STARS</p> <p>See Head Start standards for in-service and academic degree requirements</p>

Supports to meet Program Quality and Recognition
(see Resources for contact information)

- STARS administrators, and regional Resource Development Specialists provide technical assistance to programs applying for STARS
- The Child Development Division (CDD) offers *Program Quality Grants* to defray the cost of applying for program accreditation. Applications are available on the CDD website: <http://dct.vermont.gov/cdd>
- Mentors for Quality at the Vermont Center for Afterschool Excellence provide support to afterschool programs seeking STARS or national accreditation
- Vermont Association for the Education of Young Children (VAEYC) provides technical assistance and other supports to programs applying for NAEYC Accreditation
- Vermont Child Care Providers Association provides technical assistance to programs applying for the National Family Child Care (NAFCC) Accreditation

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Resources

Please visit the Northern Lights Career Development Center website www.northernlightscdc.org to view and download this booklet.

The website has the most current information including:

- Live links to all of the resources below
- Links to the regional Resource Development Specialists, financial assistance, professional organizations, and more
- Career ladder and pathways information for early childhood and afterschool professionals, including competency documents, information about credentials, academic degrees, and educator licensure
- Individual Professional Development Plan (IPDP) forms, samples and guidance

Other Resources Referenced in this Booklet

<p>Bright Futures Information System (BFIS) <u>Help Desk:</u> Get a username, password or change your log-in to your own Quality and Credential account <u>BFIS Website:</u></p> <ul style="list-style-type: none"> • Login on and view your private Quality and Credential Account (under RESUME), create your online IPDP • Search the statewide course calendar 	<p>http://bfishelp.ahs.state.vt.us</p> <p>http://brightfutures.dcf.state.vt.us</p>
<p>Council for Professional Recognition Award the national Child Development Associate Credential (CDA)</p>	<p>http://www.cdacouncil.org</p>
<p>Vermont Child Development Division</p> <ul style="list-style-type: none"> • Under "professional development" find grants and scholarship applications • Links to other resources 	<p>http://dcf.vermont.gov/cdd</p>
<p>Vermont Center for Afterschool Excellence Professional development, certificates, credentials and resource information for afterschool programs and professionals in Vermont</p>	<p>http://vermontafterschool.org</p>
<p>Vermont Association for the Education of Young Children (VAEYC) Professional, member organization; an affiliate of the National AEYC</p>	<p>http://www.vaeyc.org</p>

<p>Vermont Department of Education</p> <ul style="list-style-type: none"> • Professional standards for educators • Educator licensure and endorsements • Peer review process for licensure • IPDP requirements for educators 	<p>http://education.vermont.gov</p>
<p>Vermont Child Care Industry and Careers Council (VCCICC)</p> <ul style="list-style-type: none"> • Vermont Child Care Apprenticeship Program and courses • On the Job Training 	<p>http://www.vermontchildcareindustry.org</p>
<p>Vermont Child Care Providers Association (VCCPA) Support for CDA, STARS and NAFCC program accreditation</p>	<p>http://vccpa.org</p>
<p>Vermont Student Assistance Corporation (VSAC)</p> <ul style="list-style-type: none"> • Statewide and regional advisors with the latest information on college loans, grants, loan forgiveness, scholarships, and college planning. • The source for non-degree grants, Vermont Incentive Grants, Federal Student Assistance, private education loans and scholarships 	<p>www.vsac.org</p>
<p>Vermont Career and Technical Centers</p>	<p>http://education.vermont.gov/new/html/pgm_tched/programs.html</p>

Learning Standards & Guidelines for Children and Youth

<p>Vermont Early Learning Standards - ages three to six</p>	<p>www.dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2006-03-29-VELS_booklet.pdf</p>
<p>Vermont Department of Education Framework of Standards and Learning Opportunities PreK-12</p>	<p>http://education.vermont.gov/new/pdfdoc/pubs/framework.pdf</p>

Program Standards and Accreditation

<p>Center on Accreditation (COA) National afterschool program accreditation agency</p>	<p style="text-align: center;">http://www.coastandards.org/</p>
<p>National Association for the Education of Young Children (NAEYC)</p> <ul style="list-style-type: none"> • National center-based early childhood program accreditation • Professional organization for early educators 	<p style="text-align: center;">www.naeyc.org</p>
<p>National Association for Family Child Care (NAFCC)</p> <ul style="list-style-type: none"> • National family child care program accreditation • Professional organization for family child care providers 	<p style="text-align: center;">www.nafcc.org</p>
<p>National Early Childhood Program Accreditation National child care program accreditation for small programs</p>	<p style="text-align: center;">http://www.necpa.net/index.php</p>
<p>Vermont STep Ahead Recognition System (STARS)</p> <ul style="list-style-type: none"> • Vermont program quality recognition and improvement system • Includes early childhood, afterschool and family child care programs 	<p style="text-align: center;">http://dcf.vermont.gov/cdd/stars/</p>
<p>National Head Start Association (NHSA) Nationally program standards and resources for regional Head Start programs</p>	<p style="text-align: center;">www.nhsa.org</p>

College and University Degrees and Coursework

<p>Vermont Colleges and Universities</p>	<p style="text-align: center;">http://education.vermont.gov/</p>
<p>Vermont Higher Education Collaborative</p> <ul style="list-style-type: none"> • Graduate coursework toward degrees and educator licensure • Through Lyndon State College 	<p style="text-align: center;">www.VTHEC.org</p>

<p>CLEP (College Level Examination Program)</p> <ul style="list-style-type: none"> • 33 different national computer exams on topics such as human growth and development, college composition (English), math, and business courses. • Community College of VT and some other colleges monitor the exam in Vermont • Passing the exam equates to a college credit course 	<p>http://clep.collegeboard.org/</p> <p>www.ccv.edu</p>
<p>Assessment of Prior Learning (APL)</p> <ul style="list-style-type: none"> • Document learning gained through work or other experiences and submit for college credit • May earn many credits at once • Vermont State College Office of External Programs offers an APL course that prepares you to request the credits • Once awarded, the credits may transfer to other colleges • Some colleges assess prior learning to award transfer or waived credit to incoming students 	<p>http://www.vsc.edu/Pages/Special-Programs.aspx</p>
<p>Course Challenge</p> <ul style="list-style-type: none"> • For students already in a degree or certificate program at the Community College of Vermont • Request an assessment to determine if you have already met the learning objectives for a specific course • May be awarded credit for that course 	<p>http://www.vsc.edu/Pages/Special-Programs.aspx</p>

Ethical Standards for Professionals

<p>NAEYC Code of Ethical Conduct</p>	<p>http://faculty.weber.edu/tlday/2610/code05.pdf</p>
<p>NAEYC Code of Ethical Conduct Supplement for Administrators</p>	<p>http://www.naeyc.org/files/naeyc/file/positions/PS-ETH05_supp.pdf</p>
<p>Vermont Department of Education: Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators</p>	<p>http://education.vermont.gov/new/pdfdoc/pgmprostandards/vsbpe/rules/educ_550_0_licensing_ethics_code.pdf</p>

Selected Advocacy Organizations

Voices for Vermont Children	http://www.voicesforvtkids.org/
Kids are Priority One Coalition	http://www.kidsarepriorityone.org/
National Education Association	http://www.nea.org/
American Federation of Teachers	http://www.aft.org/

Appendix

College Course Work Alignment: Early Childhood and Afterschool Career Pathways

October 2011

This chart shows how an individual course can be used to achieve different certificates, credentials and degrees.

College Courses Offered by CCV, VSC and Other Colleges # offered through Union Institute and University (x) an elective	Level I	Level II and III	Level IIIA	Level IIIA	Level IIIA	After school and Early Childhood Program Director Credential			Afterschool Credential	Level IIIB Associate Degree 60 credits
	3 credits	12 or 21 credits	Child Care Apprenticeship: VCCICC Sponsored	Child Care Certificate 27 credits	Step One	Step Two	Step Three			
Fundamentals for the Early Childhood Professional	X	X								
Introduction to Early Childhood Education	X	X		X						
Communication in the Early Childhood Workplace	X	X	X	X						X
Infant Toddler Child Development	X	X	X	One of these	One of these					(X)
Child Development ages 3-8	X	X	X	X						(X)
Child Development birth to adolescent	X	X						X		X
Special Topics in Afterschool-Development of the School Age Child	X	X							X	
Curriculum ages 3-8		X	X	(X)	X					(X)
Introduction to Afterschool Services		X							X	
Program Management		X	X	(X)	X			X		(X)
Leadership, Mentoring and Supervision		X	X	(X)				X		(X)
Human Resources		X		(X)				X		(X)
# Legal and Financial Issues in early childhood and after school settings		X		(X)				X		
# Culminating Seminar: Program Director Credential		X		(X)					X	
Additional college courses				X						X

Early Childhood Career Ladder and alignment with the Professional Recognition Bonus (Oct. 1, 2009) and STARS (January 2010)

	Level I	Level II	Level IIIA	Level IIIB	Level IV (A & B)	Level V (A & B)
Northern Lights Career Ladder Levels	Each Level requires: <ul style="list-style-type: none"> - Experience - A current Individual Professional Development Plan (IPDP) and - Education. See the Northern Lights Career Ladder for details of options for each level 					
	1 year experience	2 years experience	2 years experience	2 years experience	2 years experience (can include student teaching)	
Professional Recognition Bonus from CDD *	\$(b)(4)	\$(b)(4) initial for first CDA renewal	\$(b)(4)	\$(b)(4)	\$(b)(4) plus + \$(b)(4) for DOE teacher licensure	
STARS- staff qualifications arena ¹	Score 1	Score 4	Score 9	Score 12	Score 16 Score 20 with DOE licensure	Score 25

* CDD Recognition Bonus is awarded based on Career ladder level or credential attainment AND additional criteria

Points and recognition for other credentials

Program Director Credential – step 3 :

\$(b)(4) Professional Recognition Bonus

STARS - score 12 in the Educational Attainment portion of Teaching Staff Qualifications;

Afterschool Professional Credential

\$(b)(4) Professional Recognition Bonus

STARS – score 6 in the Educational Attainment part of Teaching Staff Qualifications

¹ This refers to “Educational Attainment” score, which is one of three parts in the Teaching Staff Qualifications and Annual Professional Development Arena; total score of all staff are converted to a single program STARS points for this arena

Acknowledgements

Vermont Career Advising Guide for Early Childhood Professionals was originally created and printed in 1998 by the Professional Preparation and Development Committee of the Vermont Early Childhood Workgroup. Revised in 2006 by Northern Lights Career Development Center, the booklet was also edited and reprinted in 2008. In 2010 the Professional Preparation and Development Committee (a workgroup of the Vermont Building Bright Futures Council) reviewed and made recommendations for changes to the document. Northern Lights Career Development Center used these recommendations to work with a small committee to make the current version of the Vermont Career Advising Guide for Early Childhood and Afterschool Professionals. This 2011 edition is the first to include both early childhood and afterschool fields.

Northern Lights Career Development staff wish to thank the Professional Preparation and Development Committee for their valuable review and recommendations, as well as Heather Mattison, Sue Ryan, Kerrie Workman, Marie Sullivan, Maureen Young- McCarthy and Nancy Sugarman for their many hours of work on this document. We also want to thank and acknowledge the many early childhood and afterschool professionals who provided perspective, questions and quotes that serve as the foundation for this work.

VERMONT EARLY LEARNING STANDARDS

[Insert picture of baby, toddler, preschooler, K-3 child]

**Guiding the Development and Learning of Children
from Infancy Through Grade 3**

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VERMONT EARLY LEARNING STANDARDS BY DOMAIN

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 - Creative Expression.....

III. Learning About the World.....
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 Social Studies.....

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Introduction

The importance of quality early childhood experiences as the foundation for school success and lifelong learning has been demonstrated by research, practice, and public opinion. Plainly said, early experiences matter. The forces that shape these early experiences are embedded in families, schools, and communities, and are largely controlled by adults. A common understanding of the knowledge, skills, and dispositions that children gain through high quality early childhood experiences should exist regardless of where children spend their waking hours.

The first edition of the Vermont Early Learning Standards (VELS) was published in 2004, and met with widespread approval from early childhood educators, administrators, parents, and policy makers. For the first time, Vermonters shared a common set of standards that described what children should know and be able to do from age 3 to the time they entered kindergarten. Having common standards led to shared language and values for parents and educators, leaders and policy makers, about the experiences that matter in helping children be ready to succeed school and life. Play was featured prominently in every domain of the VELS, and we all came together around the belief that young children's play was the foundation upon which to foster learning across all development and content area domains.

Since 2004, Vermont has made critical advances in the way we approach early childhood education and services.

- **Public pre-k** is now universally available to all 3, 4, and 5 year olds throughout the state. A child in public pre-k may be educated in a school-operated preschool, or in a high quality community-based preschool or family child care program;
- **Children's Integrated Services** brought together early intervention, family support, and early childhood and family mental health services under one umbrella with the potential of providing a continuum of child and family development services from birth to age 6;
- Vermont has an **Early Childhood Action Plan** which acts as a blueprint for policy development at the state and community level to address the needs of young children and their families, and a **Race to the Top Early Learning Challenge Grant** to build the systems and infrastructure to make this action plan a reality;
- **Common Core State Standards** are being implemented in K-3 schools across the state, and are resulting in changes in curriculum and assessment, with a focus on skills and knowledge that prepare all children for success in college and careers;
- Early childhood is period of human development defined as the years from birth to age 8. Research has proven that when curriculum, instruction, and assessment is linked through the early childhood years, children do better. Looking at it this way, it makes sense to align standards and assessment along a **continuum from birth to grade 3**;
- Greater emphasis on valid and reliable ways to **assess young children's learning**; Vermont's pre-k programs share a common research-based assessment system called Teaching Strategies GOLD, which has solidified for early educators the link between instruction and learning;

- **Multi-tiered Systems of Support** that acknowledge meeting children where they are at with universal high quality instruction, environments, and relationships for all, and targeted teaching and support for those who need more instruction to gain skills, with intensive interventions available for children whose academic and behavioral needs are the greatest.

These and other advances in early childhood education have created the need to revise the VELs. A committee was established in 2012 to synthesize the changes in knowledge, research, and practice, both across the country and in Vermont, and make recommendations for a new set of Vermont Early Learning Standards. With the 2013 award of Race to the Top Early Learning Challenge Grant, these revisions became a reality.

Say more about the committee makeup and process for revising here?

Purpose of the VELs

The VELs is intended to be a resource for families, teachers, caregivers, administrators and policy makers to answer two questions:

- What should children know and be able to do to prepare them to succeed in school and in life?
- What experiences should be available in homes, schools, and communities to help them gain the knowledge and skills that prepare them for school and life?

Regardless of whether children are in preschool, child care, or at home, whether they are typically developing or have special developmental challenges and needs; whether they are learning to speak one language or many, the VELs represent common goals for development and learning during the early childhood years. The VELs are a tool for adults who are responsible to understand these goals, and provide the opportunities and experiences that allow all children to make progress toward or achieve them, including making adaptations and accommodations for children's unique circumstances.

Use of the VELs

The VELs *should* be used to:

- Inform families about the development and capabilities of children birth to grade 3
- Guide educators in the development and selection of curriculum and educational strategies
- Emphasize the importance of play as the foundation for children's development and learning

- Support referrals of children to qualified specialists when concerns about development are raised
- Provide a framework for administrators to oversee curricular practices and advocate for resources
- Contribute to a shared language and public awareness about the significance of early childhood education and experiences, and the need to invest resources early and wisely

The VELs *should not* be used as

- An assessment checklist
- A comprehensive curriculum
- A tool to diagnose or label children, or to keep children from progressing to the next level or grade
- A mandate for specific teaching practices or materials
- An evaluation of teachers or programs
- A rationale for excluding children from participating in programs or experiences

Meeting the unique needs of underrepresented children

Guiding Principles

We believe that

- Every child has promise.
- Every child develops through loving and nurturing relationships with adults and other children.
- Every child learns trust and respect through responsive and predictable relationships.
- Every child forms ideas of how the world works and her place in the world through active interactions with the world and through positive relationships with others.
- Every child has a unique life story written by the family, community, and culture of which she is a member. These unique differences enhance us all.
- Every child learns and develops best when her physical and emotional needs are met, and when she feels safe and valued.

We believe that

- Families are a child's first, consistent, and most important teachers.
- Families are to be respected and supported as partners and decision makers in the education of their child.
- Families' home language and culture are part of the entire family's identity; they are to be valued and maintained.

We further believe that

- Children from infancy through third grade learn through play, exploration, inquiry, engagement, asking questions, and communicating with adults and other children.
- Children's learning opportunities are best when they are relevant, integrated across content areas, based on children's interests, and built on children's current knowledge and abilities.
- All early childhood educators - those caring for infants, teaching in a Head Start program, or teaching third grade - need to have and use a deep understanding of child development in their practices.
- Curricula and educator practices in children's first eight years need to be aligned, accumulative, and appropriate to the child's developmental level.
- Education viewed and implemented as a continuous, seamless process across the Birth through Grade 3 continuum diminishes the challenges of transitions and the "Fade Out" effect seen in K-3, especially among the most at-risk groups of children.

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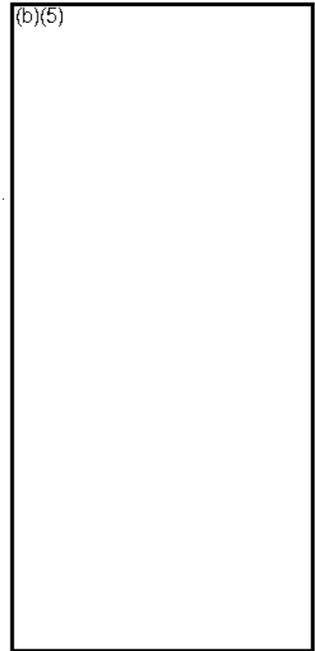
Belonging, Social and Emotional Learning and Development

"The foundations of social competence that are developed in the first five years are linked to emotional well-being and affect a child's later ability to functionally adapt in school and to form successful relationships throughout life." -National Scientific Council on the Developing Child

From the time infants first respond to our smiles, to when they are negotiating with us for just five more minutes of play, to when they begin to understand how to work on a team, our children are navigating the construct of our social world. Social and emotional skills are the "bricks and mortar" of all areas of development, according to Jack Shonkoff, Director of the Center on the Developing Child at Harvard University (Epstein, 2009). The Head Start Outcomes synthesize the importance of this area by noting that positive social emotional development in the early years provides the basis for life-long learning, relates to later academic success, and prevents future behavior difficulties and is more effective than remedial practices in later school years (Head Start Bureau, 2007).

This learning area includes how children interact with adults, children, familiar people, strangers, and at home, in school, church or other community settings. They learn about the groups to which they belong (family, classroom, religion, clubs, sports) and about those in which they may not be a participant. They display a wide range of emotions that they can identify, talk about, recognize in others, and learn to manage them appropriately. Social-Emotional skills eventually lead to children being able to work cooperatively with others, recognize and respect individual similarities and differences, and generally get along with others in their world. When they are infants, they are looking to trust adults to listen to their cries and meet their needs. As they mature and their capacity for communication grows, they make demands, learn new expectations of behavior, ask why things are, and begin to try things on their own. Later, they work with friends to solve problems and become more skilled in leading, following and working out differences with others. As they grow and develop more competence in the social domain, they will have periods of challenging and testing in order to understand where the limits are. By the time our children are leaving the third grade, they will likely have had best friends, as well as some enemies, successfully play complex games with rules, be able to delay gratification for longer term goals and begin to show empathy for others from their experiences with managing and understanding their own feelings and impulses.

There are a myriad of influences on a child's social development including family culture, individual temperament, opportunities for practicing their growing social skills with a variety of children and adults, access to different community activities, and the quality of their early care and education. Recent research from the Center for the Social Emotional Foundations for Early Learning (CSEFEL) stresses that adults can shape and teach social emotional skills by using positive behavior supports and that children learn these skills more effectively when they have consistent expectations and opportunities to practice their newly found skills in a supportive, trusting environment.



Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Relationships

Goal: Children develop healthy positive relationships with adults, peers and within a group.

Some of the indicators of young children learning to develop positive relationships are as follows:

The examples under "relationships" seem to include both behaviors that children exhibit that are directly related to their relationships with peers, but also include some behaviors that are better described as "social skills" (skills that are necessary to get along with others and that may or could facilitate relationships) that are not synonymous with relationships (i.e. other social skills that a child can demonstrate with any child, not just children with whom it is forming a bond). I have identified the skills that seem to be more specific social skills. Instead, you could consider separating them out and adding an indicator that is directly related to children's social skills with peers.

(b)(5)

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
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Standards	<p>Form a sense of trust and attachment with adult</p> <ol style="list-style-type: none"> 1. Initiate interactions with adults by smiling, gesturing or vocalizing 2. Look toward familiar adults and seek comfort when feeling uncertain 3. Form bond with primary caregiver 4. Enjoy playing with and helping an adult 5. Imitate adult behavior 6. Follow adult pointing or gaze 	<p>Maintain a positive relationship with adults</p> <ol style="list-style-type: none"> 1. Spontaneously show their work to others 2. Tell others about family members and events 3. Enjoy simple turn taking games with adults and may direct adults in their role 	<p>Refine play relationships with peers</p> <ol style="list-style-type: none"> 1. Participate in a variety of individual and group play experiences 2. Explore and understand new experiences and differences among people 3. Enter into play situations and play cooperatively with one or more children 4. Develop friendships with peers 5. Demonstrate sympathy and caring for others 6. Develop the ability to take turns in activities 7. Begin to participate in resolving conflicts and disagreements with others 8. Play a simple game with another child 9. Re-establish a relationship with others after a conflict 10. Cooperate in both large group and small group activities facilitated by adults
	<p>Begin to develop a positive relationship with peers</p> <ol style="list-style-type: none"> 1. Initiate interactions with children by smiling, gesturing or vocalizing 2. Smile and show they like being close to familiar children 3. Demonstrate concern or interest when others are distressed 4. Watch and listen to other children 5. Copy other toddlers, laughs when others laugh. 	<p>Begin to develop play relationships</p> <ol style="list-style-type: none"> 1. Play side by side with another child 2. Remember and use the names of familiar peers 3. Need adult coaching to get along well with others 4. Join in simple group games, but may not follow rules 5. Notice similarities and differences in others 6. Notice or comments when another is hurt or distressed 	<p>Maintain attachments with adults</p> <ol style="list-style-type: none"> 1. Demonstrate affection for familiar adults through hugs, kisses, making gifts 2. Separate from important adults in a familiar setting with minimal distress 3. Show preference for one adult over another when more than one is present

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Relationships

Some of the indicators of young children learning to develop positive relationships are as follows:

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8- year olds)	Third Graders (3) (8- and 9- year olds)
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Standards	<p>Build trust with adult</p> <ol style="list-style-type: none"> Solicit help from adults to accomplish challenging tasks Respond to and question adult directives for greater understanding Engage in reciprocal conversation with familiar adults Trust familiar adults and close peers Seek adults' acceptance and friendship Seek help, clarification, and permission from familiar adults <p>Develop a social identity</p> <ol style="list-style-type: none"> Engage in cooperative learning activities to complete a task Play cooperatively with 3 or 4 others for sustained periods of time Express themselves in new settings Engage in games and activities that require adherence to rules Initiate sharing and turn taking when appropriate Respect and others' differences in comparison to self Recognize positive qualities in others Invite others to join a group Identify close friends on the basis of proximity and frequency of interaction 	<p>Interactions with peers and others</p> <ol style="list-style-type: none"> Reflect upon how their behavior affects others Seek help from peers and adults when needed Identify ways to work and play well with peers Demonstrate positive social entry skills Respect the feelings, rights and belongings of others Show increasing ability to constructively resolve conflicts with peers Cooperate in small and large group activities Recognize positive qualities in themselves and others Show consideration, respect and compassion for others 	<p>Interactions with peers and social behavior</p> <ol style="list-style-type: none"> Establish and maintain positive relationships with peers Identify the positive characteristics of friendship Apply social norms to connect and interact with others Recognize a connection between personal behavior and social communication Paraphrase ways to stay safe from strangers Listen to others and begin to understand their perspective Begin to advocate for self and others Speak up about an injustice they see and take action with peers Consider the best approach to a problem before reacting Develop a conscience and moral standards 	<p>Refining social behaviors</p> <ol style="list-style-type: none"> Recognize that social norms and safety considerations guide behavior Recognize there are differences in skill and ability among peers Discriminate different points of view among peers and others Demonstrate respect for personal space and belongings Help themselves and others make socially acceptable choices and responsible decisions Dramatize ways to stay safe from strangers Describe appropriate responses to harassment, bullying, intimations and abuse Analyze more complex problems to help identify the type of solution needed Choose friends based on personalities rather than liking the same toys/activities

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Emotions

Goal: Children develop the ability to identify, understand, and express emotions in a healthy way.

Some of the indicators of young children learning to identify, understand, and express emotions are as follows:

Infants and young toddlers (I)	Older toddlers and twos (T)	Preschoolers (P)
--------------------------------	-----------------------------	------------------

	(birth to 18 months)	(18 months to 36 months)	(3- and 4-year olds)
Standards	<ol style="list-style-type: none"> 1. Smile at interesting sensory stimulation or familiar faces 2. Cry when in physical or emotional distress 3. Express fear 4. Resist engagement with unfamiliar others; may cry or demonstrate fear 5. Express pleasure with smiles, coos, belly laughs, is predominantly happy. 	<ol style="list-style-type: none"> 1. Express a range of emotions 2. Begin to show remorse 3. Show affection 4. Demonstrate concern when caregiver is distressed 5. Demonstrate a growing sense of humor 6. Express anger and sometimes tantrums tantrums 7. Show frustration when unable to express self 8. Demonstrate understanding of another's distress and attempt to comfort the other 	<ol style="list-style-type: none"> 1. Express a range of emotions appropriately, including excitement, happiness, sadness, and fear 2. Use and understand a variety of words to describe feelings 3. Begin to demonstrate empathy 4. Recognize and label different emotional expressions 5. Recognize feelings in themselves and others 6. Learn to calm themselves after brief periods of distress or excitement 7. Begin to learn to control anger 8. Use pretend play to practice a variety of emotional situations (e.g., scary monsters, superheroes)

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Emotions

Some of the indicators of young children learning to identify, understand, and express emotions are as follows:

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Label various feelings and emotions 2. Recognize how emotions are linked to behavior 3. Display emotions appropriately and according to the situation 4. Respond with sensitivity and sympathy when social partners express feelings 5. Demonstrate empathy by using words or actions when concerned about what others are feeling 6. Continue to require adult assistance to control emotional distress 7. Employ some problem-solving skills to manage strong feelings in themselves and with others 	<ol style="list-style-type: none"> 1. Recognize how the body and face can show different emotions 2. Identify more complex feelings and emotions 3. Modify intensity of emotional reaction to the situation 4. Acknowledge when their feelings are hurt 5. Express emotional distress when their feelings are hurt 6. Use pretend play to practice a variety of emotional situations 	<ol style="list-style-type: none"> 1. Describe various emotions and the circumstances that cause them. 2. Discriminate between more complex feelings and emotions 3. Provide physical and emotional comfort as an expression of empathy 4. Recognize that emotional variations may occur in relative increments, not in an all or nothing manner 5. Examine why their feelings are hurt 	<ol style="list-style-type: none"> 1. Demonstrate the ability to identify the causes and consequences of various emotions 2. Interpret instances of empathy 3. Interpret to others why feelings are hurt 4. Recognize that a specific feeling does not always correlate with taking a specific action 5. Describe thoughts, feelings and emotions based on prior experiences or recent situations

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Self-Regulation

Goal: Children learn to manage their strong feelings, behaviors, states of arousal, and focused attention. They use their growing abilities of self-regulation to sustain or return to a frame of mind that fosters learning, engagement, and positive relationships.

Some of the indicators of young children learning self-regulation are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<ol style="list-style-type: none"> 1. Cry or vocalize for assistance 2. Reference caregivers for reassurance 3. Respond positively to adult's attempts at soothing 4. Apply calming and self-soothing methods for brief periods 5. Manipulate objects to calm self 6. Seek attention 7. Distinguish change in the tone of voice of others 	<ol style="list-style-type: none"> 1. Display distress when routine is changed 2. Seek out adults for comfort 3. Attempt to cope with feelings through verbal, physical, or equal means 4. Request help from others 5. Follow single-step directions 6. Display interest in play with others 	<ol style="list-style-type: none"> 1. Engage in pretend play 2. Abide by another person's ideas or wishes 3. Wait for short periods of time to satisfy a desire 4. Follow simple rules, routines, and directions 5. Moderate actions and responses to others with minimal directions from adults 6. Start or stop activity based on external cues 7. Take turns during activities with others 8. Focus attention for brief periods during a self-selected activity 9. Shift attention and manage transitions with minimal direction from adults

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development
Sub-domain: Self-Regulation

Goal: Children learn to manage their strong feelings, behaviors, states of arousal, and focused attention. They use their growing abilities of self-regulation to sustain or return to a frame of mind that fosters learning, engagement, and positive relationships.

Some of the indicators of young children learning self-regulation are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	1. Focus attention and resist distractions	1. Focus attention for brief periods on tasks/topics assigned by others	1. Demonstrate longer attention span while engaged in tasks assigned by others	1. Initiate the use of self-calming strategies to cope with uncomfortable emotions
	2. Focus on a self-selected activity or task to completion	2. Avoid acting on impulse by calming down when experiencing strong emotions	2. Analyze more complex problems to help identify the type of solution needed	2. Demonstrate the ability to solve problems and manage strong feelings using creative strategies
	3. Demonstrate control of impulsive behavior	3. Make decisions and solve simple problems with other children independently	3. Employ some techniques for self-regulation when needed	3. Engage in pro-active self-management strategies using indirect methods such as reading or by leaving potentially challenging situation before losing control
	4. Recognize how own actions affect others	4. Describe strategies to cope and manage stress	4. Focus attention without interruption effectively on tasks/topics assigned by others for a duration of at least 20 minutes	4. Demonstrate a higher ability to focus attention and sit calmly during non-preferred activities (e.g., all-school assemblies)
	5. Manage feelings and social situations with greater independence	5. Demonstrate uneven ability to practice techniques for self-regulation	5. Understand and independently apply steps for resolving more complex conflict and problem-solving strategies	5. Concentrate on projects and complete tasks with few interruptions
	6. Seek help, clarification, and permission from teachers or other adults	6. Demonstrate an ability to tolerate last minute changes and less detailed directions	6. Recognize that self-instruction can be applied to review and modify actions	6. Maintain attention for longer than 30 minutes
	7. Resolve some simple conflict through negotiation and compromise before seeking adult help			7. Employ self-instruction for planning and regulating actions
	8. Demonstrate self-regulation by engaging in prosocial classroom behavior			
	9. Understand and apply some basic steps for problem solving and relaxation techniques			
	10. Engage in more structured large and small group activities			

(b)(5)

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Belonging

Goal Children increasingly demonstrate a sense of belonging to their family, community, and culture.

This is a particularly important and "tricky" area of children's development to address. The indicators should focus on children's feelings and experiences related to a sense of belonging to the community where they are members. It is important to be specific about focusing on such as cultural traditions and activities. In these types of examples use first a "tourist" approach to study or observe cultures rather than engaging practices that really help children develop a sense of belonging with the goal to learn and belong. Many of the indicators are noted because they focus on experiences that promote a sense of belonging, activities, chores, etc. and other things that are not in the list. An overall theme here is to be a good resource, just to make sure there's not too much emphasis on cultural or traditional traditions related to holidays. You might also want to look carefully at a couple of the resources that seem to focus on children's knowledge of other cultures rather than a sense of belonging to their own family, classroom, and community groups. It's possible that knowledge of other cultures (i.e., not my own culture) might be better located in the list of indicators with examples related to a sense of belonging with one's own family, community, and culture.

(b)(5)

Some of the indicators of young children developing a sense of belonging are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
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Standards	<ol style="list-style-type: none"> 1. Begin to anticipate some routines 2. Show preference for primary caregivers 3. Smile, wave or laugh in response to friendly adults 4. Show fear of unknown people and places 	<ol style="list-style-type: none"> 1. Anticipate daily routines 2. Talk about family and familiar people and places 3. Feel comfortable in a variety of places with familiar adults 4. Begin to help with chores, household tasks 5. Enjoy stories, songs and/or poems about a variety of people and cultures 6. Show preferences for most familiar places and things (e.g., only likes polka at home) 	<ol style="list-style-type: none"> 1. Begin to understand the rights of others 2. Show or talk about objects from family or culture 3. Use family and community scenarios in pretend play 4. Recognize the significance of celebrations and traditions 5. Recognize similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures 6. Take pride in own family composition and demonstrate an interest in others' families
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(b)(5)

Domain: Belonging, Social and Emotional Learning & Development

Sub-domain: Belonging

Goal Children increasingly demonstrate a sense of belonging to their family, community, and culture

Some of the indicators of young children developing a sense of belonging are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Adapt to larger groups, but still need solitary play time 2. Cooperate in groups by helping, sharing and turn-taking 3. Help younger children do things they can't yet do by themselves 4. Report to friends or adults about a family or cultural tradition 5. Demonstrate the ability to allow for own personal space and respect others' space 6. Paraphrase the purpose of rules 	<ol style="list-style-type: none"> 1. Join with friends in music and activities from their cultural traditions 2. Bond with family and friends who share their time and talents with them 3. Recognize different ethnic/cultural groups 4. Display knowledge and pride in personal ethnic/cultural heritage 5. Recognize that others may experience situations differently 6. Explain the purpose of rules. Show little flexibility; a rule is a rule 	<ol style="list-style-type: none"> 1. Relate a family or cultural tradition, dance, song or practice with classmates, friends and family 2. Inquire about own family history and culture 3. Connect with other children in different settings and cultures 4. Base friendship on mutual enjoyment and activities 5. Use listening skills to identify the feelings and perspectives of others 6. Develop relationships with other children and with trusted adults 7. Seek acceptance from peer group 8. Recognize that others may have conflicting perspectives based on differing personal experiences 9. Express feelings that things are unjust or unfair 	<ol style="list-style-type: none"> 1. Write about themselves in the context of their family, culture and environment 2. Imitate actions of friends in an effort to feel a sense of security and belonging 3. Engage in the sharing of others' viewpoints on a variety of topics 4. Demonstrate the ability to work as a partner with shifting roles of leader and follower 5. Gain acceptance of peers by checking to ensure that they are in agreement with actions and ideas before proceeding with shared activities 6. Shows flexibility in applying rules in games and play

(b)(5)

Communication

Communication is a dynamic interactive process in which children engage in activities to exchange ideas, feelings, wants and needs. It is our way as humans, to interact and relate with each other.

Children learn language to get things done and to communicate. Learning the system of language is secondary to its social purpose. Exchanging information is less important than creating social connection. (Catherine Snow, 1997)

We cannot not communicate. It is part of our being human. We are social, relating with each other, creating common means of interacting through our communications and languages. Communication is a daily occurrence, encompassing all aspects of who we are. We communicate through our actions, through our gestures; through our words; through reading and writing; are through our creative expression. We communicate internally through our thoughts and externally through our interactions with others.

Communication begins with the very first exhalation of cries at the moment of birth and the vegetative sounds, such as sated burps and fussing whines (Oller, 2000; Stark, Bernsøen, & Demosrest, 1963) (Hult, Howard, Fahey, 2011, p. 314). These early reflexive sounds develop into purposeful speech consisting of vowel and consonant combinations eventually becoming functional words within language. For those who are deaf, communications occur through a gestural language with an established grammatical system, but there is typically no speech. Thus, communication can occur without speech.

From sounding similar during the first year of life, infants around the world begin to prune out neurons in their brains, deleting neurons they do not use and focusing on the speech sounds and language(s) of their home environment. (Hult, Howard, Fahey, 2011, p. 315) It is in the home environment where first communications develop. Our babies need secure, loving relationships in order to feel comfortable expressing themselves, to take chances and risks to relate with others and ultimately to communicate. From first sounds, children develop words and grammar into language to become competent communicators. With common communication as a tool, children become successful members of their family, local community, and our global society.

Early development is interconnected between cognition, motor skills, communication, emotional growth, and socialization. As children discover the cognitive element of object permanence, understanding that an object out of sight still remains present, they express words to label the phenomenon: *Where's go? There is!* As children begin to take the tremendous first steps walking independently, they concentrate so hard on this glorious moment that they may not be able to focus on talking for a bit of time. Talking is placed on the back burner until walking is stable. Infants need to experiment with different mouth postures in order to manipulate the tongue and mouth for later sound production – articulate motor skill. Development is interwoven; all pieces fitting together, interconnecting to make a whole child: a remarkable human being.

Learning an additional language is a complicated yet prevalent endeavor globally. In our increasingly diverse communities throughout the world, our cultures are intermingling and our languages intertwine sometimes creating new words. We are co-existing. Our diversity, complicated and challenging, is a gift, empowering us to greater strengths as a species, interspersing our ideas, mores and reasons for being. Through common, meaningful, and positive communications, we can develop a successful global community to strengthen our earth!

(b)(5)

(b)(5)

Language

(b)(5)

Children learn language to get things done and to communicate. Learning the system of language is secondary to its social purpose. Exchanging information is less important than creating social connection. (Snow 1997, p8)

Language begins with the very first cries at the moment of birth and the vegetative sounds, such as sated burps and fussy whines (Oller, 2000; Stark, Bernstein, & Demorest, 1983). These early reflexive sounds develop into purposeful speech consisting of vowel and consonant combinations and eventually become functional words. It is in the home environment where first communications develop. Babies need secure, loving relationships in order to feel comfortable expressing themselves; to take chances and risks to relate with others; and ultimately to communicate.

From first sounds, children develop words and grammar into language to become competent communicators. With common communication as a tool, children become successful members of their family, local community, and our global society. For children who are deaf, communication occurs through a gestural language with an established grammatical system, but there is typically no speech. Thus, communication can occur without speech.

Early language development is interconnected with cognitive development, increasing motor control, emotional growth, and socialization. For example, as children build the concept of "object permanence", and understand that an object out of sight still exists, they express words to label the object and the phenomenon: *Where go? There is teddy!* As children begin to take their first steps walking independently, they concentrate so hard on this achievement, that they may not be able to focus on talking for some time. Talking is placed on the back burner until walking is stable. Additionally, infants need to experiment with different mouth postures in order to manipulate the tongue and mouth for later sound production - an intricate motor skill. These examples demonstrate that language development is interwoven; all pieces fitting together.

Learning to speak and understand more than one language is a complicated yet prevalent endeavor globally. In our increasingly diverse communities throughout the world, our cultures are intermingling and our languages intertwine sometimes creating new words. We are co-existing. Our diversity, complicated and challenging, is a gift, empowering us to greater strengths as a species, interspersing our ideas, mores and reasons for being. Through common, meaningful, and positive communications, we can develop a successful global community to strengthen our earth.

Domain: Speech & Language Development

Sub-domain: Listening and Interacting

Goal: Children demonstrate curiosity about and awareness of their surroundings

Some of the indicators of young children developing an awareness of their surroundings are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Demonstrate curiosity with environment</p> <ol style="list-style-type: none"> 1. Turn head to sound source 2. Orally explore toys and objects 3. Reach for objects in proximity <p>Demonstrate desire to be with others</p> <ol style="list-style-type: none"> 1. Look at face of primary caregiver 2. Prefer mother's voice 3. Exchange facial expressions, ex. smile 4. Hold arms out to desired adult or other person 5. Play participatory games, such as peekaboo and pat-a-cake, etc. 6. Take turns vocalizing 7. Initiate vocal turn-taking <p>Demonstrate trust and regulation</p> <ol style="list-style-type: none"> 1. Cry and pause for result 2. Stop crying when spoken to 3. Anticipate activities (ex. meals, play) 4. Soothe to music and song 5. Stop action when name is called 6. Respond to <i>come here</i> 7. Follow simple commands (ex. <i>Please sit down, Drink your juice</i>) 	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow 2-step directions (ex. <i>Please take your dish to the sink and wash it.</i>) 2. Maintain attention while sharing books 3. Point to body parts, objects and pictures, upon request 4. Listen to story stories, board books, songs, nursery rhymes <p>Demonstrate interest in peers</p> <ol style="list-style-type: none"> 1. Use language to gain attention, request information, comment and describe 2. Participate in short peer gatherings such as at playgroups, story hours, or childcare centers 3. Play alongside peers in groups 4. Take turns talking with peers and adults 5. Relate personal experiences (ex. <i>Got to Daddy's today.</i>) 	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow simple 3-step directions 2. Answer simple <i>how much, how long, what?</i> ... and <i>how</i> questions 3. Respond to simple analogies, such as "An elephant is big, and a mouse is..." 4. Identify missing parts in pictures or on objects <p>Engage in cooperative play with peers</p> <ol style="list-style-type: none"> 1. Perform related activities in play - logically sequencing tasks 2. Show functional use of toys (ex. spray water from fire hose) 3. Imitate symbolic use of toys, such as using a block as a pretend phone 4. Assign roles and routines with peers in play scenarios 5. Practice daily life experiences in play such as going to the store 6. Beginning to share <p>Engage in conversations</p> <ol style="list-style-type: none"> 1. Maintain topic of conversation 2-4 turns & follow detailed explanation 2. May interrupt conversation to interject comment 3. Say <i>please</i> and <i>thank you</i> without reminders 4. Change topics of conversation abruptly 5. Use simple language when talking with younger children 6. Tell long run-on stories

(b)(5)

Domain: Speech & Language Development

Sub-domain: Listening and Interacting

Goal: Children demonstrate curiosity about and awareness of their surroundings.

Some of the indicators of young children developing an awareness of their surroundings are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow 3+ step directions 2. Follow classroom routines 3. Ask for clarity <p>Engage in conversations</p> <ol style="list-style-type: none"> 1. Maintain topic of conversation for 3-5 turns 2. Present chronological narratives about past experiences 3. Develop elaborate storylines in play scenarios 4. Sharing toys, objects 5. Adjust message to listener's perspective 	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow 3+ step directions 2. Follow classroom routines 3. Ask for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech <p>Engage in conversations</p> <ol style="list-style-type: none"> 1. Maintain topic of conversation for about five turns 2. Present chronological narratives about past experiences 3. Adjust message to listener's perspective 	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow 3+ step directions 2. Follow classroom routines 3. Asking for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech <p>Engage in conversations</p> <ol style="list-style-type: none"> 1. Maintain topic of conversation for more than five turns 2. Express own thoughts and feelings 3. Present chronological narratives about past experiences with detailed descriptions 4. Adjust message to listener's perspective 	<p>Demonstrate purposeful listening</p> <ol style="list-style-type: none"> 1. Follow 3+ step directions 2. Follow classroom routines 3. Asking for clarity 4. Play games with rules (ex. tag) 5. Can indicate errors in others' speech <p>Engage in conversations</p> <ol style="list-style-type: none"> 1. Maintain the topic of conversation for nearly ten turns. 2. Initiate a change in conversational topic gradually 3. Seek clarification of confusing message 4. Present chronological narratives about past experiences with detailed descriptions 5. Adjust message to listener's perspective 6. Acquire meaning of unfamiliar words from context 7. Able to take the perspective of listener in conversation 8. Can link own words to what's been said already in a conversation 9. Can wait patiently for turn to speak

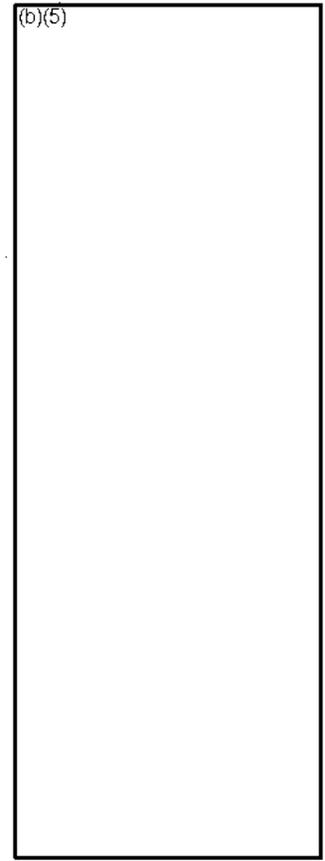
(b)(5)

Domain: Speech & Language Development

Sub-domain: Sounds and Combinations

Goal: Children demonstrate recognition of and express sounds.

Some of the indicators of young children learning to recognize and combine sounds are as follows:



	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Demonstrate early vocalizations</p> <ol style="list-style-type: none"> 1. May produce different cries (hunger, pain, discomfort) to gain attention 2. Coo (ooo), squeal (eee) and laugh during games and play 3. Produce early sounds (h, w, á, p, m, t, o, n, k, g, y) 4. Babble (ex. bah bah bah) and jabber (ex. baba gaoao) 5. Vary pitch 6. Mimic intonation of adults <p>Express First Words</p> <ol style="list-style-type: none"> 1. First words utilize early sounds 2. Say <i>mama</i> and <i>dada</i> meaningfully 3. First words are one-syllable, consonant-vowel, (ex. bye), vowel-consonant (ex. up), consonant-vowel-consonant (ex. cup) productions 4. First words are heard within jabber 5. Experiment pronouncing words – sometimes correct, sometimes not 6. Produce animals' sounds (ex. moo, baa) or motor sounds (boom) 	<p>Demonstrate wider range of sounds and sound combinations</p> <ol style="list-style-type: none"> 1. Produce most sounds of home language 2. Produce speech sound errors as learning, but understood about 80% of the time <p>Express Longer Words & Word Combinations</p> <ol style="list-style-type: none"> 1. Produce 20 – 300 words 2. As word combinations increase in length intelligibility may decrease 3. Multi-syllabic words challenging (ex. <i>ba-strat</i> is <i>straggle</i>) 	<p>Increase sound production to near adult-level</p> <ol style="list-style-type: none"> 1. Nearly 100% understood, though may still make certain speech errors, such as substituting 'r' for 'k' sound, or 'f' for 'th' sound. 2. May make cluster reduction errors, reducing consonant clusters to one of the two sounds (ex. <i>top</i> for <i>stop</i>) 3. May clarify message by shouting <p>Demonstrate early sound awareness</p> <ol style="list-style-type: none"> 1. May recognize sounds at the beginning or ending of words 2. Show interest in rhyming – making up words to create a rhyme (ex. <i>dine</i> rhymes with <i>bine</i>). 3. Show interest in singing songs, creating rhythms, and dancing

Domain: Speech & Language Development

Sub-domain: Sounds and Combinations

Goal: Children demonstrate recognition of and express sounds.

Some of the indicators of young children learning to recognize and combine sounds are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	Demonstrate adult-like speech 1. May only err on one or two sounds now, such as substituting 'f' for 'th' or perhaps 'y' for 'i'. 2. May clarify message by shouting.	Demonstrate adult-like speech 1. May still err on 'f' and 'r' productions, but 100% understood. 2. Can indicate errors in others' speech.	Demonstrate adult-like speech 1. May still err on 'f' and 'r' productions, but 100% understood. 2. Can indicate errors in others' speech.	Demonstrate adult-like speech 1. May still err on 'f' and 'r' productions, but 100% understood. 2. Can indicate errors in others' speech. 3. Can reword a sentence to clarify.
	Demonstrate phonemic awareness 1. Can detect rhyming words, create a rhyme, and label the initial and final sounds in one-syllable words. 2. Can distinguish syllables in a word. 3. Can determine the individual words in a sentence.	Demonstrate phonemic awareness 1. Can label the vowel sound within one-syllable words. 2. Can manipulate the sounds in words to make new words.	Demonstrate phonemic awareness 1. Can label the vowel sound within one-syllable words. 2. Can manipulate the sounds in words to make new words. 3. Sound out words in books. 4. Experimenting with spelling unfamiliar words.	

(b)(5)

Domain: Speech & Language Development

Sub-domain: Vocabulary and Grammar

Goal: Children demonstrate increased vocabularies, grammar, and sentences through understanding and use.

Some of the indicators of young children increasing their vocabularies, grammar and sentences are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Use early gestures</p> <ol style="list-style-type: none"> Put arms up to be picked up Wave hi and/or bye Point to some body parts (ex. nose, toes) and objects to gain attention Resist removal of a toy Imitate other children Shake head 'no' 	<p>Demonstrate knowledge through vocabulary understanding and use</p> <ol style="list-style-type: none"> Lead caregivers to desired objects May rely on physical means (ex. hitting) to get needs met during stressful times Identify pictures when named Point to actions in pictures Express 200 – 500 words Respond to simple yes/no and who, what, where questions Ask who, when and how questions May reverently ask why? Can identify functions of some objects (ex. scissors are for cutting) State first name and gender 	<p>Demonstrate knowledge through vocabulary understanding and use</p> <ol style="list-style-type: none"> Show understanding of simple concepts (ex. big, little, cold, hot, wet, dry) Name members of a category (ex. food, animals) Name colors and numbers, but not always correct Express 800 – 2000 words Use negative past tense forms (ex. wasn't, couldn't) Begin to use irregular plurals (children), and plural pronouns (our, they, their) Use possessive pronouns (his, her) Adjust perspectives for this, that, here, there Repeat days of the week State first & last names, and age
	<p>Combine gestures and words</p> <ol style="list-style-type: none"> Say up, hi, bye, this, that, more, mine, no, yes, uh oh, more, etc. to accompany gestures used (ex. Says mine as tugging on toy) Express 25 - 50 words Ask what's that? and where? Imitates words of others May combine two words into a meaningful utterance (ex. no juice) 	<p>Create word combinations</p> <ol style="list-style-type: none"> Combine 3 – 4 words into sentences Use early location words (ex. here, there, in, on, up, down) Use modifiers (ex. big, little, more) State actions in different tenses (ex. regular past tense – stopped, irregular past tense – ran and present progressive tense – jumping) May delete words like the, is, and to Increase use of negation, including not, don't, isn't 	<p>Create informative sentences</p> <ol style="list-style-type: none"> Combine 5-8 words into sentences Combine two clauses with and, if, so (ex. Mommy went to the store and she bought some carrots.) Ask how much, and how many questions Respond to why, when and how questions Use because, and, and then interchangeably As for definitions of words Telling simple jokes, riddles Define words by function (a spoon is for eating) Self-talk to guide through difficult tasks

Domain: Speech & Language Development

(b)(5)

Sub-domain: Vocabulary and Grammar

Goal: Children demonstrate increased vocabularies, grammar, and sentences through understanding and use

Some of the indicators of young children increasing their vocabularies, grammar and sentences are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	Demonstrate knowledge through vocabulary understanding and use	Demonstrate knowledge through vocabulary understanding and use	Demonstrate knowledge through vocabulary understanding and use	Demonstrate knowledge through vocabulary understanding and use
	1. Define words by function & characteristics (ex. You eat it. It's red.)	1. State address & roots; alphabet	1. Describe an object via at least three attributes (ex. size, texture, weight)	1. Present more than one meaning for a multiple-meaning word (ex. rock is a stone and rock is a mortar.)
	2. Indicate opposites	2. State preceding & following numbers, days of the week (ex. what comes after Tuesday?)	2. Use antonyms & synonyms (ex. another word for nice is?)	Create informative sentences
	3. Name days of the week	3. Show understanding of temporal terms, such as morning, night and seasons of the year	3. Indicate knowledge of concepts (half/whole, before/after, etc.)	1. Present narratives with plot including problem, plan of action and definite solution
	4. Name members of a sub-category (ex. animals that live in the desert).	4. Use antonyms & synonyms (ex. another word for nice is?)	4. Name positional terms (ex. first, second, last)	2. Answer more complex inferential questions about stories (ex. What do you think would happen if...?)
	5. Name parts of a whole	5. Indicate knowledge of concepts (half/whole, before/after, etc.)	5. Continue to name parts of a whole (ex. Tell me 5 car parts)	3. Explain simple idioms (ex. it's raining cats and dogs.)
	6. Describe location (ex. through, over)	6. Describe similarities & differences between objects, people, stories	6. Describe similarities and differences between objects, people, stories.	
7. Use positional terms (ex. first, last)	Create informative sentences	Create informative sentences		
8. Indicate knowledge of concepts (half/whole, before/after, etc.)	1. Use because accurately	1. Present narratives with plot including problem, plan of action and possible solution		
9. Describe similarities and differences between objects and people	2. Present well-developed narratives	2. Respond to simple riddles		
Create informative sentences	3. Answer inferential questions about stories (ex. What do you think will happen next?)	3. Recall more details from stories read, including setting, basic plot		
1. Grammar is near adult-like	4. May use slang and profanity			
2. Use complex sentences to explain (ex. My new school has an elevator because there are two floors.)				
3. May speak in run-on sentences				
4. Answer what happens if... questions				
5. Present narratives with characters & logical event sequencing, though end may be unclear				
6. Internalize self-talk as work through difficult tasks				
7. May give praise, threat, insult or promise				

Literacy

(b)(5)

(b)(5)

*The more that you read, the more things you will know
The more that you learn, the more places you'll go. Dr. Seuss*

Literacy is a complex concept that includes reading, writing, listening and speaking. In this section of the Vermont Early Learning Standards, the focus is limited to reading and writing. The printed word, whether in a storybook or in the environment, is the bridge that allows children to connect their own lives to distant places, quality literature, and to new information and ideas.

Literacy includes both skill-based competencies and knowledge-based competencies. The skills involved in reading relate to "decoding" what's on the page and include: concepts about print, phonological awareness, alphabet knowledge, spelling, and sight words. With supportive environments and instruction, most children acquire and master these skills by the end of third grade. Knowledge-based competencies enable a reader to comprehend what she is decoding. Knowledge-based competencies include the reader's background knowledge, vocabulary, oral language development, the ability to understand and express one's thoughts, and reasoning skills; these competencies continue to develop throughout a lifetime. In order for children to be effective readers by the end of third grade, when the shift from learning to read moves to reading to learn, children need a balance of skills- and knowledge-based experiences and instruction. Decoding skills are necessary for comprehension, but these are not sufficient.

Literacy development begins at birth and continues throughout one's life. Literacy development, especially in early childhood (birth to 9 years of age), relies on various types of integrated and engaging activities that go well beyond knowing phonics. These include:

... interactions among adults and children, to build up children's language and knowledge, and to increase the amount of time their eyes spend on print. Throughout the day... that means asking questions, starting conversations, telling stories, and singing songs. It means listening to stories via audio, drawing letters, writing names as well as writing stories, letters and essays. It means visits to local parks, libraries, and museums. It means teaching children to read independently and it also means everyone reading together. It is these interactions and everyday activities—in our homes and communities, our early education and care settings, and our schools—that foster an orientation toward learning and inspire children's sense of curiosity about the world and greater understanding of it, while simultaneously promoting their language abilities and their thinking." (Lesaux, et al., 2010, 1)

VELS and the Common Core State Standards for English Language Arts (CCSS-ELA)

All kindergarten through third grade standards in this section are copied in full from the Common Core State Standards for English Language Arts which were adopted by the State of Vermont for grades K to 12 in August, 2010. The standards for infants through preschoolers present the foundational knowledge and skills that correlate with the K-3 CCSS for English Language Arts. Research from various sources was examined in order to formulate the Infants through Preschoolers standards, and a careful analysis was used to bridge these standards for younger children with the K-3 English Language Arts Common Core State Standards.

Although the Vermont Early Learning Standards (VELS) for Reading and Writing for Infants through Third Graders should be viewed as a continuum, there isn't a direct one-to-one correspondence in all cases. The CCSS Reading standards for K-5 are divided into "Reading: Literature" and "Reading: Informational Texts", whereas, the corresponding VELS sub-domain is entitled "Book Knowledge and Appreciation". On the other hand, "Foundational Skills" and "Writing" are used consistently throughout the continuum. The division of literacy into Reading and Writing sections in the VELS should not be misconstrued as suggesting that they are separate; literacy learning is an integrated, interdependent process. The division of the two is only to enable us to better focus on the concepts of each separately.

NOTES: In reading the VELS, please note that standards indicators within each age group (i.e., Infants and Young Toddlers, Older Toddlers and Twos, Preschoolers) are organized from the earliest to later developments within that age cohort or sub-section (e.g., "Book Handling"). The K-3 CCSS-ELA standards which are incorporated in the VELS describe expectations at the end of the grade level for which they are cited. It is also important to note that the CCSS-ELA describes the outcomes for each grade level; it does not prescribe any specific instructional method or curricular approach.

(b)(5)

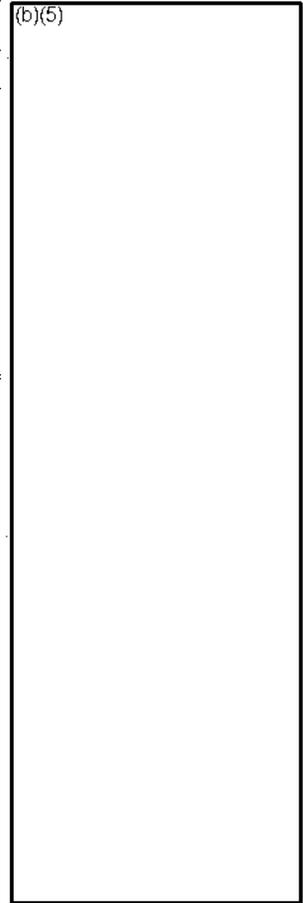
Domain: Literacy

Sub-domain: Book Appreciation and Knowledge

Goal: Children develop knowledge and appreciation of books, use "book language" and demonstrate emergent reading skills.

Some indicators of children developing knowledge about books, "book language", and emergent reading are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Book Handling <ol style="list-style-type: none"> 1. Make eye contact with a book 2. Explore book by grasping and bringing to mouth 3. Hold cardboard book with both hands and explore how book works by opening and closing it 4. Help adult turn the pages of a book 5. Visual attention to books increases 6. Turn pages well 7. Turn an inverted picture book right side up, or turns head to see the picture right side up 	Book Handling <ol style="list-style-type: none"> 1. Turn pages well 2. Turn an inverted picture book right side up, or turns head to see the picture right side up 	Language Understanding and Use <ol style="list-style-type: none"> 1. Play with the story language outside of the story reading context (e.g., Mommy, mommy, what do you see?" after reading <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.) 2. Ask and answer questions and make comments about printed materials.
	Language Understanding and Use <ol style="list-style-type: none"> 1. Look intently at pictures for several minutes 2. Coo and gurgle while adult reads 3. Laugh or smile when recognize a picture and point to individual 4. Point correctly to familiar objects when asked, "Where's the..." 5. Name familiar objects pictured 	Language Understanding and Use <ol style="list-style-type: none"> 3. Come in during reading of predictable song or story 4. Point to a picture and asks, "What's that?" or requests a label in a different way 5. Begin to use two- to four-word sentences (i.e., telegraphic sentences) to describe pictures or events in books 6. Use more complex sentences when talking about a book or a character 7. Ask and answer simple questions during the story 8. Play with the story language outside of the story reading context (e.g., Mommy, mommy, what do you see?" after reading <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.) 9. Use storybook language forms and conventions ("Once there was... The end") when telling stories 	Comprehension <ol style="list-style-type: none"> 1. Identify story-related problems, events and solutions in discussions with adults 2. With prompting and support, retell stories or information from books through conversation, art, works, creative movement, or dramatic play 3. Identify characters and recall major events in a story 4. Relate events in books to own experiences 5. Identify factual information when an informational text is shared 6. Begin to demonstrate an understanding of the differences between fantasy and reality 7. Uses pictures to predict a story 8. Recites some words in familiar books from memory 9. Fills in missing information in a familiar story 10. Identifies major characters in story 11. Begins to understand the sequence of a story (e.g., beginning, middle, and end) 12. Makes up an ending for a story 13. Pretends to read a familiar book



Domain: Literacy

Sub-domain: Book Appreciation and Knowledge

Goal: Children develop knowledge and appreciation of books, use "book language" and demonstrate emergent reading skills.

Some indicators of children developing knowledge about books, "book language", and emergent reading are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Comprehension	Comprehension	Emergent Reading
	1. Understand words for familiar objects in pictures	1. Perform an action shown or mentioned in a book	1. Show interest in sharing reading experiences and looking at books independently
	2. Relate an object or action in a book to real world	2. Show empathy for characters or situations depicted in book	2. Pretend to read a familiar book by describing what is on each page using picture cues
	3. Show preference for a favorite page by searching for it in a book	3. Make associations across books (e.g., gets two books with similar pictures)	3. Know some features of a book, such as title, author, illustrator
	Emergent Reading	4. Talk about the characters and events during the reading	4. Pretend to read using intonation and referring to the illustrations in the book
	1. Coo or gurgle when read to	5. Relate events in books to own experiences	5. Demonstrate interest in different types of literature such as fiction and non-fiction, and poetry
	2. Gaze at and/or point to illustrations while adult is reading and looking at a page	6. Link situations from a book to situations outside of the book-sharing event (e.g., reenacting events)	
	3. Vocalize (unintelligibly) while pointing at pictures	Emergent Reading	
	4. Point to pictures and vocalize (more intelligibility) such as with rising intonation to indicate "What's that?"	1. Look for preferred books for adult to read	
	5. Imitate adult's hand-finger behaviors by pointing to the words or pictures when sharing a book	2. Describe illustrations or familiar parts of text in own words	
6. Name objects pictured although articulation may not be accurate	3. Fill in the next word in the text when the adult pauses, says the next word when the adult reads it, or reads along with the adult when text is familiar and highly predictable		
7. Bring books to adult to read	4. "Read" to self and pretend to read to dolls or stuffed animals		
8. Use book behavior (to mimic sound of reading)	5. Recite entire phrases from a favorite story if the adult pauses at the opportune time		
9. Insist on having adult read a book repeatedly	6. Protest when an adult misreads or skips a word in a familiar, predictable text		
10. Have a favorite book	7. Ask to be read to requests favorite book to be read repeatedly		
	8. Look at books, magazines, and other printed material without assistance		
	9. Look through books and other printed materials as though reading		
	10. Memorize phrases from favorite books		
	11. Make comments on book		
	12. Use books during play		
	13. Select books and magazines when asked to select favorite objects/toys		

(b)(5)

Domain: Literacy

Sub-domain: Reading Literature

Goal: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read; the craft and structure of literature; the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

Some indicators of children developing knowledge of key ideas and details, craft and structure, integration, range of reading and text complexity are:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, recall familiar stories, including details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and size or events in a story, using key details. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter, scene, and stanza</i>; describe how each successive part builds on earlier sections. 5. Distinguish their own point of view from that of the narrator or those of the characters.

Domain: Literacy
Sub-domain: Reading Literature

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Integration of Knowledge & Ideas</p> <p>8. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Integration of Knowledge & Ideas</p> <p>8. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading & Level of Text Complexity</p> <p>11. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Integration of Knowledge & Ideas</p> <p>8. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Integration of Knowledge & Ideas</p> <p>8. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>

Domain: Literacy

Sub-domain: Reading Informational Texts

Goal: Children demonstrate knowledge of the key ideas and details of informational text read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and read a range of texts with complexity appropriate to their grade level.

Some indicators of children developing knowledge of key ideas and details, craft and structure, integration range of reading and text complexity are:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8; and 9-year olds)
Standards	<p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 	<p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	<p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.

Domain: Literacy
Sub-domain: Reading Informational Texts

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Integration of Knowledge & Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Integration of Knowledge & Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Integration of Knowledge & Ideas</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Range of Reading & Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>

Domain: Literacy

Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

Some indicators of children developing basic skills needed for decoding are as follows.

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Print Concepts Emerging	Print Concepts 1. Recognize print in everyday life uses symbols or pictures to represent oral language	Print Concepts 1. Recognize print in everyday life 2. Understand that print conveys meaning 3. Understand print conventions such as print moves from left to right and top to bottom, with prompting and support as needed 4. Recognize words as a unit of print and can segment them in a simple sentence 5. Understand that letters are grouped to form words 6. Recognize the association between written words and spoken or signed words 7. Recognize that the letters of the alphabet are a specific type of symbol that can be named 8. Recognize that the letters of the alphabet have specific sounds associated with them 9. Recognize and name 10 or more upper and lower case letters of the alphabet
	Phonological Awareness 1. Imitate vocalizations and sounds 2. Show increasing awareness of the sounds of spoken words by focusing on the speaker 3. Vocalize familiar words when read to 4. Recite last word of familiar rhymes, with assistance 5. Imitate sounds when looking at words in a book 6. Show interest in rhyming words 7. Shows beginning sound awareness by reacting differently to different sounds	Phonological Awareness 1. Sing along with rhyming songs 2. Recite phrases from familiar rhymes 3. Complete a familiar rhyme by providing the last word 4. Participate in rhyming games and songs with other children 4. Imitate tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)	Phonological Awareness 1. Identify and discriminate between words in spoken language 2. Identify and discriminate between separate syllables in words 3. Participate in and create songs, rhymes, and games that play with sounds of language (e.g., clap out sounds or rhythms of language) 4. Identify initial sound of words, with assistance (e.g., book begins with the /b/ sound) 5. Make three or more letter-sound correspondences (e.g., identify that 'David', 'day' and 'dog' all begin with 'C') 6. Find objects in a picture with the same beginning sound, with assistance 7. Differentiate between similar-sounding words (e.g., 'three' and 'tree')
	Phonics and Word Recognition Emerging	Phonics and Word Recognition 1. Recognize own first name in print in a familiar context 2. Enjoy ABC books	Phonics and Word Recognition TO BE COMPLETED
	Fluency 1. Show an interest in books and pictures especially those with contrast, colors, and patterns 2. Point to pictures or objects in a book when asked to 3. Interact with books by turning pages, pointing to pictures and details, imitating actions and sound effects when encouraged by an adult	Fluency 1. Pretend to read a familiar book	Fluency 1. Pretend to read a familiar book

(b)(5)

Domain: Literacy

Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

Some indicators of children developing basic skills needed for decoding are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print:</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. /r/ /w/ e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. c. Isolate and pronounce initial, medial vowels, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. 	<p>(No Print Concepts & Phonological Awareness Standards for this grade/age group)</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent out common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>(No Print Concepts & Phonological Awareness Standards for this grade/age group)</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Literacy

Sub-domain: Foundational Skills

Goal: Children develop the basic skills needed for understanding print and for decoding.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Fluency</p> <p>4. Read emergent reader texts with purpose and understanding.</p>	<p>c. Know final -e and common Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words to know basic patterns by breaking the words into syllables</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

Domain: Literacy

Sub-domain: Writing

Goal: Children develop knowledge of the writing as a form of communication and acquire skills needed to make meaning.

(b)(5)

Some indicators of children understanding writing as a form of communication and acquiring writing skills are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<ol style="list-style-type: none"> 1. Scribble or make marks independently 2. Make imprints on paper using finger paints 3. Grasp marker or crayon with fist and make marks on paper in all directions 4. Pick up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper 5. Begin to develop eye-hand coordination 6. Manipulate materials with increasing precision (e.g. picking up and putting small blocks in a bucket) 7. Explore writing tools and materials 	<ol style="list-style-type: none"> 1. Label pictures using scribble writing or ask an adult to label the picture 2. Scribble and make marks on paper purposefully 3. Use symbols or pictures to represent experiences, thoughts, objects and ideas 4. Make marks on paper and tell others what the scribbles mean 5. Use a variety of writing tools 6. Draw horizontal and vertical lines 7. Use a pointer like a stick to cover manuscripts 8. Ask adult to write their name or a picture they made 9. Are able to distinguish between writing words and scribbles, pictures 	<ol style="list-style-type: none"> 1. Make marks or scribble when an adult suggests writing 2. Recognize that writing is a way of communicating for various purposes, such as giving information, sharing stories, or giving an opinion 3. Write some letters and letter-like forms 4. Use scribbles, letters, shapes and pictures to represent experiences, ideas, objects, or stories 5. Copy, trace, or if dependent write letters or words 6. Begin to use 'sound spelling' (use initial sound of word and other letters to represent sounds heard in the word) 7. Experiment with a variety of writing tools and surfaces 8. Begin to print or copy own name and identify some of the letters 9. Show awareness of the difference between own writing and conventional print

(b)(5)

Domain: Literacy
Sub-domain: Writing

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (6- and 9-year olds)
Standards	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened. 	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> Write opinion pieces on topics or texts supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.

Domain: Literacy
Sub-domain: Writing

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations). 2. Recall information from experiences or gather information from provided sources to answer a question. 	<ol style="list-style-type: none"> 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Range of Writing (Begins in grade 3)</p>	<p>Range of Writing (Begins in grade 3)</p>	<p>Range of Writing (Begins in grade 3)</p>	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 2. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–2 up to and including grade 3 or page 29.) 3. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Conduct short research projects that build knowledge about a topic. 2. Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. <p>Range of Writing</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

CREATIVE ARTS

The Creative Arts is included within the Communications area of learning and development to emphasize the focus on the arts as an opportunity for children's self-expression, exploration, improvisation, and communication of thoughts and feelings. The Creative Arts include the sub-domains of the *Visual Arts, Dramatic Arts, Music, and Movement*.

The Creative Arts for young children birth to third grade is focused on a process rather than a product approach. Adults facilitating children's learning of the Creative Arts should focus on the process; so put away the patterns, the samples, the coloring pages, the step-by-step instructions, and instead provide materials and time for open-ended exploration of art materials, pretend-play scenarios, music and movement experiences. Adults should acknowledge the child's creative processes and emphasize the joy in these activities. Art materials should be available for visual and spatial learners; movement should be used as a learning tool as so many children are bodily-kinesthetic and physical learners at this developmental level; imagination and improvisation should be fostered to promote creative thinking and problem-solving skills; music can be in the background or at the forefront at various times of day and can simply set the stage for the classroom atmosphere or be focused specifically on a focused skill such as building vocabulary.

The Creative Arts should be considered an integral element of a young child's learning and development. The Creative Arts are an often left-out portion of the curriculum for a variety of reasons, including financial constraints, the lack of confidence of the classroom teacher, or the prioritization of other areas of learning; but, the creative arts should part of a young child's daily routine.

The Creative Arts also support all areas of learning and should be used as a strategy for learning. Preschool children may use art materials to create a menu in a pretend restaurant scenario. Second grade children may communicate their understanding of simple math problems by drawing their processes and results. Children may communicate their understanding of a book through the visual arts or dramatization. The Creative Arts allows for communication beyond the spoken word.

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I applaud the professional focus of these standards and think you have selected important areas within the Arts to focus on. I strongly encourage your group to consult the new Core Next Generation Arts Standards (if you haven't already) before finalizing your Creative Arts standards. The new arts standards were launched in early June and can be found at www.nationalartsstandards.org. The National Education Core Arts Standards website (<http://www.nationalartsstandards.org>) includes additional information on how the new standards were developed and also provides a document that describes the relationship between the Common Core and the new arts standards. You may find some of this information helpful. I am going to cite a few paragraphs of wording of the indicators, but encourage you to consult the new national standards before finalizing the content for this sub-domain.

Domain: Creative Arts

Sub-Domain: Visual Arts

Goal: Children use a variety of tools and art media to express their ideas, feelings, and creativity

Some of the indicators of young children learning how to use tools and art media are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Interact with visual art</p> <ol style="list-style-type: none"> Gaze at pictures, photos, and other images Show interest in color, shape, and texture Use open-ended, process-oriented, developmentally-appropriate art materials such as crayons at the scribbling stage 	<p>Interact with visual art</p> <ol style="list-style-type: none"> Use open-ended, process-oriented, developmentally appropriate art materials such as crayons and paint to express self at the scribbling and circles stage Enjoy the process of doing art Sharing feelings by making art 	<p>Engage in self-expression through the visual arts</p> <ol style="list-style-type: none"> Use a variety of open-ended, process-oriented, developmentally appropriate art tools and processes to express ideas and feelings Begin early representational drawing of something familiar Use developmentally appropriate art vocabulary Enjoy the process of doing art and consider it as a play experience Identify the visual arts in relation to diversity and cultures

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Domain: Creative Arts

Sub-Domain: Visual Arts

Goal: Children use a variety of tools and art media to express their ideas, feelings and creativity.

Some of the indicators of young children learning how to use tools and art media are as follows.

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Communicate through the visual arts</p> <ol style="list-style-type: none"> 1. Use open-ended media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Identify the visual arts in relation to history and cultures 	<p>Communicate through the visual arts</p> <ol style="list-style-type: none"> 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Compare a variety of purposes for making art (e.g., to tell a story, communicate emotion, beauty, functional objects) 5. Relate the visual arts in relation to history and cultures 	<p>Communicate through the visual arts</p> <ol style="list-style-type: none"> 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Use basic art elements and principles to communicate ideas, feelings, or concepts (e.g., line, shape, color) 4. Identify a variety of purposes for making art (e.g., to tell a story, communicate emotion, beauty, functional objects) 5. Relate the visual arts in relation to history and cultures 	<p>Communicate through the visual arts</p> <ol style="list-style-type: none"> 1. Use media and materials to convey ideas, feelings, concepts, or stories 2. Experiment with a variety of media and materials for creative expression 3. Identify a variety of motivations and purposes for making art in different times and places (e.g., cultural tradition, personal satisfaction, communication of beliefs) 4. Discuss the visual arts in relation to history and cultures

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Domain: Creative Arts

Sub-Domain: Dramatic Arts

Goal: Children engage in dramatic play activities representing real-life experiences, ideas, knowledge, feelings, and fantasy.

Some of the indicators of young children's understanding and engaging in pretend or dramatic play are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Engage in simple dramatic play experiences 1. Participate in simple pretend play experiences (e.g., sorting pretend soap, talking on pretend phone) 2. Engage in play with dolls, toy animals, and pretend people	Engage in dramatic play as a means of self-expression and creativity 1. Participate in simple pretend role-play experiences (e.g., pretending to be a parent or pet) 2. Engage in play with dolls, toy animals, and pretend people 3. Stay in pretend role while playing alone 4. Use simple pretend props 5. Share feelings through role-playing	Engage in socio-dramatic play as a means of self-expression and creativity 1. Initiate pretend role-playing experiences 2. Stay in pretend role while alone or with peers 3. Experience perspective of others through socio-dramatic play (taking on roles such as farmer during play) 4. Tell a story through dramatic play 5. Use pretend props in play 6. Develop deeper understanding of daily life through play
	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)
	Communicate through drama 1. Engage in fantasy play 2. Initiate play with props, costumes, and stage pieces or using symbolic props 3. Imagine, pretend, play with others, observe and copy 4. Participate with a group of peers	Communicate through drama 1. Engage in fantasy play including socio-dramatic play (taking on roles) 2. Demonstrate a character (real or imaginary) 3. Participate in theater games with peers 4. Identify and label moods through dramatic play and theater games	Communicate through drama 1. Demonstrate a character (real or imaginary) 2. Participate in theater games with peers 3. Identify and label moods through dramatic play and theater games
			Third Graders (3) (8- and 9-year olds)
			Communicate through drama 1. Demonstrate a character based on literature 2. Develop a character with a script 3. Report for an audience something a reader created 4. Speak with clarity before an audience 5. Imprevise a character with a prop 6. Accept or give a cue 7. Read a part in a script

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Domain: Creative Arts

Sub-Domain: Music

Goal: Children use music to creatively communicate their ideas and feelings.

Some of the indicators of young children's developing ability to use music to communicate their ideas and feelings are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
	Respond to music 1. Sway or clap to music 2. Show interest in voices, sounds, tones 3. Respond to simple songs with repeating and rhyming words	Respond to music 1. Sing simple songs 2. Move body to music 3. Use simple musical instruments to explore rhythm and sound 4. Respond to a variety of types of music	Respond to and engage with music 1. Sing simple songs 2. Echo short melody 3. Move body to music 4. Maintain a steady beat by clapping, tapping, or using an instrument 5. Show an interest in music
Standards	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)
	Respond to and engage with music 1. Sing simple songs 2. Echo short melody 3. Maintain a steady beat by clapping, tapping, or using an instrument 4. Show an interest in music	Communicate through music 1. Sing alone and in unison, using developmentally appropriate repertoire in rhythm, maintaining a steady beat 2. Play instruments, alone and with others, using developmentally appropriate instruments, in rhythm, maintaining a steady beat	Communicate through music 1. Sing alone and in unison, using developmentally appropriate repertoire in rhythm, maintaining a steady beat 2. Play instruments, alone and with others, using developmentally appropriate instruments, in rhythm, maintaining a steady beat

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Domain: Creative Arts

Sub-Domain: Movement

Goal: Children use movement to creatively express their ideas/feelings.

Some of the indicators of young children's developing ability to use movement to communicate their ideas and feelings are as follows:

	infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
Standards	Moves to communicate 1. Use gestures to communicate (e.g., lifting arms to be held, pointing to identify needs) 2. Smile to communicate 3. Mimic adult actions	Moves to express concepts, ideas, and feelings 1. Use gestures to communicate (e.g., lifting arms to be held, pointing to identify needs) 2. Point to identify needs 3. Smile to communicate 4. Mimic adult actions 5. Dance and clap to music 6. Enjoy big body movement and small body movement such as finger plays	Move to express concepts, ideas, and feelings 1. Create movements showing balance through concentration and muscle control 2. Dance, clap, and engage in learned motions to music 3. Demonstrate feelings through music 4. Move to show understanding of a concept (e.g., move as a seed being watered, growing into a flower) 5. Show interest in developing skills in movement and/or dance 6. Enjoy big body movement and small body movement	
	Kindergartners (K) (5- and 6- year olds) Move to express thoughts, concepts, and feelings 1. Create movements showing balance through concentration and muscle control 2. Dance, clap, and engage in learned motions to music 3. Move to show understanding of a concept (e.g., move as a seed being watered, growing into a flower) 4. Show interest in developing skills in movement and/or dance 5. Enjoy big body movement and small body movement 6. Use movement and dance to express a simple idea 7. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	First Graders (1) (6- and 7- year olds) Move to express thoughts, concepts, and feelings 1. Use movement and dance to express a simple idea and share it with their peers 2. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	Second Graders (2) (7- and 8-year olds) Move to express thoughts, concepts, and feelings 1. Use movement and dance to express a simple idea and share it with their peers 2. Interpret a story, piece of music, artwork, play, or learning experience through movement and dance	Third Graders (3) (8- and 9-year olds) Move to express thoughts, concepts, and feelings 1. Use movement and dance to express complex ideas and narrative 2. Use improvisation to discover and invent movement and dance 3. Communicate through dance by demonstrating qualities/dynamics/levels of movement (e.g., fast/slow, hard/soft, heavy/light)

ADDITIONAL COMMENTS BEGIN HERE

**Learning About the World:
Mathematics, Science and Social Studies**

This Area of Development and Learning, *Learning about the World* focuses on what children do as they explore, make observations and analyze relationships in the world in which they live. The VELs identifies three Domains in this area: Mathematics, Science and Social Studies.

Young children make simple observations about their environment. They begin to examine various objects (shapes) and begin to reason spatially about the relative size and position of the objects in their world. They also begin to recognize simple quantitative relationships by discovering how to use the word *more*. VELs explores how these early experiences become the underpinnings for developing and learning about *number, operations, measurement, geometry and spatial reasoning*.

Area of Science intro

Area of Social Studies intro

Mathematics

Mathematics is the *active process* of making sense of the world around us, discovering regularities and patterns, and exploring big ideas related to number, operations, measurement, geometry, and spatial reasoning. "The process of constructing meaning is the process of learning. We actually create our knowledge; we do not discover it." (Fosnot and Dolk, 2001). Children naturally engage in mathematics as they solve problems in their environment within a community. They interact with peers and adults in their world and make sense of their discoveries. Mathematics should not be viewed as a list of facts to memorize and procedures to practice, while it is true that many facts will eventually be entered into memory, and many procedures will become fluent over time, making sense and creating new knowledge through exploration, solving problems and communicating and sharing ideas with others should be the focus of mathematics instruction. By providing intentional, well-designed learning opportunities young children will be successful in learning mathematics and understanding the big ideas and concepts that will provide a strong foundation for continued learning throughout their lives.

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VELS and the Common Core State Standards for Mathematics (CCSSM)

All kindergarten through third grade mathematics standards in this document are copied in full from the Common Core State Standards for Mathematics (CCSSM), which were adopted by the State of Vermont for all grades K to 12 in August, 2010 (For a full copy of the CCSSM please go to <http://www.corestandards.org>). The birth through prekindergarten standards were written to bridge toward the CCSSM and to provide a consistent approach to developing mathematics understanding from birth to grade 3. Current cognitive research was examined in order to fully understand the development from birth to prekindergarten and careful analysis of the research helped to tie the two sets of standards together. The CCSSM Writing Team added these opening statements to the CCSSM to state the purpose of the Standards which applies to all the K-3 Standards in the VELS. These statements are summarized below (refer to the CCSSM, pg. 4 to read the statements in full):

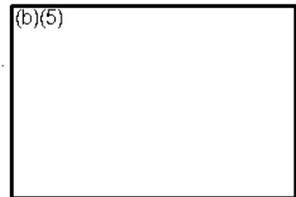
These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But *what does mathematical understanding look like?* One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from...

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to

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participate fully from the outset along with appropriate accommodations to ensure maximum participation of students with special education needs. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

Standards for Mathematics Practice



The Common Core State Standards for Mathematics (CCSSM) provides a set of Standards for Mathematics Practice that are intended to connect with the Standards for Mathematical Content. These Standards for Mathematics Practice "describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." These are student practices that must be encouraged and fostered by parents, caregivers, educators and others while children are actively engaged in discovering and learning new mathematics concepts. These Standards for Mathematics Practices are summarized below (refer to the CCSSM, pg. 6-8 to read the statements in full):

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They can use the context of the problem when needed or they can take the numbers out of context to consider the quantitative relationships in choosing strategies for solving problems.

3. Construct viable arguments and critique the reasoning of others.

Elementary students can construct arguments (to prove the correctness of their solutions) using concrete referents such as objects, drawings, diagrams, and actions. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. Mathematically proficient students are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams and tables. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include concrete models, pencil and paper, a ruler, a protractor, or a calculator. Proficient students are sufficiently familiar with tools appropriate for their grade to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Sub-domains of Mathematics

The following VELs for Mathematics are organized into Sub-domains. To be consistent with the Common Core State Standards for Mathematics (CCSSM), VELs uses the same language to identify each of its Sub-domains in this section. These Sub-domains include *Counting and Cardinality*, *Operations and Algebraic Thinking*, *Numbers and Operations in Base-Ten*, *Numbers and Operations—Fractions*, *Measurement and Data*, and *Geometry*. Along with these Sub-domains, the *Standards for Mathematics Practice* are also summarized above and should be implemented alongside the Mathematics Content Standards below.

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For the indicators that are for infants through preschoolers, I would encourage you to consult the National Research Council's publication titled *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity* if you haven't. It is an excellent resource that provides great descriptions of children's mathematical knowledge and skills, and useful charts to show precisely what skills children should have at the different age levels. I have noted a few indicators that caught my eye as perhaps being a bit advanced for the age group, but would encourage you to look carefully at the charts in this NRC report just to double check that the indicators are appropriate for each age group.

Domain: Mathematics

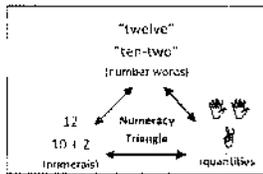
Sub-domain & Goal: Counting and Cardinality

This sub-domain focuses on counting and includes rote counting (knowing the number names and saying them in the correct sequence) of set counting (including one-to-one counting correspondences when counting, and knowing the cardinality of a group of objects), reading and writing numerals, and comparing quantities. While the counting process may appear to be a simple task, children need to make connections between what they know and what they know how to do. To be a

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successful counter, children need to know the number words and the correct sequence, have a way to keep track of the objects they are counting (which have been counted and which still need to be counted), understand one-to-one correspondence, synchronize the words they say to one and only one object, and know that the last number said after they have counted tells the number of objects that have been counted and answers 'how many?' questions.

The many standards in the sub-domain address the connections between the number words, the symbols (numerals), and the quantities they represent. These connections are often thought of as a triangle (Fuson, Clements & Beckmann, 2009; Shane, 2000):

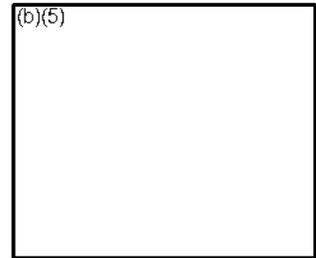


There are many connections to be made when expressive and receptive language are considered while analyzing this triangle. 'Show me *three* fingers,' requires children to hear and understand (receptive language) the word *three* and then to show (expressive) the correct quantity of fingers. The reverse is true if three fingers are held up and children are asked, 'How many fingers do you see?' This requires the children to say the word *three* (expressive language). These same connections can be made between any two vertices (points) of this triangle: connections between word and numerals, numeral and words, numerals and quantities, and quantities and numerals. Opportunities for children to make sense of numbers and make strong connections to these fundamental components of quantitative understanding are a priority for young children.

As indicated in the above triangle, this sub-domain also includes correct numeral formation and numeral recognition and identification. By the end of kindergarten, children should have the fine motor ability to correctly form all the digits from 0-9 and have many exposures to numerals including various forms of the numerals (the straight and curly 9, the open and closed 4, etc.). Numeral recognition and identification are addressed in the early years and addressed in Sub-domain: Number and Operations in Base-ten in later years when there is an increased focus on place value.

The final cluster of standards in this sub-domain involves connecting numerals to quantities and comparing quantities to determine which of two groups have *more* or *less* than the other or if they are the *same* (equal). Opportunities to compare quantities arise in other sub-domains such as when sorting objects by color, size, shape, etc. and comparing group size (Sub-domain: Measurement and Data and Sub-domain: Geometry).

The Standards in Sub-domain: Counting and Cardinality end after kindergarten. The Standards in the years leading up to and including kindergarten heavily focus on counting and cardinality. Beyond kindergarten, counting is embedded in other domains most notably in the Sub-domain: *Numbers and Operations in Base-ten* when first graders explore the base-ten system by grouping and counting by tens and ones and build an understanding of place-value notation.



Domain: Mathematics

Sub-domain: Counting and Cardinality

Goal: Children rote count, recognize numerals, and connect numerals with quantities.

Some of the indicators of young children developing knowledge of counting and cardinality are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Know number names and the count sequence.</p> <p>1. Use a few number words and some parts of the number sequence without understanding quantity (e.g., imitate a counting rhyme, song or book)</p>	<p>Know number names and the count sequence.</p> <p>1. Understand the words <i>one</i> and <i>two</i> (e.g., distinguish <i>one</i> and <i>two</i> from <i>many</i>; identify pairs of objects as <i>two</i>, identify three or more objects as <i>many</i> rather than a <i>one</i> or <i>two</i> of something; respond appropriately to the request, "Take just one," or "Give me two.");</p> <p>2. Know their age.</p> <p>3. Understand the words <i>three</i> and/or other counting words.</p> <p>Count to tell the number of objects.</p> <p>4. Determine the number of objects in a group of up to five objects by using <i>one-to-one</i> counting (i.e., labeling each object in a group with one and only one number word from the counting sequence to determine the total number of objects in a group, as in finger counting, and counting out snack items)</p> <p>Compare numbers.</p> <p>5. Use the word <i>more</i> to identify the larger of two groups and <i>less</i> for smaller groups</p> <p>6. Recognizes some numerals and connect them to the quantities they represent</p>	<p>Know number names and the count sequence.</p> <p>1. Count to 20 and understand that numbers come on/after or after one another.</p> <p>2. Give the next number in a sequence 1-10</p> <p>3. Identify numerals to 5 by name.</p> <p>Count to tell the number of objects.</p> <p>4. Recognize number and quantities in the everyday environment.</p> <p>5. Finger count to 10 and shows 1-5 fingers when named (e.g., "show me 3 fingers.");</p> <p>6. Count a group of up to 5 objects.</p> <p>a. Point to or move objects when counting.</p> <p>b. Understand that the last number tells how many in all.</p> <p>7. Connect numerals 1-5 to a group of counted objects.</p> <p>8. Identify small groups of objects without counting (subitize a group of 1-3 objects) e.g., can answer the question "How many crackers are on your plate?" without counting when there are 1-3 crackers.</p> <p>Compare numbers.</p> <p>7. Compares groups of up to 10 objects and identifies which group has <i>more</i> or <i>less</i>, or if they are the <i>same</i> (equal).</p>

(b)(5)

Domain: Mathematics

Sub-domain: Counting and Cardinality

Goal: Children rote count, recognize numerals, and connect numerals with quantities.

Some of the indicators of young children developing knowledge of counting and cardinality are as follows:

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p> <p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	No standards in this domain.	No standards in this domain.	No standards in this domain.
	<p>Count to tell the number of objects</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>d. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>e. Understand that each successive number name refers to a quantity that is one larger.</p>			
	<p>5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>			
	<p>Compare numbers.</p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>			

(b)(5)

Domain: Mathematics

Sub-domain & Goal: Operations and Algebraic Thinking

This sub-domain focuses on the understanding of the four operations of addition, subtraction, multiplication and division of whole numbers; the relationships between addition and subtraction; and in later years the relationship between multiplication and division; and the properties of operations including the *commutative and associative properties* of addition and multiplication, the *additive identity of 0* and the *multiplicative identity of 1*.

An early focus in this sub-domain is *causality* or the relationship between cause and effect. For very young children the understanding of causality develops when they discover that one thing can cause another thing to happen. This understanding is important for developing quantitative relationships and becomes apparent when children begin to understand and use the term *more*. If they say or sign, "more," they receive additional items (e.g., *more* crackers at snack time or *more* toys during playtime). Their request results in a change of quantity which is a foundational understanding of addition. Further on, young children discover the connections between counting and addition and subtraction. Each successive number in the count sequence represents one more when counting backward it represents one less; and when skip counting each number represents the total when repeatedly adding the same amount leading to understanding the relationship between addition and multiplication. In fostering these connections parents, caregivers, educators and others can help by using supportive language during counting activities and say "We have 3 right now. I'm going to add one more (add one). Now, how many do we have? Let's add another..." Similar language can be used when removing objects and counting backward, or when repeatedly adding the same amount to the pile. The connection between counting and addition and subtraction is a critical understanding as children begin to construct, invent or reinvent (as Kamii calls it) their own strategies for solving problems.

(b)(5)

The CCSSM recognizes several common addition, subtraction, multiplication and division situations. In the early years children begin to understand addition as *adding to* (a start amount) and subtraction as *taking from* (a start amount); addition as *putting together* (two or more groups) and subtraction as *taking apart* (one group into two); and *compare* situations in determining the difference between two quantities (more or fewer). Having a deep understanding operations and the relationships between them are foundational concepts for later algebraic thinking—a major focus of the CCSSM. For more detail about these operational situations and the common multiplication and division situations, please refer to the glossary of the CCSSM on pages 88-90.

Domain: Mathematics

Sub-domain: Operations and Algebraic Thinking

Goal: Children understand operations and the relationships between them.

Some of the indicators of young children developing knowledge of operations and algebraic thinking are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Understand causality, and understand addition as adding to and understand subtraction as taking from.</p> <ol style="list-style-type: none"> 1. Discover that one thing can cause another thing to happen. 2. Understand <i>more</i> (e.g., "do you want <i>more</i>?"). 3. Use the term <i>more</i> to get additional objects (e.g., asking for <i>more</i> when eating snack or playing with toys). 	<p>Understand causality, and understand addition as adding to and understand subtraction as taking from.</p> <ol style="list-style-type: none"> 1. Determine that one object added to another makes two and that one object taken away from two make one. 2. Recognize that adding to a group of objects increases the total, and taking some from a group decreases the total. 3. Recognize that if you change the size of a part of a group, then you also change the size of the whole group. 	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. Understand the more you add to a group the greater the total. 2. Understand the more you take away, the less you have, and the less you take away, the more you have. 3. Put two groups together to form one larger group and find the total of up to 5. 4. Separate one group into two smaller groups and know the size of the parts (beginning with a total of up to 5), e.g., "I can give 2 blocks to my friend and still have 3 to play with."

(b)(5)

(b)(4)

Domain: Mathematics

Sub-domain: Operations and Algebraic Thinking

Goal: Children understand operations and the relationships between them.

Some of the indicators of young children developing knowledge of operations and algebraic thinking are as follows

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $6 = 2 + 3$ and $5 = 4 + 1$). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5. 	<p>Represent and solve problems involving addition and subtraction.</p> <ol style="list-style-type: none"> 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 3. Understand subtraction as an unknown-in-any problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20. <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <ol style="list-style-type: none"> 4. Apply properties of operations as strategies to add and subtract. Examples: If $6 + 3 = 9$ is known, then $3 + 6 = 9$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) 	<p>Represent and solve problems involving addition and subtraction.</p> <ol style="list-style-type: none"> 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <p>Add and subtract within 20.</p> <ol style="list-style-type: none"> 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 	<p>Represent and solve problems involving multiplication and division.</p> <ol style="list-style-type: none"> 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7. 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$.

Domain: Mathematics

Sub-domain: Operations and Algebraic Thinking

Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
<p>Standards</p>	<p>Add and subtract within 20.</p> <p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 8 - 7$; $5 + 2 = 2 + 5$; $4 + 1 = 5 + 2$.</p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? - 11$; $5 = \dots - 3$; $6 + 8 = \dots$.</p>	<p>Work with equal groups of objects to gain foundations for multiplication.</p> <p>5. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>6. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>5. Apply properties of operations as strategies to multiply and divide. 2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 = 2$ can be found by $5 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 6.</p> <p>Multiply and divide within 100.</p> <p>7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>

Domain: Mathematics

Sub-domain & Goal: Numbers and Operations in Base-Ten

The standards in this sub-domain focus on our base-ten system and place-value notation. In kindergarten, children discover that teen numbers are composed of one group of ten and some more. First and second grade standards extend the counting sequences (focusing on the connection between skip counting, the base-ten system and place value). They also begin to record the results of comparisons with the symbols $>$, $=$, and $<$. Students explore multiple tens and ones and use correct place-value notation for numbers up to 120 in first grade moving to numbers to 1000 by the end of second grade. Second grade students gain an even deeper understanding of place value when they begin to discover strategies for adding and subtracting 2- or 3-digit numbers which include counting in units or multiples of hundreds, tens and ones and using expanded notation or place value. Third graders continue to deepen their understanding of place value even further when they explore multiplying by multiples of 10.

Domain: Mathematics

Sub-domain: Numbers and Operations in Base-Ten

Goal: Children understand our base-ten system and place-value notation

Some of the indicators of young children developing knowledge of base-ten and place-value notation are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	No standards in this domain	No standards in this domain	<p>Recognize patterns in the counting sequence.</p> <p>1. Count beyond 29 by repeating the 1-9 pattern when given a new decade name (e.g., when given the next decade name the count continues 28, 29... "30", 31, 32, 33...).</p>

Domain: Mathematics

Sub-domain: Numbers and Operations in Base-Ten

Goal: Children understand our base-ten system and place value notation.

Some of the indicators of young children developing knowledge of base-ten and place-value notation are as follows.

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Work with numbers 11-19 to gain foundations for place value.</p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Extend the counting sequence.</p> <p>1. Count to 120, starting at any number less than 120 in this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value.</p> <p>2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Understand place value.</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <p>2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>1. Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>2. Fluently add and subtract within 1000, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3. Multiply one-digit whole numbers by multiples of 10 in the range 10–60 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>

Domain: Mathematics

Sub-domain & Goal: Number and Operations—Fractions (3rd grade only)

The standards in this sub-domain focus on developing and understanding of the symbolic notation for fractions and connecting this understanding to the geometry standards found in the kindergarten, first and second grades where students compose shapes using equal sized parts and decompose shapes into equal parts. While there are no formal standards for fractions in birth to preschool, frequent opportunities to explore fair shares present themselves during play and snack time, e.g., when breaking a cracker in half. Word of caution—There is no such thing as ‘the big half’ or the ‘little half.’ If one piece is larger than the other, they are two pieces, not halves. Halves are equal in size.

Domain: Mathematics

Sub-domain: Numbers and Operations-Fractions

Goal: Children understand fractions as numbers.

Some of the indicators of Third Graders understanding fractions as numbers are as follows:

Third Graders (3) (8- and 9-year-olds)
<p>Develop understanding of fractions as numbers.</p> <p>1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p> <p>2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p> <p>b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length of $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p> <p>3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $6 \div 1 = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>

Domain: Mathematics

Sub-domain & Goal: Measurement and Data

As young children begin to crawl exploring more of their environment and traveling greater distances, they are discovering the concepts of *here* and *there*, and *near* and *far*. These early discoveries lead to examining their world in terms of space and distance. They also begin to explore how objects vary in size, the passing of time as they notice regularity in their daily routines, and how language to support communicating their new discoveries. Preschoolers and kindergarteners begin to directly compare objects, holding one object next to another to determine which is taller, longer, heavier, etc. In first grade, "students develop an understanding of the meaning and processes of measurement" and begin to explore how to use smaller items of equal size (non-standard units such as popsicle sticks, or blocks) to measure length or distance by lining up the items from one end to another (CCSSM, p. 13). During first and second grade, students begin to formalize their concepts of time and accurately tell time by the end of second grade providing the foundation needed to solve problems involving elapsed time and time interval in later grades. Second graders also "recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration (repetition) of units. They recognize that the smaller the unit, the more iterations they need to cover a given length" (CCSSM, p.17). Repeated experiences with standard measuring tools provide second graders with the concepts necessary to understand the number line and how it can be used as a tool to model addition and subtraction strategies. However, NCTM (2009) has found that "number lines are not appropriate for children before grade 2" (Fuson, Clements & Beckman p. 45). In third grade, "students recognize area as an attribute of two-dimensional regions, ...by decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle" (CCSSM, p. 21). Third graders also solve problems involving time, liquid volumes, and masses of objects, and apply their knowledge of fractions to measurement.

This sub-domain also includes collecting and exploring data—the foundation of which is developed in the early years as young children begin to recognize how objects are similar and/or different from one another. As they begin to recognize various attributes of objects they sort and classify. This provides the opportunity to count the number of objects in each group and compare the results of the counts. These early experiences lay the foundation for collecting, representing and comparing data in later grades.

Domain: Mathematics

Sub-domain: Measurement and Data

Goal: Children learn and use concepts of measurement and comparison.

Some of the indicators of young children learning about measurement and comparisons are as follows.

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Discovers measurable attributes and explores spatial reasoning</p> <ol style="list-style-type: none"> 1. Understand concepts such as here and there, and near and far. 2. Adjusts reach based on distance and size of an object. 3. Adjusts grasp of an object based on its weight. 	<p>Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> 1. Explore objects by filling and emptying containers 2. Discover that different-sized containers hold more or less. 3. Develop language to describe attributes such as big v. small (height/area/volume), long or tall v. short (length/height), heavy v. light (weight) and fast v. slow (speed) 4. Develop sense of time through participating in routine daily activities (e.g., know about when it's time to eat, nap, go home, etc.). 5. Recognize patterns in the environment (e.g., day follows night, patterns in caretaking or clothing, etc.) 6. Use terms such as now, later, tomorrow, and yesterday <p>Classify objects.</p> <ol style="list-style-type: none"> 7. Understand the concepts of same and different, and describe objects in these terms. 8. Classify and sort familiar objects by a known (e.g., hard v. soft, large v. small, heavy v. light). 9. Order blocks or other objects by size. 	<p>Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> 1. Explore objects by filling and emptying containers 2. Directly compares and orders objects using attributes of length, weight and size (bigger/smaller, longer/shorter, taller/shorter, heavier/lighter) <p>Classify objects and count the number of objects in each category.</p> <ol style="list-style-type: none"> 3. Sorts, classifies, and seriates objects (puts in a pattern) using attributes such as color, shape, size, etc. 4. Compares group size of sorted objects, e.g., I have more blue bears than red bears. 5. Use terms such as before, after, now, later, tomorrow and yesterday.

(b)(5)

Domain: Mathematics

Sub-domain: Measurement and Data

Some of the indicators of young children learning about measurement and comparisons are as follows:

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Measure lengths indirectly and by iterating length units.</p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Tell and write time.</p> <p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Represent and interpret data.</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>Relate addition and subtraction to length.</p> <p>5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram whose number units.</p>	<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>Represent and interpret data.</p> <p>3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards		<p>Work with time and money.</p> <p>7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>Represent and interpret data.</p> <p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>8. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>7. Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements</p> <p>8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

Domain: Mathematics

Sub-domain & Goal: Geometry

The sub-domain focused on two- and three-dimensional shapes and spatial reasoning. In our three-dimensional world young children explore various shapes by touching, feeling, shaking, stacking, etc. Their discoveries lead to recognizing some regularity in these shapes, some shapes are "flat" and some are "round." As they near adults in their environment use language to identify various attributes and names of shapes, they explore using the language to communicate their discoveries, beginning with informal language at first and later using more formal and precise language. As children move through their preschool and kindergarten years, they will begin to increase their understanding of two- and three-dimensional shapes and can recognize, identify and name many common shapes regardless of their orientation. They also explore composing and decomposing shapes to make new shapes. In later grades, students refine their descriptions and definitions of shapes and their attributes and explore various ways to sort and categorize shapes. Composing and decomposing shapes also provides opportunities to discuss equal parts of a whole and describing each part in fractional terms. The explorations in kindergarten through second grade should focus equal shares (parts), describing the shares (parts) using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Although these students may see and use some fraction notations, the goal during these early years should focus on partitioning shapes into equal sized parts, identifying how many equal sized parts make up the whole (four), name for each part or unit (a fourth) and counting how many parts or units you are referring to (3 fourths). Formal fraction notation will be thoroughly explored in third grade (see Sub-domain: Numbers and Operations—Fractions).

Standards focusing on spatial reasoning are also included in this Sub-domain. As young children are exploring this world building and stacking, they explore concepts and eventually the language of physical relations and relative positions such as over, under, above, on, beside, next to, in front, behind, in inside, outside, between, up down, top, bottom, front, back, near, far, left, right and later they are able to follow one- and two-step directions using these terms, e.g., Please put this on the top shelf and next to the book about dogs.

Domain: Mathematics

Sub-domain: Geometry

Goal: Children recognize two- and three-dimensional objects and use spatial reasoning

Some of the indicators of young children learning about geometry are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Discover shapes in their environment Develop concept of three dimensionality.</p> <p>Reason spatially</p> <ol style="list-style-type: none"> Understand that objects have fronts and backs. Understand that when an object is completely hidden, it is still there and can be retrieved. Recovers objects that have been removed from hiding and hidden again in a second position. Work simple insert puzzles. Remove parts from a toy (e.g., a wheel and reassemble them). Build three-dimensional structures using one type of object. 	<p>Identify and describe shapes</p> <ol style="list-style-type: none"> Informally identify and play with solid objects (e.g., picking out a familiar object by touch when placed in a bag with two other objects). Name and recognize shapes and communicate their ideas about how they are the same or different. Match shapes of same size and orientations and moving towards shapes with different sizes and orientations. Create pictures using simple shapes (e.g., using pattern blocks or tangram blocks). Put together and take apart shapes (e.g., understand that a whole object such as pizza can be separated into parts). Build two-dimensional shapes and three-dimensional structures often exploring symmetry. <p>Reason spatially</p> <ol style="list-style-type: none"> Complete increasingly complex puzzles. Understand and use some words representing physical relations or positions (e.g., over, under, above, on, beside, next to, in front, behind, in, inside, outside, between, up, down, top, bottom, front, back, near, far, left, right). 	<p>Identify and describe shapes</p> <ol style="list-style-type: none"> Children name and recognize common two- and three-dimensional shapes, and their parts and attributes, and communicate their ideas about how they are the same or different. Recognizes common shapes (e.g., square, rectangle, circle, triangle) regardless of orientation. Compose (combine) and decompose shapes to make other shapes. <p>Reason spatially</p> <ol style="list-style-type: none"> Communicate ideas about relative position of objects using terms such as on, top of, beside, in front, etc. Follow simple directions related to relative position (beside, between, next to, etc.)

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Domain: Mathematics

Sub-domain: Geometry

Goal: Children recognize two- and three-dimensional objects and use spatial reasoning.

Some of the indicators of young children learning about geometry are as follows:

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). <p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none"> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. For example, "Can you join those two triangles with full sides touching to make a rectangle?" 	<p>Reason with shapes and their attributes.</p> <ol style="list-style-type: none"> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, or orientation overall size); build and draw shapes to possess defining attributes. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 	<p>Reason with shapes and their attributes.</p> <ol style="list-style-type: none"> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, a <i>third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 	<p>Reason with shapes and their attributes.</p> <ol style="list-style-type: none"> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SCIENCE

Science for young children, birth through grade 3, is focused on developing habits of mind such as curiosity, questioning, openness to new ideas, and wondering. This is a time when children are experiencing the world around them and constructing knowledge. Science should be relevant and concrete – at their fingertips, allowing for understanding through their senses. It should be about where the children live, about their bodies, about aspects of the natural world they can explore themselves. The younger the child, the closer the experience needs to be to them.

The state of the world today makes it imperative to start science exploration as early as possible. As Wynne Harlen states, "... whether we teach science or not, they will be developing ideas about the world around them from their earliest years (Harlen, p. 2)." Children begin early to understand their relationship with the earth and nature and their place in the system. They begin early to understand healthy choices for living such as healthy foods and leading active lives with exercise and daily time outside. They enthusiastically investigate how to make things move and can thoughtfully observe living things in their habitats.

For early childhood educators, science is a relevant, exciting topic for teaching across the curriculum. Science offers opportunities for mathematical, reading, and writing experiences. It provides a meaningful context for these activities. The teacher's role in science is to provide opportunities for concrete experiences, facilitate those experiences, listen to ideas, ask open-ended questions, explore along with the child, provide opportunities for problem-solving, examine early understandings, and provide information – the key is to allow for a safe, supportive environment that fosters scientific dispositions and builds science content knowledge over time.

Within VELS, science is divided into the domains of physical science, life science, the human body, and earth and space, to provide clear expectations for what children should be learning about. In each domain, outcomes are addressed that focus on both science process and content knowledge. Science and engineering practices include **planning, observing, exploring, problem-solving, using models, gathering and recording information, and discussing findings**. Content outcomes are focused on elements of the study of each domain and how children interact with and construct knowledge about earth and space, life science, the human body, and physical science.

(b)(5)

Physical Science

Children explore the physical properties of objects and materials in their everyday environment and experience. They notice that different kinds of matter exist (e.g., wood, metal, water) and that some matter can be identified as either solid or liquid, depending on their temperature. Children can observe that heating or cooling substances can cause changes. Through experimentation, children can determine what properties are best suited for specific purposes.

Physical science also includes force and motion concepts. Children investigate the cause and effect relationship of pushes and pulls. They come to realize that pushing or pulling an object can change the speed or direction of its motion. Additionally, they develop an understanding of friction as a pull that opposes the object's motion. Energy is explored through waves, which are regular patterns of motion that can be made in water by disturbing the surface. Waves, or vibrations, from sound energy can also be created and their impact observed. Children discover that light energy allows us to see objects and very hot objects give off light (e.g., a fire, the sun). Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.

Life Science

Children explore the characteristics of living things within their experience and environment. They learn that plants and animals have different parts that help them to meet their needs for survival. Through observations, children discover how plants and animals change over time and produce offspring who share characteristics of their parents. Children come to understand that all animals need food in order to live and grow while water and light are essential for plant growth. They learn how animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Finally, children need to know that some kinds of plants and animals that once lived on Earth (e.g., dinosaurs) are no longer found anywhere, although others now living (e.g., lizards) resemble them in some ways.

Human Body

Children examine the human body through exploration of movement, health, and exercise. They observe and compare physical features of themselves and their classmates. Children notice that people have different external features, such as color of hair, skin and eyes. They learn that these features are inherited from their biological parents. Children investigate their world using a variety of senses and recognize that different senses provide different information. They also begin to understand how senses help people to meet their needs for survival. With the support of adults, children identify substances in the environment that can be harmful to their bodies and strategies for keeping themselves safe. Children observe how people change over time and go through predictable stages of development.

Earth and Space Science

Children investigate the earth and sky in their environment and examine them more closely. They observe, describe, and predict patterns of the motion of the sun, moon, and stars and recognize that scientific tools like telescopes make it possible to observe celestial objects in greater detail. They learn that some events occur in cycles, like day and night, while others, like a volcano, have a beginning and an end. Additionally, children begin to understand that some events, like earthquakes, happen very quickly, others, such as the formation of the Grand Canyon, occur very slowly, over a time period much longer than one can observe. They record observations of the weather in order to notice patterns that occur over time. Children use models to explore how wind and rain can change the land and look for evidence of these changes in their own environments. The impact of plants and animals, including humans, on the land is examined and children identify options that can reduce adverse impacts on land, water, air, and other living things—for example, by reducing trash through reuse and recycling.

Crosscutting Concepts

The domains of science are fortified by concepts that are threaded throughout the physical, life, and Earth/space sciences. These crosscutting concepts can be considered the learning goals necessary to achieve science literacy. They serve as “connective tissue” across the domains of science and allow children to develop coherent, predictable views of the natural world. Patterns, cause and effect relationships, cycles, sustainability (stability and change), scale/proportion/quantity, systems, and structure/function are crosscutting concepts that need to be carefully woven into science experiences that are also rich with content and opportunities to develop science and engineering practices.

(http://www.nsta.org/asc/standardsupdate/resources/2012CFE_Framework_Draft.pdf)

A Framework for K-12 Science (<http://www.nap.edu/catalog/13163>) identifies the following crosscutting scientific and engineering concepts:

1. **Patterns.** Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. **Cause and effect: Mechanism and explanation.** Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. **Scale, proportion, and quantity.** In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

4. *Systems and system models.* Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. *Energy and matter. Flows, cycles, and conservation.* Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. *Structure and function.* The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
7. *Stability and change.* For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.
(A Framework for K-12 Science, p. 84)

The Role of Engineering

In addition to quality science experiences, young children should be provided with opportunities to solve engineering challenges. Look around your classroom or home. How much of what you see is part of the human-made world that was created in response to a need or problem? Engineers ask questions, imagine possibilities, and then plan, design, and construct solutions. They revisit their work and make improvements. Children are born engineers! They are fascinated by intriguing problems and delight in building, taking things apart, and investigating how things work. Engineering breathes life into mathematics and science by providing opportunities for application and integration of content. Designing pathways for balls to roll down, constructing pulley systems to move materials from one place to another, and building the "tallest" tower are examples of engaging engineering challenges that can naturally occur in early education classrooms.
<http://ecm3.usp.edu/evord/dsseckzan.html>

Technology as a Tool

Technology is integral to the study of science and is considered a tool for learning. Technology offers children the opportunity to observe living things more closely such as looking at pond water through a digital microscope. It offers children the opportunity to document a plant's growth with a digital camera or to document the phases of the moon through photography. New technologies that support children's understanding of science concepts are being developed; be sure to check for streaming video, computer applications, and other technologies that help science come alive for children.

The National Research Council reports that a preschool curriculum that promotes skills such as reflecting, predicting, questioning, and hypothesizing is most effective for engaging young learners (Bowman, Donovan, & Burns, 2001).

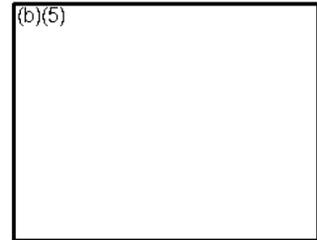
Next Generation Science Standards (NGSS K-3) and the Vermont Early Learning Standards (VELS)

The performance expectations (VELS Content) as well as the Science and Engineering Practices for each grade level K-3 are taken directly from the Next Generation Science Standards (NGSS). Crosscutting concepts identified in NGSS are also included. For additional information that will clarify the intent of the science standards, educators are encouraged to go directly to NGSS at <http://www.nextgenscience.org>. Explicit connections to Common Core State Standards for both Mathematics and English Language Arts/Literacy, clarification statements for performance expectations, descriptions of disciplinary core ideas, and assessment boundaries are incorporated into NGSS in order to support a common, shared interpretation of the standards.

Domain: Science

Sub-Domain: Physical Science

Goal:



Some of the indicators of young children learning about physical science are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Interact with the world around them</p> <p>1. Investigate the people, things, and places in their world through exploration and play.</p> <ul style="list-style-type: none"> - React to sounds outside - Experiment with their own ability to create sounds - Observing objects that emit light - Handle and mouth objects - Explore own body such as grabbing foot, looking at hands <p>Make discoveries with objects such as rattles (cause and effect)</p> <p>2. Repeat behaviors to figure out cause and effect (e.g., a toy released high always goes down (law of gravity) or enjoy filling containers and dumping contents out</p>	<p>Interact with the world around them</p> <ol style="list-style-type: none"> 1. Move away from trusted caregiver to explore new things, then check back by looking or touching object 2. Use objects in more than one way 3. Describe patterns observed 4. Act on the understanding that objects still exist while out of sight 5. Ask simple questions like: Why? What? Where? 6. Use objects as a means to an end (e.g. carries blocks in a bucket) 7. Observe and describe how items or people are the same and different 8. Experiment with the effects of pushing and pulling on objects 9. Creates sounds intentionally (e.g., moos like a cow, plays with instruments) 	<p>Science and Engineering Practices:</p> <p>Use scientific practices including asking questions, observing, recording, and discussing their findings</p> <ol style="list-style-type: none"> 1. Ask questions based upon discoveries made while playing (e.g., block play, sand & water play) 2. Use scientific practices of planning, observing, explaining, problem-solving, gathering and recording information, and discussing findings. 3. Make simple observations, predictions, explanations and generalizations based on real-life experiences 4. May use technology as a tool for learning (e.g., digital cameras for recording) 5. Identify problems and use materials to create solutions (Engineering) <p>CONTENT:</p> <p>Use the five senses to investigate physical properties of objects and materials</p> <ol style="list-style-type: none"> 1. Identify differences in the properties of objects and materials 2. Explore and describe how things move (force and motion) 3. Use words to describe how objects move in different ways 4. Explore patterns of movement and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing 5. Explore and describe cause-effect relationships based on everyday experiences 6. Experience the warmth of the sun 7. Recognize that lights, TV, radios, and other electronics use energy that should be conserved <p>Crosscutting Concepts:</p> <ul style="list-style-type: none"> - Scale, Proportion, and Quantity (e.g. block building) - Patterns - Cause & Effect Relationships - Sustainability

(b)(5)

Domain: Science
Sub-domain: Physical Science

Some of the indicators of children learning about physical science are as follows:

Kindergartners (K)	First Graders (1)	Second Graders (2)	Third Graders (3)
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	(5- and 6- year olds)	(6- and 7- year olds)	(7- and 8-year olds)	(8- and 9-year olds)
Standards	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Ask questions based on observations of the natural and/or designed world. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. With guidance, design and conduct investigations in with peers. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Design and conduct an investigation of different kinds of materials to describe their observable properties and classify the materials based on the patterns observed. 2. Design and conduct investigations to test the idea that some materials can be a solid or liquid depending on temperature. 3. Ask questions, based on observations, to classify different objects by their use and to identify whether they occur naturally or are human-made. 	<p>Science and Engineering Practices:</p> <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 3. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use information from direct or indirect observations to construct explanations. 2. Use tools and materials provided to design a device or solution that solves a specific problem. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Record observations, thoughts, and ideas. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Construct an explanation using observations as evidence that objects in darkness can be seen only when light travels to the objects and shines on them. 	<p>Science and Engineering Practices:</p> <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Analyze data from tests of an object or tool to determine if a proposed object or tool functions as intended. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use tools and materials provided to design a device or solution to a specific problem. 2. Generate and compare multiple solutions to a problem. <p>Engaging in Argument from Evidence:</p> <ol style="list-style-type: none"> 1. Identify arguments that are supported by evidence. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Analyze data from tests of a student-designed tool to determine if the tool measures weight or size accurately compared to standard measuring tools. 2. Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces. 3. Identify arguments that are supported by evidence that some changes caused by heating or cooling can be reversed and some cannot. 	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Formulate questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Design and conduct investigations collaboratively, using fair tests in which variables are controlled and the number of trials considered. 2. Make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon or test a design solution. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Apply scientific knowledge to solve design problems. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Investigate the motion of objects to determine when a consistent pattern can be observed and used to predict future motions in the system.

Domain: Science
Sub-domain: Physical Science

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	<p>CROSSCUTTING CONCEPTS -Patterns -Cause and Effect</p>	<p>2. Conduct an investigation to determine the effect of placing objects with different characteristics in the path of a beam of light and use those characteristics to meet a goal.</p> <p>3. Record and communicate Observations that some very hot objects give off their own light.</p> <p>4. Conduct an investigation to provide evidence that vibrating matter creates sound and that sound can cause matter to vibrate.</p> <p>5. Use tools and materials to design and build a device that uses light or sound to solve the problem of sending a signal over a distance.</p> <p>CROSSCUTTING CONCEPTS -Cause and Effect</p>	<p>4. Analyze data from testing objects made from different materials to determine if a proposed object functions as intended.</p> <p>CROSSCUTTING CONCEPTS -Scale, Proportion, and Quantity -Energy and Matter</p> <p>Asking Questions and Defining Problems: 1. Define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Planning and Carrying Out Investigations: 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons.</p> <p>Constructing Explanations and Designing Solutions: 1. Use tools and materials provided to design a device or solution to a specific problem.</p> <p>Engaging in Argument from Evidence: 1. Make a claim about the effectiveness of an object, tool, or solution that is based on relevant evidence.</p> <p>CONTENT: 1. Carry out investigations to provide evidence that an object may stay in one place, move, or change shape when pushed/pulled 2. Design and conduct investigations of objects moving at different speeds to compare the change of an object's motion and chase before and after a collision. 3. Make a claim about the effectiveness of a solution that applies a push or a pull to change the speed or direction of an object to solve a problem. 4. Carry out investigations to determine the relationship among friction, motion, and the warming of objects. 5. Define a problem caused by either too much or too little friction between two objects and develop solutions that address problem.</p> <p>CROSSCUTTING CONCEPT: -Cause and Effect</p>	<p>2. Carry out investigations of the motion of objects to predict the effect of forces on an object in terms of balanced forces that do not change motion and unbalanced forces that change motion.</p> <p>3. Investigate the effect of electric and magnetic forces between objects not in contact with each other and use the observations to describe their relationships.</p> <p>4. Apply scientific knowledge to design and refine solutions to a problem by using the properties of magnets and the forces between them.</p> <p>CROSSCUTTING CONCEPTS -Cause and Effect -Stability and Change.</p>
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Domain: Science
Sub-domain: Life Science
Goal:

Some of the indicators of children learning about life science are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Interact with living things around them</p> <ol style="list-style-type: none"> Show interest in animals and pictures of animals Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby Show interest in the natural world Recognize self and family members 	<p>Show curiosity about the living things around them</p> <ol style="list-style-type: none"> Show interest in animals and other living things. Begin to label animals by name and to identify trails (such as the sound a cow makes). Enact animals' activities (such as eating, sleeping) in pretend play Move toy animals to mimic animals in the wild. Explore the parts of living things, such as leaves fallen from trees Engage with plants and animals in a respectful way Differentiate between animal and plant Name some common animals and their babies 	<p>SCIENCE AND ENGINEERING PRACTICES: Use scientific practices including asking questions, observing, recording, and discussing their findings</p> <ol style="list-style-type: none"> Ask questions based upon discoveries made while playing (e.g., plants, animals, insects discovered outside) Use scientific practices of <i>planning, observing, exploring, problem-solving, gathering and recording information, and discussing findings.</i> Make simple observations, predictions, explanations and generalizations based on real-life experiences May use technology as a tool for learning (e.g., digital cameras) Create models including drawings that demonstrate understanding of science concepts <p>CONTENT: Demonstrate knowledge of the characteristics of living things.</p> <ol style="list-style-type: none"> Investigate, describe, and compare the characteristics that differentiate living from non-living things Observe and describe plants and animals to notice change over time Notice similarities and differences between animals and their offspring <p>Crosscutting Concepts:</p> <ul style="list-style-type: none"> Patterns Sustainability Cause & Effect Relationships Cycles

(b)(5)

Domain: Science
Sub-domain: Life Science

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8- year olds)	Third Graders (3) (8- and 9- year olds)
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Standards	<p><i>Science and Engineering Practices:</i></p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Ask questions based on observations of the natural and/or designed world. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. With guidance, design and conduct investigations in with peers. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Design and conduct an investigation of different kinds of materials to describe their observable properties and classify the materials based on the patterns observed. 2. Design and conduct investigations to test the idea that some materials can be a solid or liquid depending on temperature. 3. Ask questions, based on observations, to classify different objects by the time and to identify whether they occur naturally or are human-made. 	<p><i>Science and Engineering Practices:</i></p> <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Design and conduct investigations collaboratively. 2. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 3. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use information from direct or indirect observations to construct explanations. 2. Use tools and materials provided to design a device or solution that solves a specific problem. <p>Obtaining, Evaluating, and Communicating Information</p> <ol style="list-style-type: none"> 1. Record observations, thoughts and ideas. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Construct an explanation using observations as evidence that objects in darkness can be seen only when light travels to the objects and shines on them. 	<p><i>Science and Engineering Practices:</i></p> <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Analyze data from tests of an object or tool to determine if a proposed object or tool functions as intended. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use tools and materials provided to design a device or solution to a specific problem. 2. Generate and compare multiple solutions to a problem. <p>Engaging in Argument from Evidence:</p> <ol style="list-style-type: none"> 1. Identify arguments that are supported by evidence. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Analyze data from tests of a student-designed tool to determine if the tool measures weight or size accurately, compared to standard measuring tools. 2. Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces. 3. Identify arguments that are supported by evidence that some changes caused by heating or cooling can't be reversed and some cannot. 	<p><i>Science and Engineering Practices:</i></p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Formulate questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Design and conduct investigations collaboratively using fair tests in which variables are controlled and the number of trials considered. 2. Make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon or test a design solution. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Apply scientific knowledge to solve design problems. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Investigate the motion of objects to determine when a consistent pattern can be observed and used to predict future motions in the system.
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Domain: Science
Sub-domain: Life Science

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
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Standards	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Use and share pictures, drawings, and/or writings of observations. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use information from direct or indirect observations to construct explanations. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information. 2. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers. 	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Define a simple problem that can be solved through the development of a new or improved object or tool. <p>Developing and Using Models:</p> <ol style="list-style-type: none"> 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use information from direct or indirect observations to construct explanations. 	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Define a simple problem that can be solved through the development of a new or improved object or tool. <p>Developing and Using Models:</p> <ol style="list-style-type: none"> 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 	<p>Science and Engineering Practices:</p> <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Display data in tables and graphs, using digital tools when feasible, to reveal patterns that indicate relationships. 2. Use data to evaluate claims about cause and effect. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information. 2. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media, and may include tables, diagrams, and charts. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Analyze and interpret data about changes in the environment of different areas and describe how the changes may affect the organisms that live in the areas. 2. Use evidence about organisms in their natural habitats to design an artificial habitat in which the organisms can survive well. 3. Analyze and interpret data from fossils to describe the types of organisms that lived long ago and the environments in which they lived and compare them with organisms and environments today. 4. Use multiple sources to generate and communicate information about the size, stability, and specialization of groups animals may form, and how different types of groups may help the members survive in their natural habitats.

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8- year olds)	Third Graders (3) (8- and 9- year olds)
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Standards	<p>CONTENT</p> <ol style="list-style-type: none"> 1. Collect, analyze and use data to describe patterns of what plants and animals (including humans) need to survive. 2. Obtain information to describe the relationship between the needs of different plants and animals (including humans) and where they live on the land or in the water. 3. Construct an explanation for how plants and animals (including humans) can change their environment while meeting their basic needs. 4. Communicate and discuss solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment using models and/or drawings. <p>Crosscutting Concepts -Patterns -Cause and Effect -Systems and System Model</p>	<p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information. 2. Record observations, thoughts, and ideas. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Use diagrams and physical models to support the explanation of how the external parts of animals and plants help them survive, grow, and meet their needs. 2. Define a human problem and design a solution to the problem based on how animals use external parts to meet their own needs. 3. Use information from observations to support the explanation that different individual plants and animals of the same type have similarities and differences. 4. Record observations and communicate about the ways young plants are. 5. Use information from text and other reliable media about the behavior of parents and offspring and communicate about how those behaviors help offspring survive. <p>Crosscutting Concepts -Patterns -Structure and Function</p>	<p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use tools and materials provided to design a device or solution that solves a specific problem. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Make observations about the variety of plants and animals living in an area and identify the specific places they live in order to make comparisons between different areas. 2. Develop and use models to compare how living things depend on their surroundings to meet their needs in the places they live. 3. Design a solution to a problem caused when a habitat changes and some of the plants and animals may no longer be able to live there. 4. Define a simple problem and test solutions to determine which better fulfills the function of an animal necessary for the reproduction of a flowering plant. <p>Crosscutting Concepts -Cause and Effect -Stability and Change -Systems and System Models</p>	<p>Crosscutting Concepts -Systems and System Models -Stability and Change</p> <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem. 2. Identify the evidence that supports particular points in an explanation. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information. 2. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Construct explanations from evidence that life cycles of plants and animals have similar features and predictable patterns. 2. Use evidence to support explanations that traits are inherited from parents, as well as influenced by the environment, and that organisms have variation in their inherited traits. 3. Construct explanations for how differences in characteristics provide an advantage to some individuals in the same species in surviving, finding mates and reproducing. 4. Communicate information about how some characteristics of organisms have been used to inspire the design of technology that meets people's changing needs and wants. <p>Crosscutting Concepts -Patterns -Cause and Effect</p>

(b)(5)

Domain: Science
Sub-domain: Earth and Space

Goal:

Some of the indicators of children learning about the earth and space are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Children interact with their environment</p> <ol style="list-style-type: none"> Use more than one sense at a time, such as when looking at, feeling, and shaking a rattle. Show curiosity about things and try to get things that are out of reach. Interact daily with the outdoors. 	<p>Children exhibit curiosity towards their environment</p> <ol style="list-style-type: none"> Look at and handle things to identify what's the same and what's different about them. Explore nature using the senses, such as looking at and feeling different leaves. Ask simple questions about the natural world (Where does the snow come from?) Show interest in animals and other living things. Observe and identify weather change such as sun, rain, snow. Identify that people and animals can live in different kinds of places, such as fish living in the lake. 	<p>SCIENCE AND ENGINEERING PRACTICES:</p> <p>Use scientific practices including asking questions, observing, recording, and discussing their findings.</p> <ol style="list-style-type: none"> Ask questions based upon discoveries made while playing (e.g., plants, animals, insects discovered outside). Use scientific practices of <i>planning, observing, exploring, problem-solving, gathering and recording information, and discussing findings.</i> Make simple observations, predictions, explanations and generalizations based on real-life experiences. May use technology as a tool for learning (e.g., digital cameras for recording, digital microscopes for observing). Create models including drawings that demonstrate understanding of science concepts. <p>CONTENT:</p> <p>Demonstrates knowledge of the Earth's environment:</p> <ol style="list-style-type: none"> Identify the characteristics of weather based on first-hand observations using related vocabulary. Name objects seen in the day or night sky (e.g., clouds, lightning). Collect, describe, and sort rocks. <p>Crosscutting Concepts:</p> <ul style="list-style-type: none"> Patterns Cause and effect relationships Cycles Sustainability (stability and change)

(b)(5)

Domain: Science
Sub-domain: Earth and Space

Kindergartners (K)	First Graders (1)	Second Graders (2)	Third Graders (3)
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	(5- and 6- year olds)	(6- and 7- year olds)	(7- and 8-year olds)	(8- and 9-year olds)
Standards	<p>Science and Engineering Practices:</p> <p>Asking Questions and Defining Problems:</p> <ol style="list-style-type: none"> 1. Ask questions based on observations of the natural and/or designed world. (K-ESS3-c) <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Use and share pictures, drawings, and/or writings of observations. (K-ESS2-a) 2. Use observations to describe patterns and/or relationships in the natural and designed worlds in order to answer scientific questions and solve problems. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use tools and materials provided to design a device or solution to a specific problem. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Read and comprehend grade-appropriate texts and media to acquire scientific and/or technical information. 	<p>Science and Engineering Practices:</p> <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Use and share pictures, drawings, and/or writings of observations. 2. Use observations to describe patterns and/or relationships in the natural and designed worlds. <p>CONTENT</p> <ol style="list-style-type: none"> 1. Record and share observations of locally occurring natural events to identify patterns that are cyclic and those that have a clear beginning and end. 2. Use observations to describe patterns of objects in the sky that are cyclic and can be predicted. 	<p>Science and Engineering Practices:</p> <p>Developing and Using Models:</p> <ol style="list-style-type: none"> 1. Develop and/or use models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed worlds. <p>Planning and Carrying Out Investigations:</p> <ol style="list-style-type: none"> 1. Make direct or indirect observations and/or measurements to collect data which can be used to make comparisons. 2. Make direct or indirect observations and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence or ideas in constructing explanations and designing solutions. 2. Use information from direct or indirect observations to construct explanations. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers. 2. Record observations, thoughts, and ideas. <p>Constructing Explanations and Designing Solutions:</p>	<p>Science and Engineering Practices:</p> <p>Analyzing and Interpreting Data:</p> <ol style="list-style-type: none"> 1. Display data in tables and graphs, using digital tools when feasible, to reveal patterns that indicate relationships. <p>Using Mathematics and Computational Thinking:</p> <ol style="list-style-type: none"> 1. Use mathematical thinking and/or computational outcomes to compare alternative solutions to an engineering problem. 2. Organize simple data sets to reveal patterns that suggest relationships. 3. Describe, measure, estimate and graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. <p>Constructing Explanations and Designing Solutions:</p> <ol style="list-style-type: none"> 1. Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation or design a solution to a problem. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information. <p>Obtaining, Evaluating, and Communicating Information:</p> <ol style="list-style-type: none"> 1. Compare and/or combine across complex texts and/or other reliable media to acquire appropriate scientific and/or technical information.

Domain: Science
Sub-domain: Earth and Space

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
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Standards	<p>2. Critique and/or communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers.</p> <p>CONTENT</p> <ol style="list-style-type: none"> 1. Observe, record, and share representations of local weather conditions to describe changes over time and identify patterns. 2. Obtain information from text and other media about different types of local weather, including severe weather, and identify the most common types of weather in the local region. 3. Ask questions and communicate information about the purpose of weather forecasting to prepare for, and respond to, problems caused by weather and how life would be different without forecasts. 4. Carry out investigations using observations to determine the effect of sunlight on Earth's surface. 5. Use tools and materials provided to design and test a structure that will reduce the warming effect of sunlight on Earth's surface. <p>Crosscutting Concepts: -Patterns -Cause and Effect</p>	<p>3. Make and share observations about objects to determine if they solve the problem of allowing people to see more objects in the sky and see some objects in greater detail.</p> <p>Crosscutting Concepts: -Patterns</p>	<p>1. Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence or ideas in constructing explanations and designing solutions.</p> <p>2. Use information from direct or indirect observations to construct explanations.</p> <p>CONTENT</p> <ol style="list-style-type: none"> 1. Develop and use models to describe patterns of kinds and shapes of landforms and of bodies of water. 2. Use observations to construct explanations about how landforms and bodies of water provide homes for living things. 3. Use observations to construct explanations that water exists in different forms in natural landscapes, determining the variety of life forms that live in a particular location. 4. Develop models to investigate how wind and water can move Earth materials from one place to another and change the shape of the land quickly or slowly. 5. Communicate information about possible design solutions to the loss of homes on land for living things resulting from wind or water resulting in change in the shape of the land. 6. Use drawings and physical models to test, compare strengths and weaknesses, and communicate design solutions that slow or prevent wind and/or water from changing the shape of the land. <p>Crosscutting Concepts: -Patterns -Cause and Effect -Stability and Change</p>	<p>2. Combine information in written text with that contained in corresponding tables, diagrams, and/or charts.</p> <p>3. Use multiple sources to generate and communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.</p> <p>CONTENT</p> <ol style="list-style-type: none"> 1. Organize simple weather data sets to record local weather data and identify day-to-day variations, as well as long-term patterns of weather. 2. Display simple data sets in tables and graphs to describe typical weather conditions expected during a particular season and identify variations over years. 3. Obtain and communicate information about the similarities and differences between weather and climate. 4. Use evidence to evaluate and refine design solutions that reduce the environmental and societal impacts of a weather-related hazard. 5. Obtain and communicate information about new and/or improved technologies, developed as a result of increased scientific knowledge of weather or related hazards, which have changed the way people live or interact with one another. <p>Crosscutting Concepts: -Patterns</p>
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Domain: Science

Sub-domain: Human Body

Goal:

Some of the indicators of children learning about the human body are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
S Standards	<p>Children feel confident, safe, and healthy physically and psychologically</p> <ol style="list-style-type: none"> Explore own body; grab food, clap hands, stick out tongue Use senses of sight, hearing, taste, touch, and smell to explore the world Crawl and reach for objects Has periods of contentment when needs are met Experiment with different ways of moving 	<p>Children feel confident, safe, and healthy physically and psychologically</p> <ol style="list-style-type: none"> Increase in confidence in taking reasonable risks like climbing up and down one or two stairs Recover from small falls while walking Clap for self and look around for others to share in pride Help with dressing by pushing arms or legs into clothing Enjoy daily outdoor time Begin to recognize safe situations and avoid unsafe ones Assert preferences 	<p>SCIENCE AND ENGINEERING PRACTICES:</p> <p>Use scientific practices including asking questions, observing, recording, and discussing their findings</p> <ol style="list-style-type: none"> Ask questions based upon discoveries made while playing (e.g., role playing dentist, doctor, nurse) Use scientific practices of planning, assessing, exploring, problem-solving, gathering and recording information, and discussing findings Make simple observations, predictions, explanations, and generalizations based on real-life experiences May use technology and props as a tool for learning (e.g., stethoscope, blood pressure cuffs, x-rays, wheel charts, crutches) Create models including drawings that demonstrate understanding of science concepts. <p>CONTENT:</p> <p>Demonstrates knowledge of the human body, health, and exercise</p> <ol style="list-style-type: none"> Coordinate complex movements in play and games (e.g., runs quickly, changes direction, stops, starts again, skips) Manage routines such as dressing self, using toilet alone, using utensils Identify and attend to personal hygiene needs Identify healthy food choices Articulate what to do in an emergency Recognize everyday dangers <p>Crosscutting Concepts:</p> <ul style="list-style-type: none"> Cause and effect relationships Cycles

(b)(5)

Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Human body concepts are incorporated into the life science standards in grades K-3.			

Social Studies

From the moment they are born, children begin exploring their world. At each development stage—infant, toddler, preschool and early elementary—children look around and try to make sense of their social and physical environments. They begin by making connections to family, then friends. As they enter preschool they begin to explore their community and by the time they begin their early elementary school years, they see themselves as citizens in a big world (Gayle Minde, 2005).

Social Studies is about helping children become involved and responsible citizens. Educators and researchers agree: now more than ever, there is a need for Social Studies programs to prepare children for the future (Sief, 2003). In the elementary classroom Social Studies should be given as much attention as reading and writing, as conceptual knowledge from Social Studies makes reading and writing easier (Johnson, 2003).

Within the school curriculum, Social Studies draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (NCSS). This interdisciplinary integration of the social sciences and humanities leads to practicing problem-solving and decision-making for the purpose of developing citizenship skills on critical social issues (Zarillo, 2004). Children are then able to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS).

The function of Social Studies is to develop students' understanding of the society in which they live. Social Studies for young children must be concrete, involving children in doing and experiencing; they should have direct, hands-on experiences allowing for exploration, experimentation, and inquiry (Sunal, 1990). From preschool on, they are then able to gather information and increase their understanding of Social Studies content (Bruner, 1990).

Social Studies should be the thread that ties all elements of the curriculum together throughout the entire school day (Charlesworth and Miller 1997). Educators can help children explore Social Studies every day by:

- Relating Social Studies topics to real-life experiences (read diverse fiction and non-fiction, encourage role-playing, take field trips, invite family and community members to the classroom);
 - Helping children articulate their own Social Studies questions and pursue answers (Alemman, 2003; Levstik, 2001);
 - Talking with children in ways that require thinking about people and how they live;
 - Ensuring children understand and use inquiry processes (NCSS, 2010);
 - Providing opportunities for collaboration, decision-making and problem solving (NCSS, 2010)
 - Observing and recognizing Social Studies learning when children demonstrate it.

The Social Studies domain is divided into five sub-domains: Self, Family and Community; Geography; Civics; History, and; Economics. In each of the sub-domains, there are standards and practices outlined for: infants and young toddlers (birth to 18 months); older toddlers and twos (18 months to 36 months); preschool (three- and four-year-olds); Kindergarten (five- and six-year-olds); first grade (six- and seven-year-olds); second grade (seven- and eight-year-olds), and; third grade (eight- and nine-year-olds). You will see "emerging" noted in the age groups where appropriate. You will also see appropriate and suggested practices outlined for each of the subdomains.

Overarching Practices for Learning About Our World: Social Studies

- Read and discuss books that promote understanding of social studies content and skills and promote critical thinking/problem solving skills (Hilke, 1999 and McGowan, 1996).

- Select both historical and contemporary fiction and non-fiction books that are authentic, accurate, multicultural, historical and contemporary.
- Ask and prompt children to ask open-ended question that promote discussion (Levstik, 2001)
- Initiate projects that promote understanding of social studies content and skills and promote critical thinking/problem solving skills (Doolittle, 2003)
- Provide opportunities for students to research Social Studies topics on the Internet
- Teach quantitative skills necessary to read and interpret charts and graphs (Johnson, 2000)
- Use scaffolding techniques of knowledge-building to continually support Social Studies learning (Levstik, 2001)
- Use classroom projects and experiences to engage students in real life social studies inquiry and experiences (Gatstor, 2003)
- Use a variety of methods and props (puppets, dramatics play, role playing) to discuss social studies topics (Maxwell, 2001)

The complete introduction provides a good overview of why this subject area is important and the points at which how children begin to understand social studies content. First by learning about the community and environment that they experience in their lives. Second, the content within the introduction may provide information that readers would already have been introduced to because it addresses aspects of the VELS (i.e. the area provided that are true for all domains/subdomains. I also noticed that the description of teaching practices that support children's development in this area is a bit different from the content included in the introductory to other domains/subject areas.

Many of the indicators in the subject area are examples of indicators that focus on observable behaviors. The writers have done a nice job of including indicators that address things children say, do or make. I have pointed out that the indicators also use the language "begin to", "understand", and "recognize" quite frequently. Because it's more difficult to observe behaviors if a child "begin to", "understand", "recognize", etc. I'm suggesting that the standards writers consider deleting or replacing these words.

My main suggestion related to content for the subject area is to think about how this subject area overlaps with content that could be included in the social-emotional domain. Children's knowledge of and feelings about themselves and their sense of belonging in their family, classroom, and community are concepts that relate to both the social-emotional domain and the social studies domain. I think it is great that children's knowledge of and sense of belonging is addressed in the social-emotional domain and their knowledge of and feelings about themselves as an individual is addressed in social studies. The committee seems to have purposefully decided to divide this content between the two domains and tried to avoid duplication. It is a good idea to try to minimize duplication across domains so that the documents can be shorter, and the core standards are easier to read and understand. It is, however, more common to find content related to children's understanding and feelings about themselves as individuals (i.e. self-confidence, a sense of independence, knowledge of one's own characteristics such as gender, abilities, and preferences) in the social-emotional domain because the focus is on the child's knowledge of his/her own self vs. others. Knowledge of community/culture (which content is found under the goal related to a sense of belonging is usually found in the social studies area. The sense of belonging with family, the classroom, or the community can be found in either social studies or social-emotional because the sense of belonging is important for social-emotional development and a part of a child's self-identity or within social studies. If the sense of belonging is "focused" on something that contributes to a child being a "good" member of the community, it is usually found in social studies because it contributes to a child's later development of the concept of citizenship. If the

sense of belonging is "rooted" more as something that contributes to a child's own individual well-being (self-identity, positive feelings about self and attachment relationships with others). It is more than in the social-emotional domain. I think you can leave the content when you have it (sense of belonging, including knowledge of cultural traditions in social-emotional), and self-concept related content in social studies). So this is different from what's typically found in EYFSS and I wanted to make sure you've had the opportunity to think about these points as you make decisions about what goes in each content/subject area.

Domain: Social Studies

Sub-domain: Self, Family and Community

Goal: Children demonstrate an understanding of themselves, their families, friends and communities.

Some of the indicators of children learning about themselves, their families, friends and communities are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
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Standards	<p>Begin to demonstrate an understanding of themselves and their families and caregivers.</p> <ol style="list-style-type: none"> 1. Begin to respond with movement and/or sounds when someone speaks child's name. 2. Show interest in people. 3. Begin to notice repeated routines (i.e. lifting arms to be picked up). 4. Begin to notice physical characteristics, respond to emotional expressions of adults and imitate facial expressions. 	<p>Demonstrate an understanding of themselves and their families and caregivers.</p> <ol style="list-style-type: none"> 1. Is eager for recurring events. 2. Begin to connect new experiences to past experiences. 3. Experiment with physical relationships (on/under, inside/outside, etc.). 4. Begin to understand roles of various people in the community. 	<p>Demonstrate a further understanding of themselves and their families and caregivers.</p> <ol style="list-style-type: none"> 1. Can name family members by relationship and make a drawing of his/her own family as the child sees it. 2. Begin to understand that people live in families in which individuals have different roles. 3. Begin to understand that families are the same and different in many ways. 4. Begin to understand that rules and responsibilities differ from family to family. 5. Begin to understand that families have different traditions, routines and foods. 6. Recognize whose parent is whose when parents come for their children or in photos of each other's families. 7. Begin to understand that people are the same and different in many ways. 8. Describe own unique characteristics and those of others. <p>Begin to demonstrate an understanding of community.</p> <ol style="list-style-type: none"> 1. Begin to understand that a community is a group in which a person may belong. 2. Recognize a variety of jobs and the work associated with them. 3. Begin to recognize various cultural groups within a community (churches, etc.)
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Domain: Social Studies

Sub-domain: Self, Family and Community

Goal: Children demonstrate an understanding of themselves, their families, friends and communities.

Some of the indicators of children learning about themselves, their families, friends and communities are as follows:

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9- year-olds)
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Standards	<p>Demonstrate an understanding of themselves and friends.</p> <ul style="list-style-type: none"> 1. Identify emotions and use words to describe them. 2. Able to express own preferences, thoughts and feelings. 3. Be able to wait (for a turn, treat, etc.) 4. Adapt to new environments by behaving and displaying emotions in ways expected. 5. Begin to recognize how own actions affect others. 6. Begin to make and follow, some of the time, multi-step plans for completing a task. 7. Show understanding of others' feelings (in school or playground, etc.) 8. Make decisions and solve problems with other children. <p>Demonstrate an understanding of community.</p> <ul style="list-style-type: none"> 1. Participate in discussions about family and community customs and traditions. 2. Begin to understand the cultures represented by the classroom and in the community. 	<p>Demonstrate an understanding of themselves, friends and families.</p> <ul style="list-style-type: none"> 1. Understand how body and face show different emotions. 2. Understand how families in the community are the same and different. 3. Talk about families and the ways families live and work together in a neighborhood. 4. Begin to understand that people and families have different cultures and customs all over the world. 5. Understand that telling and listening is a way that people can learn from others. 6. Understand that people often choose to do certain things their own way. 7. Understand that people often choose to cross, talk, and act like their friends. 8. Understand that disagreements occur between friends. 	<p>Demonstrate an understanding of themselves, friends and families.</p> <ul style="list-style-type: none"> 1. Understand impact of different emotions on others. (Being happy might help others feel happy, etc.) 2. Share a family or cultural tradition, dance, song or practice with classmates, friends and family. <p>Demonstrate an understanding of community.</p> <ul style="list-style-type: none"> 1. Understand that people belong to some groups because they are born into them and some because they join them. 2. Learn how the local community works and a variety of ways that communities organize themselves. 	<p>Demonstrate an understanding of themselves, friends and families.</p> <ul style="list-style-type: none"> 1. Know and use strategies to deal with different emotions, such as using self-control when angry. 2. Have a better understanding of others' feelings. 3. Understand that various factors contribute to the shaping of a person's identity. 4. Understand that human beings have different interests, motivations, skills, and talents. <p>Demonstrate an understanding of community.</p> <ul style="list-style-type: none"> 1. Show interest in learning about the different people living in his/her community and state. 2. Understand that family, groups and community influence the individual's daily life and personal choices. 3. Understand the role of cultural unity and diversity within and across groups.

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Domain: Social Studies
Sub-domain: Geography
Goal: Children demonstrate an understanding of people, places and their environment.

Some of the indicators of children learning about people, places and their environment are as follows:

Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)

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Standards	<p>Begin to investigate environment</p> <ol style="list-style-type: none"> 1. Move to explore surroundings by rolling over, crawling, beginning to use arms and legs purposefully 2. Explore spaces, such as trying to fit into an open cardboard box 3. Begin to recognize some familiar places, such as home or a grandparent's house. 4. Begin to know where favorite toys or books are kept. 	<p>Investigate environment</p> <ol style="list-style-type: none"> 1. Experiment with physical relationships such as on/under, near/far, inside/outside. 2. Begin to use words to indicate location and position. 3. Begin to recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water or land formations <p>Investigate moving in the environment.</p> <ol style="list-style-type: none"> 1. Explore different ways of moving, including how animals move. 2. Begin to talk about and dramatize transportation (cars, trucks, trains). 3. Begin to answer questions about where they went on a trip. 4. Begin to talk about things they see on the way to and from school. 	<p>Begin to demonstrate an understanding of environment.</p> <ol style="list-style-type: none"> 1. Use words to indicate relative location and use spatial and locational words. 2. Use personal experiences as a basis for exploring geographic concepts and skills 3. Engage in play where one item represents another (miniature vehicles, people, blocks) 4. Follow directions related to movement, e.g. make and walk on paths between objects from the door to the window. 5. Build and navigate a simple obstacle course. 6. Identify and describe prominent features or landmarks of the classroom, school, neighborhood and community. 7. Begin making simple maps of the classroom and neighborhood (teacher-directed). 8. Begin to recognize that roads have signs or a name, and houses and apartments have numbers to help identify their location. 9. Explore similarities and differences between their own environment and other locations.

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Domain: Social Studies

Sub-domain: Geography

Goal: Children demonstrate an understanding of people, places and their environment.

Some of the indicators of children learning about people, places and their environment are as follows:

Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9- year-olds)

Standards	<p>Demonstrate an understanding of environment.</p> <ol style="list-style-type: none"> 1. Use terms to describe relative location (i.e. above/below, etc.) 2. Can verbalize name and address. 3. Recognize that neighborhood spaces are defined by boundaries (fences, yard, sidewalk). 4. Identify location and physical characteristics represented on maps and globes (e.g. land, water, roads, cities). 5. Understand that a globe is a kind of map and is like a picture of the whole world. 6. Use a simple map to find something (for example: a treasure map). 7. As a group draw a simple map of the neighborhood after taking a walk. 	<p>Understand environment.</p> <ol style="list-style-type: none"> 1. Able to write name and address. 2. Able to locate places in the school and community and describe their relative location. 3. Identify and use simple map symbols and key/legend. 4. Able to create maps to describe the relative location of places in the school and community. 5. Explain representations of the earth such as maps and globes. 6. Begin to know the differences among a bar, pictograph and circle graph and begin to interpret graphs, charts and diagrams. 7. Know that the physical features of an area determine the type of home in which people live. 	<p>Understand environment.</p> <ol style="list-style-type: none"> 1. Use cardinal directions to locate places on maps and places in the classroom, school and community. 2. Sketch a simple map related to the classroom, school or community (mental map). 3. Identify examples of various land forms (e.g. continents, islands). 4. Describe how location, weather and physical environment affect where and how people live. 5. Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. 6. Identify the types of settlement and patterns of land use in the local community. 7. Explain how people's actions affect the community's environment (e.g. pollution, recycling, gardening). 8. Use simple charts and graphs to represent given geographical information. 9. Participate in inquiry investigations to learn about other parts of the world. 	<p>Understand environment.</p> <ol style="list-style-type: none"> 1. Describe characteristics and use of various maps. 2. Use maps, charts and pictures to describe how places in Vermont are different (land use, vegetation, etc.). 3. Sketch a simple map of Vermont from memory (mental map). 4. Begin to understand political, topographical and historical maps. 5. Begin to understand the use of mental maps to organize information about people, places and environments in a spatial context. 6. Understand how geographic processes and human actions modify the environment and how the environment affects humans. 7. Know the difference between a bar, pictograph and circle graph. 8. Interpret a graph, chart and diagram. 9. Participate in inquiry investigations to learn about other parts of the globe.
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Domain: Social Studies

Sub-domain: Civics

Goal: Children demonstrate an understanding and behaviors of what it means to be a responsible citizen.

Some of the indicators of children understanding what it means to be a responsible citizen are as follows:

	infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<p>Emerging</p> <p>Understand words such as "no" or "stop"</p>	<p>Begin to learn about rules and responsibilities.</p> <ol style="list-style-type: none"> 1. Hold with class routines (e.g. clean-up, putting toys away, etc.) 2. Follow rules with teacher support. 3. Make choices about food, toys, (clothing, etc.) 4. Begin to enjoy small group activities facilitated by an adult. 5. Try a variety of approaches to solve a problem. 	<p>Learn about rules and responsibilities.</p> <ol style="list-style-type: none"> 1. Begin to understand rules and follow rules with adult support. 2. Begin to respect the rights and opinions of others. 3. Cooperate with others in a joint activity. 4. Participate in creating classroom rules and participate in discussions about fairness. 5. Know the authority figures who make, apply and enforce rules. 6. Help make plans for classroom activities (learning centers, field trips, projects, etc.) 7. Think about a problem and try different solutions and participate in discussing and generating solutions to class problems and conflicts. 8. Demonstrate responsible behaviors in caring for toys and materials. 9. Recognize the needs of other people by helping them. 10. Participate in voting as a way of making choices.

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Domain: Social Studies

Sub-domain: Civics

Goal: Children demonstrate an understanding and behaviors of what it means to be a responsible citizen.

Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year-olds)	Second Graders (2) (7- and 8-year-olds)	Third Graders (3) (8- and 9-year-olds)
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Standards	<p>Understand the balance between rights and responsibilities.</p> <ol style="list-style-type: none"> 1. Begin to understand cause and effect and how they relate to personal experience 2. Explore ways to balance the needs of individuals and groups 3. Understand there are different rules within different contexts 4. Understand the consequences of complying or not complying with different rules 5. Demonstrate ways of improving the quality of life in the classroom or school 6. Demonstrate how an individual can make a positive difference in the community 7. Begin to understand the election process by participating in voting (mock elections, caucus elections, field trips) as a way of making choices 8. Work cooperatively in a group to set goals, complete a project and solve conflicts 	<p>Understand what it means to be a citizen.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of rights and responsibilities 2. Demonstrate an understanding of and respect for other people's points of view 3. Recognize the purpose of rules and practicing self-control 4. Begin to understand the meaning of political symbols and concepts: flags, patriotic songs, the Pledge of Allegiance, laws and rules 5. Describe feelings and situations that might lead to conflict 6. Describe and explore ways that people solve problems 7. Participate in setting classroom rules 8. Participate in classroom decisions on making through voting 9. Take responsibility for own actions 10. Recognize and give examples of fairness 11. Begin to understand the tensions between wants and needs of individuals 12. Demonstrate positive interaction with group members (e.g. working with a partner to complete a task) 13. Begin to demonstrate empathy, social responsibility and consideration of others 	<p>Understand what it means to be a citizen.</p> <ol style="list-style-type: none"> 1. Take part in voting to make classroom decisions 2. Know that rules and laws are established by people, explain why they are written down and explain the consequences of not following them 3. Identify examples of interdependence among individuals and groups (e.g. family, sports teams) 4. Describe his/her role as a member of various groups 5. Demonstrate an understanding of the meaning of political symbols and concepts: flags, patriotic songs, the Pledge of Allegiance, laws and rules 6. Demonstrate self-discipline and self-reliance 7. Explain own point of view on issues that affect them 8. Demonstrate empathy, social responsibility and consideration of others <p>Understand that people participate in government.</p> <ol style="list-style-type: none"> 1. Describe what it means to be a responsible member of a group 2. Begin to understand and explain the purpose of government 3. Understand that state, local and national officials are elected 4. Begin to recognize that communities have a government that provides services such as schools, libraries, fire and police protection 5. Describe actions that can improve the school and community. 	<p>Demonstrate what it means to be a citizen.</p> <ol style="list-style-type: none"> 1. Demonstrate how people can participate in their government 2. Demonstrate the roles individuals have in the voting process 3. Describe behaviors that foster cooperation among individuals 4. Describe different types of conflict among individuals and groups 5. Explain different ways in which conflict has been resolved 6. Identify the men and women who've made contributions to enhance and promote the ideal of "freedom and justice for all" 7. Understand that communities benefit from volunteers <p>Demonstrate an understanding of government.</p> <ol style="list-style-type: none"> 1. Understand how government protects the rights and property of individuals 2. Explain the purpose of rules and laws and compare similarities and differences (e.g., how are bike helmet and seat belt laws similar?) 3. Demonstrate an understanding that the basic purposes of government are to make laws and decide if laws have been broken 4. Describe political ideas and traditions important to the development of the United States (e.g. democracy, individual rights, concepts of freedom)
	<p>Domain: Social Studies Sub-domain: History Goal: Children will demonstrate an understanding of time and begin to understand the historical concepts that give meaning to past and present events Some of the indicators of children understanding time and historical concepts are as follows:</p>			

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	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
Standards	<p>Begin to notice the passage of time.</p> <ol style="list-style-type: none"> 1. Begin to notice daily routines. 2. Begin to recognize beginning and ending of event (clapping at the end of a song, etc.). 	<p>Begin to understand sequences, routines and passage of time.</p> <ol style="list-style-type: none"> 1. Begin to connect new experiences to past experiences. 2. Begin to help with routines (setting table for meals, etc.) 	<p>Understand sequences, routines and time.</p> <ol style="list-style-type: none"> 1. Begin to predict what comes next in the day. 2. Begin to remember and follow directions. 3. Begin to understand the measurement of time and demonstrate an awareness of time by using and responding to words such as yesterday, today and tomorrow, before, after, now and then. 4. Begin to observe and document changes that take place over time in their environment. 5. Become aware of changes in self and others over time. 6. Understand that people of different ages have different appearances and behaviors. 7. Begin to talk about changes they've noticed in themselves since they were babies. 	
	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
	<p>Understand time.</p> <ol style="list-style-type: none"> 1. Begin to talk about the past and future such as what the child did this morning or will do on the weekend. 2. Compare past and present events. 3. Use words to describe the chronology of the day (first, next, last). 4. Identify ways in which people are same and/or different (past vs. present). 	<p>Understand time.</p> <ol style="list-style-type: none"> 1. Use words to describe time (past, present, future). 2. Identify similarities/differences in people, places and events over time. 3. Create a primary source of personal information (journal, diary, autobiography) through pictures and/or writing. 4. Use a calendar to measure time. 	<p>Understand time.</p> <ol style="list-style-type: none"> 1. Begin to ask questions about family history and culture. 2. Develop a personal timeline. 3. Identify similarities/differences in communities over time. 4. Identify an important event in their lives and discuss changes that resulted (after library got "coded," we had to get new books). 5. Identify sources where historical information can be found and how it can be used. 6. Locate general areas on maps and globes referenced in historical stories. 	<p>Understand time.</p> <ol style="list-style-type: none"> 1. Begin to learn about the history and customs of other parts of the world. 2. Complete a timeline based on given information. 3. Use information on a map, table or graph to describe the past. 4. Identify primary and secondary sources and differentiate among fact, interpretation and opinion. 5. Collect information about the past through interviews, photos and artifacts. 6. Identify ways different cultures record their histories.
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Domain: Social Studies
Sub-domain: Economics

Goal: Children demonstrate an understanding of how individuals in societies make choices in order to satisfy their needs and wants.

Some of the indicators of children understanding how individuals in societies make choices are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	Emerging	Emerging	<p>Begin to understand the difference between needs and wants</p> <ol style="list-style-type: none"> 1. Draw pictures showing the difference between their needs and wants. 2. Participate in role play in problem-solving situations about needs and wants. 3. Role play purchasing and other situations where choices must be made. <p>Describe various community workers and understand what people do in their work.</p> <ol style="list-style-type: none"> 1. Match tools to jobs. 2. Participate in role play showing jobs of community workers. 3. Help create a mural of community workers. <p>Demonstrate an understanding of producers and consumers.</p> <ol style="list-style-type: none"> 1. Work together as a group making something to sell, setting up a store and selling the product.

Domain: Social Studies

Sub-domain: Economics

Goal: Children demonstrate an understanding of how individuals in societies make choices in order to satisfy their needs and wants

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)

Standards	<p>Understand the difference between needs and wants.</p> <ol style="list-style-type: none"> 1. Demonstrate through discussion, representation and role play that people make choices because they cannot have everything they want. 2. Begin to distinguish between the items that meet needs and meet wants in a store. 	<p>Recognize the difference between needs and wants.</p> <ol style="list-style-type: none"> 1. Know that food and shelter are more important than toys and sweets. 2. Understand that people make choices because they cannot have everything they want. 3. Distinguish between the items that meet needs and meet wants in a store. 	<p>Recognize the difference between needs and wants.</p> <ol style="list-style-type: none"> 1. Explain ways that people decide what is a need and what is a want. 2. Understand that people make choices because they cannot have everything they want. 3. Distinguish between the items that meet needs and meet wants in a store. 	<p>Recognize the difference between needs and wants.</p> <ol style="list-style-type: none"> 1. Explain ways people meet their basic needs and wants. 	
	<p>Understand money and how it is used.</p> <ol style="list-style-type: none"> 1. Role play purchasing and other situations. 2. Investigate ways people earn money in order to buy things. 3. Participate in money-saving activities: set a goal, make a plan, save money, meet goal. 4. Discuss and represent the benefits of saving money. 	<p>Understand money and how it is used.</p> <ol style="list-style-type: none"> 1. Understand the difference between better and money. 2. Describe ways in which people exchange money for goods. 3. Explain why people earn, spend and save money. 	<p>Understand money and how it is used.</p> <ol style="list-style-type: none"> 1. Understand why people need to be responsible about saving and spending money. 	<p>Understand money and how it is used.</p> <ol style="list-style-type: none"> 1. Explain with specific examples how and why people save money. 2. Understand the differences between the use of paper and the use of money in the exchange of goods. 	
	<p>Demonstrate an understanding of producers and consumers.</p> <ol style="list-style-type: none"> 1. Research community businesses and services. 2. Work as a group to decide what to produce and how to sell it. 3. Begin to recognize where food products come from. 	<p>Demonstrate an understanding of producers and consumers.</p> <ol style="list-style-type: none"> 1. Participate in activities as buyer or seller and describe where goods come from. 2. Begin to identify economic activities that use local resources. 3. Explain the difference between goods and services and describe the goods and services that are provided in their school and community. 4. Identify community workers and the value these jobs provide. 	<p>Demonstrate an understanding of production and consumption.</p> <ol style="list-style-type: none"> 1. Describe natural resources (water, soil, wood, etc.), human resources (people at work), and capital resources (machines, tool and buildings). 2. Describe how these resources are used to produce goods and services. 3. Understand that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. 4. Describe what goods and services are an important part of a person's daily life. 5. Identify goods and services provided by the government. 	<p>Demonstrate an understanding of production and consumption.</p> <ol style="list-style-type: none"> 1. Identify goods and services provided by local and state governments. 2. Understand and discuss how goods and services (specifically products and services students use) are marketed and the purpose and effect of advertising. 3. Participate in community service activities. 	

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Growing, Moving and Being Healthy

The "Growing, Moving and Being Healthy" section of the Vermont Early Learning Standards outlines age-appropriate expectations in three inter-related domains: Motor Development and Coordination, Health and Personal Care, and Safety. In order for children to develop to their full potential, they need to play indoors and outdoors, have good nutrition, feel safe, and be loved and protected. Children who are active, feeling good about themselves, and are physically healthy will be better learners.

As children grow from newborns to toddlers, and beyond, their nervous system matures which, in turn, enables them to perform increasingly complex movements. This maturation process happens in a predictable way, although the exact sequence and rate of physical growth may vary. Hence, infants typically roll over, and then sit up, crawl, and walk. The general pattern of physical growth is that large muscles (body core, legs, arms) develop before small muscles (hands, fingers, dexterity). Additionally, muscular strength and coordination grow from the center of the child's body out to her extremities.

A description of the milestones of children's healthy growth and development would not be complete if no mention of the alarming problem of childhood obesity is made. "Over the past three decades, childhood obesity rates in America have tripled. Today, almost one in every three children in our nation is obese or overweight," (www.kidsmove.gov). Childhood obesity is a product of poor nutrition and a lack of exercise. Children need a healthy diet and ample opportunities to move their bodies. Children who get exercise have stronger muscles and bones, a leaner body because exercise helps control body fat, and be less likely to become overweight or obese. Besides enjoying the health benefits of regular exercise, kids who are physically fit sleep better and are better able to handle physical and emotional challenges.

(b)(5)

Motor Development and Coordination

Developing and practicing motor skills are essential for lifelong healthy living and learning. Large or gross motor skills refer to the ability for children to move and control large muscle groups and move the entire body or large portions of the body (e.g., legs, body core). Small or fine motor skills refer to the child's ability to use the smaller muscles in the body, such as her hands and fingers. In combination with gross motor and fine motor skills, the body uses the senses to help guide motion thus creating sensorimotor skills. Developing physical health through gross motor skills, fine motor skills, and sensorimotor skills is essential to the development of the child as a whole.

Health and Personal Care

Learning and practicing healthy habits and safe choices in early childhood and the primary years are foundational for lifelong healthy living. Children who are feeling good and feeling good about themselves develop key self-management skills. Good nutrition, personal hygiene, basic personal care practices (e.g., healthy sleep patterns, bathing, dressing, dental hygiene), and the ability to recognize and appropriately address acute and chronic illness are essential to promoting optimal health.

Being Safe

Being Safe includes protecting children from exposure to harmful substances and situations, and helping children develop the behaviors and habits they need in order for them to keep themselves safe by avoiding harmful objects, environments and circumstances. Safety begins as an adult's responsibility, but it increasingly becomes a set of skills children need to learn and independently use. The continuum in this area moves from the attentive, nurturing caregiver providing an environment free of harmful objects and moves through to the adult providing intentionally planned activities and experiences to help children acquire the skills they need to have. These skills include knowing how and when to ask for help and recognizing the boundary between safety and danger. The following outlines the age expectations for the development of safety skills, ranging from what adults can do to keep children safe and progressing to the skills children acquire to help them build the foundation they need to make healthy and safe choices across varied environments with both their peers and adults.

As I looked through the indicators included in this domain, there were a couple of areas that have not been addressed. I thought I would mention them so you can decide if you want to include them (if you haven't already discussed them and decided not to include them). The first is the notion of strength, endurance and general physical fitness. The indicators below address motor skills, coordination and balance, but not necessarily skills associated with physical fitness. I also wondered if there are any indicators specific to physical education that you would like to include. Skills and knowledge related to sportsmanship, use of equipment, how to play a few sports, how to follow rules of games that are played in P.E., etc. could be included at the older grade

levels in order to facilitate successful participation in P.E. You may have decided not to include these aspects of children's knowledge, but some states address P.E. related skills and knowledge in their standards for the elementary grades.

Domain: Motor Development and Coordination

Sub-domain: Large Motor Development

Goal: Children demonstrate increasing strength and coordination of the large muscles (e.g., arms, legs, trunk).

Some of the indicators of young children's large motor development are as follows.

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Hold head erect and steady when held on a shoulder	1. Carry objects while walking	1. Use both hands to grasp and/or to catch
	2. Lift head and chest when lying on stomach	2. Put toys while walking	2. Balance standing on one foot
	3. Kick and reach for feet with hands	3. Climb up and down from low objects (ex. chair, bed, coffee table)	3. Walk along a straight line or beam
	4. Roll from side to side, then back to front, and front to back	4. Walk and run with increasing skill; is able to change speed and direction	4. Demonstrate body and space awareness to move and stop with control
	5. Sit with support and then without supports	5. Walk backwards	5. Climb on play equipment with balance
	6. Move by rolling, scooting, creeping or crawling	6. Jump up and down in place	6. Exhibit motor control and balance when moving the whole body in a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping
	7. Pull up to stand and then walk while holding onto something or someone	7. Kick ball that's not moving and throws a ball but with little control of direction or speed	7. Demonstrate motor control and skill when using objects for a range of physical activities such as pulling, throwing, catching, kicking, bouncing or hitting balls, riding a tricycle
	8. Walk independently	8. Catch a large ball against the body	8. Jump over obstacles with two feet
	9. Stoop over to explore things on ground increasingly maintaining balance	9. Coordinate using a hammer to hit a peg with increasing accuracy	9. Hop short distance on one foot
	10. Begin to run	10. Can briefly balance standing on one foot	10. Walk up and down stairs alternating feet
	11. Dance	11. Can bend down from waist while standing and still maintain balance	11. Gallop
		12. Walk up and then down stairs one at a time without alternating feet	

(b)(5)

Domain: Motor Development and Coordination
Sub-domain: Large Motor Development

Some of the indicators of young children's large motor development are as follows.

	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Run with an even gait. 2. Run forward, backward, side to the side, and pivot without pausing. 3. Hop on each foot separately without support. 4. Maintain balance while bending, twisting, or stretching. 5. Walk up and down stairs while holding an object. 6. Able to stop and start on a signal. 7. Move their bodies into position to catch a ball, and then throw the ball in the right direction. 8. Kick a large ball to a given point with some accuracy. 9. Alternate weight and feet while skipping or using staks. 10. Move to a rhythm. 11. Demonstrate momentary stillness in a variety of balance activities. 12. Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance. 	<ol style="list-style-type: none"> 1. Demonstrate progress toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping, and sliding). 2. Demonstrate progress towards the mature form of selected manipulative skills (throwing, catching, bouncing, striking, kicking, rolling and object). 3. Show the ability to stop with control at a boundary, and the ability to change direction quickly and safely, without falling. 4. Control the force of personal movement in general space (ex. tagging). 5. Demonstrate contrast between fast and slow movement. 	<ol style="list-style-type: none"> 1. Demonstrate competency toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping, and sliding). 2. Demonstrate competency towards the mature form of selected manipulative skills (throwing, catching, bounding, striking, kicking, rolling and object). 3. Control force of personal movement and while moving objects (ex. striking a pinata). 4. Demonstrate a simple rhythmic movement (ex. hopping in time to an independent or imposed beat). 5. Follow simple rhythmic movements led by the teacher. 6. Combine two fundamental skills (e.g. bounce and catch, jump and turn). 	<ol style="list-style-type: none"> 1. Solve simple movement challenges in a group (3-4 people). 2. Adjust movement to work successfully with a partner. 3. Solve more complex movement challenges (ex. moving in general space changing direction and pathways). 4. Move with others (ex. do-si-do). 5. Balance with control on a variety of pieces of equipment (ex. large apparatus, skates, stilts). 6. Demonstrate the contrast between fast, medium and slow movement. 7. Move rhythmically when using various objects (ex. balls, ribbons, sticks, parachute). 8. Demonstrate smooth transitions between sequential motor skills (ex. smoothly running into a jump). 9. Show good form in basic movement (locomotor skills) and in skills with the hands (manipulative skills), even when participating in fast-moving games.

(b)(5)

Domain: Motor Development and Coordination

Sub-domain: Small (or Fine) Motor Development

Goal: Children demonstrate increasing strength and coordination of the small muscles.

Some of the indicators of young children's small/fine motor development are as follows.

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	1. Grasp caregivers' fingers	1. Use some eating utensils appropriately (ex. spoon)	1. Eat with utensils (spoons, spears, and spreads food)
	2. Reach and swipe at a dangled object.	2. Open doors, with assistance by turning and pulling doorknobs	2. Use various drawing and art materials
	3. Reach for a toy "mouth open", and bring object to mouth for exploration.	3. Scribble with crayons and begin to imitate marks (e.g., a circle)	3. (ex. crayons, markers, brushes, finger paints)
	4. Grasp and release an object	4. Use a paintbrush	4. Open and close blunt scissors with one hand
	5. Use both hands to grasp toy and bring towards self	5. Coordinate eye and hand movements, such as when putting objects into a container	5. Fasten large buttons and use large zippers independently
	6. Shake a rattle	6. Turn book pages one page at a time, most of the time.	6. Demonstrate eye-hand coordination when using everyday tools, such as pitchers for pouring or utensils for eating
	7. Transfer small object from hand to hand	7. Stack two to three objects so they balance	7. Copy shapes and geometric designs
	8. Pick up small objects (ex. Cheerios) with thumb and forefinger	8. Complete simple insert puzzles	8. Cut a piece of paper on a straight line and on a curve with some accuracy
	9. Bang objects together	9. Use shape sorter box or put large pegs into peg board	9. Manipulate small objects with ease (ex. string beads, fit small objects into holes)
	10. Imitate hand clapping or a good-bye wave	10. Pour liquid from a small pitcher to a cup.	10. Operate a stapler or hole punch
	11. Empty objects from containers	11. Imitate hand motions of simple finger plays or songs.	11. Complete increasingly complex puzzles (ex. single, cut-out figures to 10-piece puzzles)
	12. Turn pages of a board book independently		12. Write some recognizable letters or numbers
	13. Point at object that is out of reach		
	14. Hold for crayon with a full-hand grasp and scribble on large paper		
	15. Fit two cups together, one inside the other		
	16. Hold toys in one hand and explore them with the other hand		
	17. Make attempts to stack objects		

(b)(5)

Domain: Motor Development and Coordination
Sub-domain: Small (or Fine) Motor Development

Some of the indicators of young children's small/fine motor development are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Remove and replace easy-to-open container lids 2. Cut, draw, use glue with materials provided 3. Tie knots and snip laces, with assistance 4. Print some letters in own name 5. Put together and pull apart manipulative such as Legos 6. Thread small beads on a string 7. Draw a person with six parts 8. Demonstrate the ability to lace a card or sewing with age appropriate materials 	<ol style="list-style-type: none"> 1. Cut soft foods with a knife 2. Copy designs and shapes, letters and numbers 3. Tie a knot and bow 4. Manage buttons, zippers, laces and other closures 5. Sweep and dust, make bed 	<ol style="list-style-type: none"> 1. Print many words 2. Manage many tasks that require dexterity 3. Draw pictures with increasing number of details 4. Create spontaneous drama, music and dance, with other children or alone 	<ol style="list-style-type: none"> 1. Write in cursive 2. Manage any task that requires dexterity 3. Draw pictures with increasing number of small details

(b)(5)

Domain: Motor Development and Coordination

Sub-domain: Sensorimotor Development

Goal: Children demonstrate the ability to use their senses of sight, hearing, smell, touch and taste to guide and integrate their actions.

Some of the indicators of young children's sensorimotor development are as follows:

(b)(5)

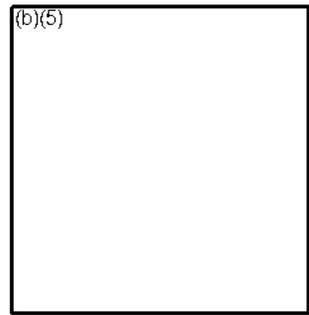
	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
	<ol style="list-style-type: none"> Respond by turning toward sound, movement, and touch Focus eyes on near and far objects Enjoy sensation of swinging and rocking Become calm with caregiver assistance Explore the environment with mouth and hands Move objects from one hand to the other Coordinates eye and hand movements (ex. pick up and put objects into large container) Explore and respond to different surface textures such as soft toys, hard table tops 	<ol style="list-style-type: none"> Perform basic creative movements, with adult guidance or cue (e.g., dances to music) Demonstrate awareness of own body in space (e.g., walk around table without bumping into it) Eat food with a variety of textures Exhibit eye-hand coordination (ex. build with blocks, complete simple puzzles, string large beads) Enjoy climbing, walking up inclines, sliding, and swinging Play with materials of different textures (e.g., sand, water, leaves) 	<ol style="list-style-type: none"> Reset appropriately to the environment (ex. bends knees to soften a landing, moves quickly to avoid obstacles) Demonstrate concepts through movement (ex. imitate an animal through movement, sounds) Improve eye-hand coordination (ex. catch a bounced ball) Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and slicing Move to different patterns of beat and rhythm 	
Standards	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	
	Third Graders (3) (8- and 9-year olds)			
	<ol style="list-style-type: none"> Hit a medium-size ball (8" to 8 1/2") with a bat with some consistency Catch a ball thrown from a distance of five to ten feet Manipulate simple puppets Carry a glass of water or juice across the room without spilling Enjoy vigorous, active play combined with social contact and games with basic rules (ex. freeze tag) Move a variety of body parts to different beats and rhythms of music Combine two fundamental movement skills 	<ol style="list-style-type: none"> Maintain balance while stepping and starting movements Control force of personal movement while moving objects Demonstrate a simple rhythmic movement Identify physiological signs of exercise 	<ol style="list-style-type: none"> Demonstrate the ability to change direction quickly and safely without falling Demonstrate contrast between fast and slow movements Demonstrate simple rhythmic movements Combine up to 2 movements with or without equipment 	<ol style="list-style-type: none"> Create and perform movement, showing balance through concentration and muscle control Understand and demonstrate static and dynamic balance Control personal movements while moving objects Create a movement sequence combining movements and concepts that incorporate speed, force, levers, directions and pathways Identify physiological effects of the different levels of exercise and how they relate to the body

Domain: Health and Personal Care

Sub-domain: Nutrition and Feeding

Goal: Children will recognize and eat a variety of nutritious foods.

Some of the indicators of young children's learning about nutrition are as follows:



	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)	
Standards	<ol style="list-style-type: none"> Suck and swallow Connect breast or bottle (and food) with getting fed Help caregiver hold the bottle Chew and bite; explore and eat finger foods Regulate the speed/intensity of eating Consume a variety of nutritious foods from all food groups Drink and eat until satisfied/show feelings of hunger and fullness Grasp and drink from cup Begin to feed self with a spoon 	<ol style="list-style-type: none"> Distinguish between food and non-food items Feed self with a spoon, without help Feed self a sandwich, taking bites Recognize and eat a variety of healthy foods and choose among food options Name five or six of own body parts Try new foods when offered Consume age-appropriate amounts of nutritious beverages (e.g., water, milk, occasional 100% juice) Drink from a cup 	<ol style="list-style-type: none"> Distinguish food on a continuum from most healthy to less healthy Choose to eat foods that are better for the body than others, with assistance Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style Try different healthy foods from a variety of cultures Help prepare healthy snacks Eat a variety of nutritious foods and eat independently 	
	Kindergartners (K) (5- and 6-year olds)	First Graders (1) (6- and 7-year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
	<ol style="list-style-type: none"> Explain the primary function of certain foods (e.g., milk helps to build strong bones) Recognize foods from different food groups with assistance Provide simple explanations for own and others' food allergies Help prepare meals and snacks State food preferences Try most new foods 	<ol style="list-style-type: none"> Select a variety of foods that can be eaten for healthy snacks Create a list of foods that should be limited Identify a variety of nutritious food choices Describe the benefits associated with a healthy diet 	<ol style="list-style-type: none"> Explain the importance of eating a variety of nutrient-rich foods Set a short-term personal health goal for healthy eating and physical activity Understand health-related fitness concepts and the benefits of physical activity Begin to understand the consequences of health behaviors and choices that may prevent illness Create healthy fruit and vegetable snacks 	<ol style="list-style-type: none"> Choose a variety of healthy foods in appropriate portions Identify and classify foods, including recommended amounts to eat according to choosemyplate.gov Identify major nutrients supplied by food groups necessary for growth and maintenance Describe strategies to improve or maintain personal health

Domain: Health and Personal Care

Sub-domain: Daily Living Skills

Goal: Children demonstrate an understanding of how daily activity and hygiene promote their health and general well-being.

Some of the indicators of young children's learning about nutrition are as follows:

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<ol style="list-style-type: none"> 1. Have periods of contentment when needs are met 2. Soothe selves and fall asleep 3. Respond to vocalizations during routines including diaper changing, eating, and dressing 4. Relax during bathing routines 5. Begin to be aware of and indicate own needs and wants (cry/vocalize when need changing or hungry, get blanket when tired, etc.) 6. May help adult when dressing, undressing and diapering 7. Wash and dry hands with help 8. Begin to brush gums and teeth with assistance 	<ol style="list-style-type: none"> 1. Want to take care of self and show increasing participation/independence in personal care (e.g., pull at pants or give signs of needing toilet, assert independence "me do it") 2. Participate in sleeping routines, such as getting and arranging soft toys to take to bed 3. Sleep well. Wake up rested and ready to be active 4. Dress and undress completely (except for fasteners), with help 5. Participate in bathroom routine and show interest in toilet training. Use the toilet by about age 3, with help 6. Participate in healthy care routines (e.g., bathing, brushing teeth, washing hands, using tissue to wipe nose) and use personal care objects correctly and regularly, sometimes with assistance 7. Communicate with caregiver when not feeling well 	<ol style="list-style-type: none"> 1. Dress and undress with help. Take off coat and put it where it belongs. 2. Begin to take care of own toileting needs 3. Participate easily and know what to do in routine activities (such as meal time, nap time) 4. Communicate need to rest, drink and eat 5. Brush teeth with limited assistance 6. Cover mouth when coughing 7. Increase understanding of the use of their eyes, ears, fingers, nose, and mouth, and how the senses work together 8. Begin to understand and communicate how daily activity and healthy behavior promote overall personal health and safety 9. Know what self-care items are used for (e.g., comb and toothbrush) and complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently. 10. Recognize the importance of doctor and dentist visits and cooperate during these visits. 11. Participate in the prevention and management of acute and chronic health conditions 12. Avoid toxins, such as lead 13. Identify health products (e.g., shampoo, toothpaste, soap) 14. Recognize and communicate when experiencing pain or symptoms of illness

Domain: Health and Personal Care

Sub-domain: Daily Living Skills

Goal: Children demonstrate an understanding of how daily activity and hygiene promote their health and general well-being

Some of the indicators of young children's learning about nutrition are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Continue to use practices to be safe and healthy with minimal adult help 2. Understand the importance of taking care of self and growing strong 3. Brush teeth and attempt flossing with supervisor, and then show assistance to complete process 4. Wash face without assistance. 5. Cover mouth and nose when coughing and sneezing with elbow or tissue. 6. Explain the benefits associated with exercise 	<ol style="list-style-type: none"> 1. Begin to understand how own decisions can impact health and wellness now and in the future 2. Show interest in learning about body systems and a variety of health topics 3. Identify health service providers (nurse, dentist, paramedic, physician) that can help with personal health issues 4. Brush teeth and floss with some assistance 	<ol style="list-style-type: none"> 1. Understand health-related fitness concepts and the benefits of physical activity 2. Begin to understand the consequences of health behaviors and choices such as ways to prevent illness. 3. Recognize signs and symptoms of common illnesses 4. Brush teeth and floss with little or no assistance 	<ol style="list-style-type: none"> 1. Brush teeth at least twice daily and floss once a day! 2. Understand how health habits impact growth and development 3. Take responsibility for making healthy life choices

Domain: Personal Health & Well-Being

Sub-domain: Being Safe

Goal: Children will be able to demonstrate an awareness and understanding of safety rules and knowledge about harmful objects and situations and how to avoid them.

Some of the indicators of young children's learning about being safe are as follows.

	Infants and young toddlers (I) (birth to 18 months)	Older toddlers and twos (T) (18 months to 36 months)	Preschoolers (P) (3- and 4-year olds)
Standards	<ol style="list-style-type: none"> 1. Prefer caregiver over stranger. Will be able to discriminate between his/her main caregiver and family, and strangers. 2. Stop/wait when caregiver says "no" or gives a nonverbal cue for alert/danger. 3. Follow some consistently set rules and routines. 4. Watch familiar adults for appropriate reactions. 5. Accept comfort from others. 6. Explore own body: grabs foot, puts finger in ear, pulls hair, and finds mouth to suck on thumb/fingers. 	<ol style="list-style-type: none"> 1. Begin to avoid dangers, but cannot be relied on to keep themselves safe. 2. Know to hold caregivers' hand when walking in public places. 3. Communicate to an adult when someone hurts or makes them feel bad. 4. Recognize safety rules but may not follow them. 5. Recover from small falls when walking. 6. Take care of toileting needs in a variety of ways. 7. Assert preferences in a positive manner. 8. Anticipate consequences for not following rules. 9. Pay attention to safety instructions, with assistance. 10. Verbally offer simple rules. 	<ol style="list-style-type: none"> 1. Hold adults' hands when walking in public places. 2. Begin to learn safety rules of daily activities. 3. Engage in play as a means to understand healthy behavior and develop their bodies. 4. Begin to practice safe and healthy behaviors: recognize danger and poison symbols and avoid those areas. 5. Begin to understand how daily activity and healthy behavior promote overall personal health and safety. 6. Demonstrate safety awareness when purposefully using materials (e.g., carry scissors and pencil with points down to avoid accidents). 7. Increasingly perform self-care skills independently. 8. Care for personal belongings. 9. Show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance. 10. Communicate to peers and adults when seeing dangerous behaviors. 11. Do not touch or take medicine, without adult assistance; but know that medicine can improve health when used properly. 12. Look both ways before crossing street or road, and know to cross with adult assistance. 13. Understand the difference between safe and unsafe touch. 14. Identify appropriate clothing and sunscreen for various weather conditions. 15. Recognize safety issues with guns, fire, water and strangers.

Domain: Personal Health & Well-Being

Sub-domain: Being Safe

Goal: Children will be able to demonstrate an awareness and understanding of safety rules and knowledge about harmful objects and situations and how to avoid them.

Some of the indicators of young children's learning about being safe are as follows:

	Kindergartners (K) (5- and 6- year olds)	First Graders (1) (6- and 7- year olds)	Second Graders (2) (7- and 8-year olds)	Third Graders (3) (8- and 9-year olds)
Standards	<ol style="list-style-type: none"> 1. Explain the reasons for safety rules. 2. Show safe behavior for self and others by applying established class rules, procedures and safe practices with adult guidance. 3. Explain when not to accept rides, food or money from strangers. 4. Understand that some practices may be personally dangerous. 5. Identify adults who can assist in dangerous situations. 6. Recognize personal privacy in relation to their body. 	<ol style="list-style-type: none"> 1. Understand that some game rules are for safety. 2. Recognize risky situations and explain how to avoid them. 3. Recognize what unwanted touch is. 4. Show safe behavior for self and others by applying established class rules, procedures and safe practices with limited teacher guidance. 5. Express self in safe and appropriate ways. 6. Show ability to control destructive impulses with guidance. 7. See teachers and adults outside of family as trusted resources. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the harmful effects of drugs. 2. Show safe behavior for self and others by applying established class rules, procedures and safe practices with limited teacher guidance. 3. Express self in safe and appropriate ways. 4. Show control of destructive impulses with guidance. 5. See teachers and adults outside of family as trusted resources. 	<ol style="list-style-type: none"> 1. Continue to express self in safe and appropriate ways. 2. Show control of destructive impulses with guidance. 3. Show safe behavior for self and others by practicing personal and group safety when applying class rules, procedures and practices. 4. Know and use ways to keep safe from strangers. 5. Know appropriate responses to harassment, bullying, intimidation and abuse.



**Vermont's
Step Ahead Recognition System
for Child Care, Early Education and Afterschool Programs**

This application is for programs that meet the following criteria:

- (1) This program holds NAEYC accreditation under the 2006 materials -or- holds earlier NAEYC accreditation and has had a random, unannounced visit by a NAEYC assessor since October 2006, -or- is a Head Start program with a high level of compliance with Head Start standards as evidenced by an on-site monitoring review by the Office of Head Start.

AND

- (2) This program has obtained "Specialized Child Care Services" status with the Child Development Division (Contact Jan Walker, 241-2198 or jan.walker@ahs.state.vt.us if you are unclear if your program has this status.)

AND

- (3) This program has held the current license for 5 years without either (a) violations requiring a Parent Notification Letter or (b) a pattern of regulatory noncompliance -and- has been visited by a licensing specialist within the past 2 years.

IF THE PROGRAM DOES NOT MEET ALL 3 OF THESE CRITERIA, THIS
APPLICATION CAN NOT BE USED.

Programs that operate multiple sites or multiple programs submit separate application materials for each site or program separately recognized by the Licensing Division (each separate license number). Head Start/Early Head Start child care programs submit applications for sites where Head Start holds the license. Head Start partners and other collaborating programs must submit their own materials and are not eligible for this application unless they are accredited themselves.

Instructions for specific items on the Background Information Form

Contact information

"Contact name" refers to the person who should be contacted if there are any questions about the application. "Other contact name" is for those situations where there is an alternative person who can respond to questions about the application.

"Town where facility is located" refers to the exact physical location of the facility. Indicate the name of the city, town, village or other municipality where the child care program is located. This may or may not be the same as the mailing address and does not refer to the towns the facility serves.

Program information

Complete the information in this section in terms of what best describes the program.

For question 3, program affiliation, check one of the boxes only if the child care program operates or is administered under the guidelines of these programs. If the child care program operates independently but collaborates with these programs, leave the item blank.

For questions 5 through 8, if the program has a variable operating schedule, indicate what is most typical, most accurate or usually true about the program.

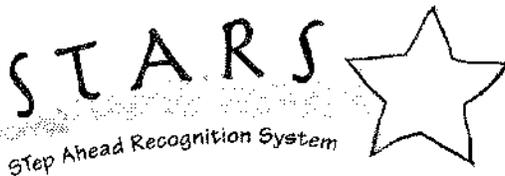
Enrollment information

For question 9, indicate the total number of children who are enrolled or cared for on a regular basis. Do not include children who attend less often than twice a month (such as school aged children who attend on vacations only).

For question 10, indicate the number that best describes the number of children the program serves on any given day or 24 hour period. Include both full and part day attendees and if there are two or more shifts provided, count all children across all shifts. Do not include children who are not included in question 9 (above).

Complete application materials should be sent to:

STARS
MJCC
81 Water Street
Middlebury, VT 05753



Application Cover Page

Contact Information

Date _____

Program name _____

Contact name _____

Position (owner, director, coordinator, principal, etc.) _____

Director, owner or principal name (if not above) _____

Mailing address: Street _____

City _____ State _____ Zip code _____

Phone number(s) _____ fax # _____ email _____

License number _____ Date first licensed _____

Program affirmations

(1) This program holds NAEYC accreditation under the 2006 materials -or- holds earlier NAEYC accreditation and has had a random, unannounced visit from an NAEYC assessor since October 2006, -or- is a Head Start program with a positive monitoring review report.

(2) This program has "Specialized Child Care Services" status

(3) This program has held the current license for 5 years without either (a) violations requiring a Parent Notification Letter or (b) a pattern of regulatory noncompliance and has been visited by a licensing specialist within the past 2 years.

*** I affirm that these three conditions have been met. I understand that if any information contained in this application for the STARS program is found to be incorrect, that this application shall be voided and any certificate awarded shall be rescinded.

*** I give permission to the Standards and Monitoring Unit of the Child Development Division of the Department for Children and Families to release information about the above named program's regulatory status to the STARS administrative personnel.

Signature of program representative Title Date

A STARS representative will sign and return this form when the application materials have been reviewed.

Signature of STARS representative Date

The program receives 5 stars.



Background Information Form

Contact Information

Date _____

Program name _____

Mailing address: Street _____

City _____ State _____ Zip code _____

Town where facility is located _____ County _____

Program information

1. Regulatory status is licensed center.
2. License number _____ Date of most recent licensing visit _____
3. Program Affiliation (please check if this program is managed under any of the following)
 - Public school preschool
 - Public school afterschool
 - EEE preschool program
 - Religious program
 - Head Start/Early Head Start
 - Waldorf
 - Montessori
 - Multi site
4. Business entity:
 - Independent/sole proprietor
 - C corporation, S corporation or LLC
 - Not for profit corporation - 501(c)(3)
 - Partnership or LLP
 - Public school
 - Other (explain) _____
5. Type of program offered during regular operation
 - full day only (over 5 hours)
 - full and part day
 - part day only
 - other (explain)
6. Days and hours of operation (indicate the days and times that the program is open, regardless of whether there are children in attendance).

Open from _____ am/pm to _____ am/pm (indicate times and circle am or pm)

Days regularly open: Mon ___ Tue ___ Wed ___ Thurs ___ Fri ___ Sat ___ Sun ___
7. The program is best described as
 - open year round
 - open during school year only
 - open in summer only
 - other (please explain)
8. Number of people employed by program: _____ over 30 hrs/week _____ under 30 hrs/week

Enrollment information

9. Total number of children enrolled in program/cared for (full and part time) _____

10. Typical number of children attending on a given day (full and part day) _____

11. In the boxes below, enter the number of children enrolled, both full and part time, in the indicated categories. Some will fall in more than one category.

Use the age definitions as given below

- ~ "Regular tuition or fees" is the usual situation where parents or other adults pay the stated fees.
- ~ "Tuition assistance/subsidy" is where some part or all of the regular fees are paid through the DCF-CDD child care tuition assistance system, for any reason. List all children who receive any amount of DCF-CDD tuition assistance/subsidy.
- ~ "Protective services" is child care assistance for children with an open case with the Family Services Division of the DCF. The children may be in foster care or with their family.
- ~ "Family support" is child care for families under stress, assisting families with child care tuition as part of a larger plan to meet the family's needs.
- ~ Children with "special needs" are those with an established or defined developmental, behavioral, medical or other special need other than protective services.

	Infants (up to 23 months)	Toddlers (24 to 35 months)	Preschool (3 to 5 years)	Kinder- garten	School age
Current number of children with families paying regular tuition/fees (receiving no other support)					
Current number of children receiving DCF-CDD tuition assistance/subsidy (of any amount)					
Current number of children funded through public school funding (ADM, EEE, etc.) (and are not above)					
Current number of children funded through scholarships or Head Start (and are not above)					
Current number of children in protective services or family support					
Current number of children with special needs					

* * * * *

To obtain 5 stars, this program must meet the standards listed on the application cover page and attach a copy of its NAEYC certificate, or Head Start monitoring review report.

What is STARS?

STARS stands for the STep Ahead Recognition System. It is Vermont's system for recognizing and improving quality in:

- Registered child care homes;
- Licensed family child care homes;
- Licensed early childhood programs;
- Licensed school-age care programs;
- Preschool (PreK) programs that receive public education funding;
- Non-recurring child care programs (i.e., child care at ski resorts); and
- Head Start and Early Head Start programs.

How does it work?

Programs may apply for recognition in five areas:

1. Regulatory history;
2. Staff qualifications;
3. Families and communities;
4. Program practices; and
5. Administration.

Programs can earn up to 5 points in program practices and up to 3 points in all other areas, for a total of up to 17 points.

What do the points mean?

Programs are awarded 1 to 5 stars, based on the total number of points earned.

- 1 - 4 points = ★
- 5 - 8 points = ★★
- 9 - 11 points = ★★★
- 12 - 14 points = ★★★★
- 15 - 17 points = ★★★★★

One-star programs may be just starting on a path to improvement or may be stronger in one area.

Two-star programs may have made some progress in many areas or more progress in one or two areas.

Three-star programs have either made substantial progress in two or three areas or some improvements in all five.

Four-star programs have documented quality in all five areas. Many are also nationally accredited.

Five-star programs are outstanding in all five areas. Many are also nationally accredited.

Do programs have to participate in STARS?

According to Vermont statute, programs that receive public education funding for preschool age children must:

- a. Be nationally accredited;
- b. Have 4 or 5 stars; OR
- c. Have a plan in place to achieve 4 or 5 stars.

While other programs are not required to participate in STARS to become licensed or registered, participation has benefits for both parents and programs.

How does STARS benefit me as a parent?

- STARS can help you find a quality program for your child.
- You may pay less for child care if you receive child care financial assistance AND use a program that has stars. This is because the Child Development Division pays a higher rate to programs with stars. *Note: Financial assistance payments are made directly to providers.*
- You may qualify for a tax credit on your Vermont state income tax if you meet income guidelines AND use a program that has 4 or 5 stars.

How does STARS benefit programs?

Programs that participate in STARS get:

- A higher reimbursement rate from the Child Care Financial Assistance Program (5% to 40% above base rate) based on the number of stars earned.
- Bonus payment for each level achieved ranging from \$ (b)(6) to \$ (b)(4).
- Help promoting their participation in STARS (e.g., listing on the STARS website, supply of STARS brochures, and a customized press release).
- The opportunity to apply for grants open only to programs that have stars or national accreditation.
- Discounts from some companies.

(b)(6)

"STARS builds confidence for you to try something new and to not be afraid."
- Center Director

For Parents

(b)(6)

Who can apply?

All programs registered or licensed with the Child Development Division may apply. However, programs need to be in regulatory compliance before applying.

When should we apply?

You may apply at any time. STARS is meant to begin when you are and help your program improve over time.

How do we apply?

You can either:

- Download a STARS application at dcd.vermont.gov/cdd/stars or
- Contact the coordinators at (802)395-2037 or STARS@dcd.org to request an application by mail.

You may apply for recognition in five areas: regulatory history, staff qualifications, families & communities, program practices, and administration.

Certificates are good for three years. An annual report is required.

This is a wonderful way for providers to get recognized for their commitment in the field.
-Registered Provider

What if my program is accredited?

There is a streamlined application for:

- Nationally accredited programs. These programs have already gone through an accreditation process and earned an accreditation certificate.
- Head Start programs that are in high compliance with national Head Start performance standards.

Is help available?

Yes. Technical assistance is available. Contact a STARS coordinator at (802)395-2037 or STARS@dcd.org. The coordinator can explain how the program works and what you need to include with your application. You'll continue to have access to technical assistance after you have achieved a star level.



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How can STARS help me find a program?

Choosing the right program for your child is one of the most important decisions you'll face as a parent. STARS can help.

STARS can make it easier for you to find a quality program for your child. STARS recognized programs have demonstrated their commitment to quality care and education. The more stars a program has, the more involved it is in a wide range of practices that support children, families, and professionals.

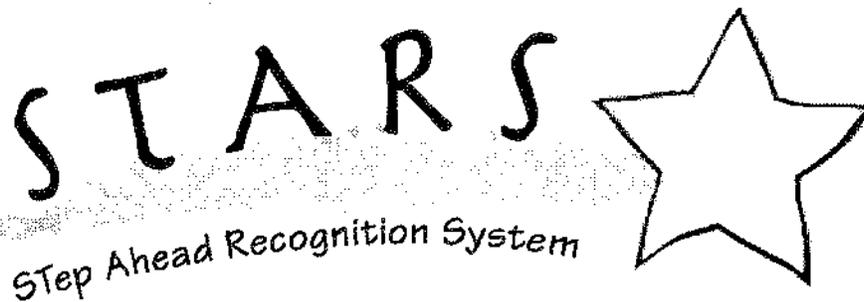
How do I find STARS programs?

Go to dcd.vermont.gov/cdd/stars or call the Child Development Division (CDD) at 1-800-649-2542.

(b)(6)

STARS
Information for
Parents & Programs





Vermont's
STep Ahead Recognition System
for
Child Care, Early Education and Afterschool Programs

Application and Instructions
for programs eligible for 5 stars

see the next page to see whether your NAEYC accredited or
Head Start program qualifies for this achievement
2011

STARS is a quality initiative of the Child Development Division of the Department for Children and Families of the Agency of Human Services, 103 S. Main Street, Waterbury, VT 05671. It is administered under contract with Mary Johnson Children's Center, 81 Water Street, Middlebury, VT 05753. Questions or comments about this system can be directed to the Child Development Division at 1 (800) 649-2642 or to STARS at 398-2037, or email stars@mjccvt.org. The STARS website is www.STARSstepahead.org.

Vermont's Statewide Report on Kindergarten Readiness 2013-2014

Introduction

Since 2000, Vermont has gathered information on the readiness of children entering kindergarten by surveying kindergarten teachers about their students' knowledge and skills within the first six to ten weeks of school. The effort to measure school readiness is a collaborative project of the Vermont Agency of Education (AOE), the Department for Children and Families, and the Department of Health.

There are many interpretations of what constitutes "readiness". Vermont's concept of children's readiness is multidimensional; it includes social and emotional development, communication, physical health, as well as cognitive development, knowledge, and approaches to learning (e.g., enthusiasm for learning, persistence, curiosity). Vermont's concept also reflects the belief that "school readiness" is interactional: children need to be ready for schools, and schools need to be ready to accommodate the diverse needs of children. Since 2000, surveys for assessing schools' readiness have been conducted several times. The Ready Schools survey asks principals and teachers to report on their school's transition practices, connections to families of young children and the community, and other related issues. Despite the importance of this information, the Ready Schools survey has not been conducted for several years now.

Methodology

- *Data Collection:*

Kindergarten teachers from around the state were asked to complete a Kindergarten Readiness Survey (KRS) for each of their students during the fall of 2013. The KRS consists of 30 items across the domains of "Social and Emotional Development," "Approaches to Learning," "Communication," "Cognitive Development and General Knowledge," and "Physical Development and Wellness." The teacher rates each child's skills as either "beginning", "practicing" or "performing independently" on the first 27 items and judges if hunger, illness, or fatigue inhibit the child's learning on the last three items. The KRS is not a direct assessment of children; rather it relies on the accumulated observational knowledge the teacher has developed about the child during the first few weeks of kindergarten.

For the past four years, the KRS was delivered through a secure online version of Survey Monkey; one survey per child. This year a new method for collecting survey data was used. Each kindergarten teacher received one Excel file to record survey responses for all of the kindergartners in his or her class; one row per child. The Excel file was then uploaded to a secure AOE website. Some schools encountered difficulties with the upload as well as with completing the Excel file due to software incompatibility.

- *Data Analysis*

The data were analyzed at the item level producing the number and percentage of children reported at each the "beginning", "practicing" and "performing independently" levels and the number and percentage of children whose learning was inhibited by illness, fatigue or hunger

“never”, “seldom”, “sometimes” or “often”. The number and percentage of “Don’t Know” or missing values were also calculated. At the item level, a child is considered “ready” if the child is rated as “practicing” and “performing independently” for the first 27 items and as “never” or “seldom” in the three inhibitor items.

Statistical Product and Service Solutions (SPSS) was used to determine “readiness” for each of the five domains and to calculate an overall readiness value. Readiness at the domain level requires that the child have a rating of “practicing”, “performing independently”, “never” or “seldom” on all items within the domain. Readiness across the five domains requires that the child is rated as “ready” on all items in the survey. Survey items rated as “Don’t know” or missing responses are not included in the denominator when calculating domain and overall readiness percentages.

Results

A total of 5,658 Kindergarten Readiness Surveys were submitted. The total kindergarten enrollment for 2013-2014 is 6,250 children; hence, 91% of all kindergartners were surveyed. Last year the KRS participation rate was only 81.8%.

- *Characteristics of Kindergartners Surveyed*

The KRS asks teachers to identify each child’s gender, the child’s eligibility for specialized services (e.g., special education, Title I), if the child is an English Language Learner, and whether the child attended an early childhood program prior to kindergarten. Table 1 presents the results of these data.

TABLE 1: Characteristics of Kindergartners Surveyed¹

	Number	Percentage
Boys	2871	51%
Girls	2754	49%
Missing Response on Gender Item	33	0.58%
Received Specialized Services:	1924	34%
• <i>Special Education</i>	695	12%
• <i>ESE</i>	588	10%
• <i>504</i>	84	1.5%
• <i>Title I Services</i>	894	16%
English Language Learners	149	3%
Attended some type of Early Childhood Program (ECP):	4633	82%
• <i>Did not attend any Early Childhood Program</i>	572	10%
• <i>Do not Know if child attended ECP</i>	412	7%
• <i>Missing Response</i>	41	0.7%
• <i>Head Start</i>	396	7%
• <i>School-based Pre-K</i>	1876	33%
• <i>Community-based Pre-K</i>	464	8%
• <i>Private preschool</i>	1098	19%
• <i>Family-based child care</i>	253	5%
• <i>Center-based child care</i>	445	8%

¹ These are self-reported data that have not been verified.

• **Readiness By Domain and Overall Readiness Rating**

The 30 items on the Kindergarten Readiness Survey² are clustered into five domains:

- Social-Emotional Development
- Approaches to Learning
- Communication
- Cognitive Development
- Wellness²

The number and percentages of children who were rated as “practicing” or “performing independently” (i.e. “Ready”) on all of the items within a domain are presented in Table 2.

TABLE 2: Readiness by Domain & Across All 5 Domains

<i>Domain</i>	<i>Number “Ready”</i>	<i>Valid Responses</i>	<i>Percent “Ready”</i>
Social-Emotional Development	4111	5658	73%
Approaches to Learning	3881	5658	69%
Communication	4668	5658	83%
Cognitive Development	3546	5658	63%
Wellness	4693	5658	83%
Across All 5 Domains	2533	5154	49%

According to the KRS data, just under half (49.1%) of all children were rated as “ready for kindergarten” in all five domains of the survey.

• **Readiness by Item**

The number and percentage of children rated as “beginning”, “practicing”, “performing independently” or “don’t know” for each item are presented in Appendix I. Note that the operational definition of “ready” is that the child is rated as “practicing” or “performing independently”, while “not ready” is “beginning”. Items in which the rating was “don’t know” or the item was left blank are excluded from the denominator when calculating “readiness” percentages.

Discussion of KRS Results

The statewide results for this year’s KRS assessment show an across the board decrease in the percentage of children “ready” at the item and domain levels. The overall readiness rate dropped from 61% in 2012-2013 to only 49% this year. Of the 58 supervisory unions and districts that submitted KRS data, 49 or 86% evidenced lower percentages of children ready for kindergarten.

² Wellness includes children who demonstrate age appropriate self-help skills **and** who seldom or never appear to be inhibited by illness, fatigue or hunger.

The reasons for the observed decreases at the **domain level** could be due to several factors. First, the new methodology used to collect the information could have contributed to an “implementation dip”. The new Excel data collection method resulted in almost three times more items left blank which tends to bias the estimate of children “ready” downwards. Secondly, the percentage of surveys submitted rose from 82% last year to 91% of all kindergartners this year. Further analysis showed that some teachers were completing the KRS for the first time without any training on the items and the rating scale. Additional analyses of the data showed that more surveys were submitted for children who are eligible for Free and Reduced Lunch (FRL) and/or are receiving special education services. In comparison to the general population, these two population subgroups are more frequently rated as “beginning”. These are just a few of the possible explanations for the decrease. Undoubtedly, there may be other reasons to account for this decline. It is difficult to believe that the lower rates are due to an actual drop in readiness across the state and in 86% of school districts.

The results at the **item level** provide a more detailed picture of how this year’s kindergartners were rated on the KRS. While comparisons with last year’s results still indicate an overall drop, 90% or more of the kindergartners were rated as “ready” (i.e., practicing or performing independently) on 12 of the 27 items and “ready” (i.e., never or seldom) on all three wellness items. These 12 items are spread throughout the domains, although fewer are in the “Approaches to Learning Domain” (refer to Table 3 on page 5). It should be noted that 12% of all children surveyed are receiving special education services; nevertheless, the item level data suggest that most children demonstrated some knowledge and skills deemed necessary for success in kindergarten.

There were two items in which less than 80% of all children surveyed were rated as “ready”. These are:

- Shows ability to discriminate and identify speech sounds (77%)
- Uses scribbles, symbols or letters to write or represent words or ideas (79%)

The apparent contradiction of the finding that only 49% of all kindergartners were found “ready” across all five domains, while 80% or more of the children were rated as “ready” on all but two out of the 30 items on the KRS, can be resolved by remembering the operational definition of “ready” for the domain levels and across all domains. As stated earlier, to be “ready” in any domain, all ratings within that domain must be “practicing” or “performing independently”. To be considered “ready” across all domains, a kindergartner must be rated “ready” on all items in all domains.

TABLE 3: KRS Items on which 90% or More of Kindergartners Were Rated “Ready”

<i>Domain</i>	<i>Item</i>	<i>“Ready”</i>
Social-Emotional Development	Separates easily from parent/caregiver	95%
	Adapts to transitions within the school day	90%
	Interacts positively with adults in the classroom	94%
Approaches to Learning	Appears enthusiastic and interested in classroom activities	92%
Communication	Communicates needs, wants, or thoughts in his/her primary language	92%
	Engages in conversation (e.g. complete sentences, turn-taking, etc.)	91%
	Understands simple directions, requests and information	92%
Cognitive Development	Shows awareness of how books are organized and used	90%
	Recognizes his/her most commonly used name in print	95%
	Engages in imaginative play	95%
	Shows the ability to count 5 or more objects using one-to-one correspondence	93%
Physical Health & Development (Wellness)	Demonstrates age appropriate self-help skills (e.g. dressing, toileting, wiping nose, washing hands)	97%
	<i>This child’s ability to learn is inhibited by: (Never & Seldom = Ready)</i>	
	• Illness	95%
	• Fatigue	90%
	• Hunger	96%

Conclusion

The major question the Kindergarten Readiness Survey (KRS) is designed to answer is: How ready are Vermont’s kindergartners? In order to provide the most accurate estimate of readiness, we need to use an assessment tool that truly measures readiness and is fair to all subgroups. A validation study of Vermont’s KRS is currently underway. The early results from a national research group conducting this study indicate that the KRS has several strengths; however, there are areas that need to be improved. The operational definitions for “ready” in a domain and across domains are also being examined. Furthermore, we will be developing a secure web-based survey tool to avoid the technological problems we faced this past year. As these improvements are made and more information on the items and rating scales are provided to kindergarten teachers, the confidence we have in the KRS results accurately reflecting children’s readiness will increase.

Appendix I
Statewide Item Level Responses 2013-2014

Social-Emotional Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing % (N)
Plays cooperatively with different children	11% (644)	35% (1959)	54% (3035)	0.3% (20)
Separates easily from parent/caregiver	3% (154)	14% (785)	81% (4567)	2% (152)
Uses problem solving skills in social situations	19% (1074)	47% (2666)	33% (1879)	0.6% (39)
Appropriately expresses feelings and needs	16% (899)	39% (2198)	45% (2552)	0.1% (9)
Adapts to transitions within the school day	10% (553)	28% (1559)	62% (3539)	0.1% (7)
Interacts positively with adults in the classroom	6% (361)	25% (1411)	69% (3877)	0.1% (9)
Approaches to Learning	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing % (N)
Can persist in a self-directed activity for at least 15 minutes	12% (659)	28% (1596)	60% (3395)	0.1% (8)
Appears enthusiastic and interested in classroom activities	8% (451)	27% (1521)	65% (3675)	0.1% (10)
Uses a variety of learning strategies in the classroom	18% (1046)	43% (2450)	38% (2131)	0.4% (28)
Is able to pay attention during teacher-directed group activities for approximately 15 minutes	18% (1005)	36% (2020)	46% (2624)	0.1% (9)
Knows when and how to use adults as a resource	13% (722)	38% (2130)	49% (2777)	0.5% (29)
Initiates activities in classroom	13% (711)	32% (1786)	56% (3149)	0.1% (12)
Shows curiosity (asks questions, probes, tries new things, etc.)	11% (618)	34% (1945)	54% (3080)	0.3% (15)

Vermont Agency of Education

Communication	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Follows simple classroom rules and instructions with reminders	12% (674)	33% (1885)	55% (3102)	0.3% (17)
Communicates needs, wants, or thoughts in his/her primary language	7% (377)	21% (1201)	71% (4040)	0.7% (40)
Engages in conversation (e.g. complete sentences, turn-taking, etc.)	8% (474)	25% (1437)	66% (3732)	0.3% (15)
Understands simple directions, requests and information	8% (432)	24% (1351)	68% (3858)	0.3% (17)
Cognitive Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Shows awareness of how books are organized and used	9% (512)	26% (1483)	64% (3645)	0.3% (18)
Can recall and explain a sequence of events (e.g. can tell about a recent activity, can retell a story)	13% (747)	36% (2051)	50% (2827)	0.5% (33)
Recognizes his/her most commonly used name in print	5% (279)	13% (751)	82% (4617)	0.2% (11)
Engages in imaginative play	4% (215)	17% (968)	78% (4423)	0.9% (52)
Shows ability to discriminate and identify speech sounds	22% (1265)	37% (2120)	40% (2252)	0.4% (21)
Recognizes 10 or more letters of the alphabet	18% (991)	17% (968)	65% (3673)	0.4% (26)
Uses scribbles, symbols or letters to write or represent words or ideas	20% (1123)	29% (1662)	50% (2852)	0.4% (21)
Shows the ability to count 5 or more objects using one-to-one correspondence	8% (461)	16% (902)	76% (4282)	0.2% (13)
Can identify several basic geometric shapes (e.g. circle, square, rectangle, triangle)	8% (463)	28% (1571)	61% (3462)	3% (162)
Physical Health & Development	Beginning % (N)	Practicing % (N)	Performing independently % (N)	Don't Know & Missing %(N)
Demonstrates age appropriate self-help skills (e.g. dressing, toileting, wiping nose, washing hands)	2.7% (146)	10.8% (575)	86.4% (4,597)	(7)

Vermont Agency of Education

This child's ability to learn appears to be inhibited by:					
	Never	Seldom	Sometimes	Often	Don't Know (N)
Illness	90.0% (4,790)	5.0% (264)	4.2% (222)	0.9% (49)	n/a
Fatigue	83.3% (4,436)	6.4% (339)	8.4% (447)	1.9% (103)	n/a
Hunger	91.2% (4,855)	4.2% (225)	3.6% (194)	1.0% (51)	n/a

N.B. Row totals may not add exactly to 100% due to rounding.

Vermont PDG-Expansion Application for Funding (CFDA 84.419B)
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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET PART II – VERMONT BUDGET NARRATIVE

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (G))					
Budget Categories	Grant Year 1.....	Grant Year 2.....	Grant Year 3.....	Grant Year 4.....	Total.....
1. Personnel	\$ 117,562	\$ 121,088	\$ 124,722	\$ 64,231	\$ 427,603
2. Fringe Benefits	\$ 41,456	\$ 42,286	\$ 43,130	\$ 21,997	\$ 148,869
3. Travel	\$ 8,500	\$ 8,500	\$ 8,500	\$ 6,000	\$ 31,500
4. Equipment	\$ 12,200				\$ 12,200
5. Supplies	\$ 100	\$ 100	\$ 100	\$ 50	\$ 350
6. Contractual	\$ 58,000	\$ 73,000	\$ 78,000	\$ 85,000	\$ 294,000
7. Training Stipends					\$ -
8. Other	\$ 11,480	\$ 11,500	\$ 11,520	\$ 5,770	\$ 40,270
9. Total Direct Costs (add lines 1-8)	\$ 249,298	\$ 256,474	\$ 265,972	\$ 183,048	\$ 954,792
10. Indirect Costs*	\$ 42,383	\$ 43,193	\$ 44,025	\$ 27,389	\$ 156,990
11. Funds to be distributed to Subgrantees	\$ 6,915,000	\$ 7,684,500	\$ 8,296,500	\$ 9,284,500	\$ 32,180,500
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$ 7,231,681	\$ 8,009,167	\$ 8,631,497	\$ 9,519,937	\$ 33,392,282
(b)(4)					

BUDGET PART II – VERMONT BUDGET NARRATIVE

1) Personnel - \$427,603 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
1. Personnel	\$. 117,562.	\$. 121,088.	\$. 124,722.	\$. 64,231.	\$. 427,603.

The personnel budget will cover two positions at the Vermont Agency of Education (AOE), a Preschool Expansion Grant Coordinator and a School Finance Analyst II. Both will be crucial to overseeing the compliance of the project, as well serving as the key points of contact for the subgrantees and provide subgrantees with expert technical assistance.

A detailed job description for each is below.

It is assumed that the positions will be filled by January 1, 2015, therefore personnel costs are calculated for 12 months per year, every year of the grant.

The AOE School Finance Analyst position is only requested in Years 1, 2, and 3 of the grant, as the goal is to cross-train agency staff at the Agency of Education, and the Department of Children and Families, including the Vermont State Head Start Collaboration Office, in order to build sustainable in-house expertise over the course of the grant period. Therefore the analyst will only be needed for three years and the in-house experts can take over these duties in Year 4 and going forward.

AOE Preschool Expansion Grant Coordinator Position Description

The grant coordinator, a pay grade 24 position housed at the VT Agency of Education, will assist staff from all participating LEAs, Early Learning and Development Centers and State Agencies in meeting federal and state requirements for implementing, managing and tracking grant activities. Specific responsibilities include:

- Within 90 days of the grant award, work with the grant implementation team to meet with each participating entity to execute a binding MOU regarding grant responsibilities.
- In collaboration with the grant implementation team, assist subgrantees in developing customized scopes of work that include strategic plans for meeting high quality requirements.
- Work closely with the Agency of Education’s School Finance Analyst for the grant to ensure that sub grantees are expending funds properly.
- Provide on-going technical assistance to grant participants.
- Create on-going opportunities for collaboration and sharing by grant participants.

- Convene and facilitate an advisory group consisting of representatives of LEAs, Early Learning and Development Centers, the Governor's Office, Department of Children and Families, Department of Health and Building Bright Futures.
- Plan and implement a communication plan to share the work of the grant with all interested parties and to allow for interested parties to provide feedback on grant implementation.
- Prepare and process grant reports.
- Collaborate with leads for Race to the Top-Early Learning Challenge Grant, Act 166 and the Governor's Early Childhood Framework and Action Plan to ensure coordination and alignment of the work.
- Bring subgrantees together regularly and provide an interactive website and blog to facilitate and support regional and state-wide Professional Learning Communities so subgrantees can work together to share best practice, collaborate on training and professional development and support each other in developing high quality preschool programs.

AOE Preschool Expansion Grant School Finance Analyst II Position Description

A pay grade 24 School Finance Analyst II position in the Agency of Education, Finance Division, would be created to maximize the effective use of funds, as follows:

- Provide pre-award grant review to assist program implementation staff in formulating complete and efficient budgets for sub-recipients...
- Review sub-award strategies for compliance with federal regulations to protect and maximize available funds.
- Develop a sustainable training program to instruct preschool program administrators in sound grants management procedures...
- Deliver instruction on relevant fiscal regulations related to the use of the grant funds, including contract management, procurement procedures to be followed, support of salaries and wages, and expenditure documentation...
- Develop, pilot, tune and document best practices with respect to use of braided funding to maximize impact of grant monies. The goal is to have the cohort of subgrantees become experts over the course of the grant period in properly braiding funding streams to enhance program sustainability...
- Increase the fiscal monitoring capacity of the agency to ensure that the addition of this important federal grant program does not dilute or reduce the agency's ability to provide adequate grant oversight...
- Provide ongoing analysis of the use of grant funds by all sub-recipients, serving as a mechanism to further the goals and objectives of the preschool development grant.

The AOE School Finance Analyst position is only requested in Years 1, 2, and 3 of the grant, as the goal is to cross-train agency staff at the Agency of Education, and the

Department of Children and Families, including the Vermont State Head Start Collaboration Office, in order to build sustainable in-house expertise over the course of the grant period. Therefore the analyst will only be needed for three years and the in-house experts can take over these duties in Year 4 and going forward.

2) Fringe Benefits - \$148,869 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
2. Fringe Benefits	\$ 41,456	\$ 42,286	\$ 43,130	\$ 21,997	\$ 148,869

The AOE Preschool Expansion Grant Coordinator and the AOE School Finance Analyst will earn \$20,728 in fringe benefits in Year 1. The standard rate for fringe benefits for all Vermont State employees was used to budget the amounts in Years 1-4 of the grant. It also projected that the fringe benefits for each position will increase by .97% for Years 2, 3 and 4.

The AOE School Finance Analyst will only be a three-year position, so fringe is not calculated for that position in Year 4.

3) Travel \$31,500 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
3. Travel	\$ 8,500	\$ 8,500	\$ 8,500	\$ 6,000	\$ 31,500

The AOE Grant Coordinator and the RTT-ELC School Finance Analyst are expected to do significant in-state travel to attend meetings with subgrantees, visit programs, conduct trainings, etc. The budget includes \$6,000 per year for the AOE Grant Coordinator and \$2,500 per year for the AOE Finance Analyst for use of the State fleet vehicles and any other incurred mileage and associated travel costs.

4) Equipment - \$12,200 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
4. Equipment	\$ 12,200	\$0	\$0	\$0	\$ 12,200

The total is needed in Year 1 to set up the two positions for this grant at the Agency of Education with all of the equipment necessary for a standard, functioning office in VT State Government.

The below items are needed and the cost is based on real estimates from current VT State Government procurement guidelines:

Grant Coordinator desk/chair	3,100
Grant Coordinator phone & wiring	1,500
Grant Coordinator laptop & monitor	1,500
School Finance Analyst desk/chair	3,100
School Finance Analyst phone & wiring	1,500
School Finance Analyst laptop & monitor	1,500
TOTAL	12,200

5) Supplies - \$350 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
5. Supplies	\$ 100	\$ 100	\$ 100	\$ 50	\$ 350

A very small anticipated annual fee is expected for office supplies to supplement the office set up for both positions.

6) Contractual - \$249,000 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
6. Contractual	\$ 58,000	\$ 73,000	\$ 78,000	\$ 85,000	\$ 294,000

The Agency of Education will follow VT State procedures for procurement to recruit and hire a contractor to conduct a rigorous independent evaluation of the project to ensure that the State and subgrantees are using the funding effectively and achieving desired results.

The estimates were based on current rates for independent evaluation projects of similar scope and program design.

7) Training Stipends - \$0 total for four years

No training stipends will be necessary to fulfill the requirements and goals during this grant period.

8) Other - \$40,270 total for four years

Budget Categories	Grant Year 1...	Grant Year 2.....	Grant Year 3.....	Grant Year 4.....	Total.....
8. Other:	\$11,480	\$11,500	\$ 11,520.	\$5,770.	\$... 40,270.

This budget funds printing costs, meeting space rental, phones, office space, and postage for the two grant funded employees based on current State of Vermont estimates:

	Year 1	Year 2	Year 3	Year 4
Phone, Finance	340.	350	360	0
Rent, Finance	2,800.	2,800	2,800	0.
Mtgs, Finance	2,500.	2,500	2,500	0
Copier, Finance	50	50.	50.	0
Postage, Finance	50.	50	50.	0.
Phone, Pgm	340.	350	360	370
Rent, Pgm	2,800.	2,800	2,800	2,800
Mtgs, Pgm	2,500	2,500	2,500	2,500
Copier, Pgm	50.	50	50.	50.
Postage, Pgm	50	50.	50.	50.
	11,480.	11,500	11,520	5,770.

9) Total Direct Costs - \$954,792 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total.....
9. Total Direct Costs	\$... 249,298	\$... 256,474	\$... 265,972	\$...183,048	\$...954,792

10) Indirect Costs - \$156,990 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
10. Indirect Costs	\$ 42,383	\$ 43,193	\$ 44,025	\$ 27,389	\$ 156,990

Indirect costs are calculated using an indirect cost rate of 18.5%, the Agency of Education’s agreed upon restricted indirect rate with the US Department of Education.

Indirect costs were applied to the personnel costs (with the exception of equipment) as well as the first \$25,000 of contracts each year, and the annual set-aside for technical assistance. The VT Agency of Education does not charge indirect costs for subgrantees.

	Year 1	Year 2	Year 3	Year 4	Total
Total Direct Minus Contract	191,298	183,474	187,972	98,048	660,792
Contract (25K only)	25,000	25,000	25,000	25,000	100,000
Set-Aside	25,000	25,000	25,000	25,000	100,000
Minus Equip	(12,200)	0	0	0	(12,200)
	229,098	233,474	237,972	148,048	848,592
18.50%	42,383	43,193	44,025	27,389	156,990

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.
32,180,500 total for four years**

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
11. Funds to be distributed to Subgrantees	\$ 6,915,000	\$ 7,684,500	\$ 8,296,500	\$ 9,284,500	\$32,180,500

The budget estimates for new and expanded slots for subgrantees are based on a few key figures:

Cost for a new, full-day, high-quality slot: \$10,500

Cost for an expanded, full-day, high-quality slot: \$7,000

Cost for the current state-wide rate of 10 hours/week of PreK in Vermont: \$3,000

Cost Estimate Methodology

The first two figures were based on cost per pupil estimates from the Abbott Preschool Program in New Jersey, which is a model for high-quality, full-day, comprehensive PreK for children

with high needs, which is comparable to the high-quality PreK subgrantees will be implementing through the PDG Expansion Grant.ⁱ

Services offered at the Abbott School include:

- Qualified teachers and small classes: 15 children per class, staffed by a state certified teacher and an assistant
- State-provided facilities and funding, adequate to meet district needs
- Developmentally appropriate curriculum, aligned with the New Jersey CCCS and elementary school reforms
- Social and health services, transportation, and services for children with disabilities and with limited English proficiency, as needed
- Supervision, technical assistance, professional development, and evaluation to assure uniform high quality instruction
- Initiatives to identify the number of underserved children and obstacles to enrollment; intensive outreach and recruitment
- Documentation of teachers' needs for ongoing professional development and for funding to achieve salary/benefit comparability between school and community programsⁱⁱ

The Abbott School provides universal eligibility and is open to all 3- and 4-year-old children in economically disadvantaged school districts at a per pupil cost of:

\$11,506 for children enrolled in district programs,
\$12,943 for children enrolled in community child care provider programs, and
\$7,416 for children in Head Start programs.ⁱⁱⁱ

We based our estimate of \$10,500 for a new, full-day, high-quality slot and \$7,000 for an expanded, improved high-quality slot on these numbers, and also took into account the unique challenges of a rural state, including transportation needs for eligible families.

The figure for the current state-wide rate of 10 hours a week of PreK was decided as follows: With the passage of Act 166 creating universal PreK in Vermont, the Vermont Agency of Education and VT Department of Children and Families carefully calculated a state-wide rate for 10 hours a week of quality PreK using many different measures including a current statewide average and a series of rate-setting methodologies (see Appendix: Act 166 Rate-Setting Methodology for full discussion). All of the methods of rate-setting yielded nearly identical rates of \$3,000, and the NIEER model was chosen as the base for rate setting because it is based on:

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

Methodology for Total Budget Estimate

To estimate the total project budget for this grant, every subgrantee was asked to identify the number of eligible children they project to serve each year of the grant period in new slots and improved and expanded slots.

For total costs, the identified estimates of new slots were multiplied by \$10,500 and the expanded and improved slots were multiplied by \$7,000.

The State funds the first 10 hours of PreK for every student, so the State pays \$3,000 of each new and expanded and improved slot.

The proposal requests federal funds to make up the difference for each new and expanded and improved slot at \$7,500 per new slot and \$4,000 per improved and expanded slots.

This was the methodology used to estimate the overall budget, given the large number of subgrantees in the proposal, necessitated by Vermont's small education units, and should the State receive funding under this proposal, within 90 days the implementation team will work with every subgrantee to develop an individual budget for creating new and expanding current slots.

Source of Funds	New Slots	Improved/Expanded Slots
State	\$3,000	\$3,000
Federal	\$7,500	\$4,000
Total	\$10,500	\$7,000

Given the interest in this PDG Expansion Grant opportunity among VT LEAs, we have included additional slots in our estimates so the State implementation team can recruit additional LEAs in underserved areas to create new slots and improve existing slots as new subgrantees over the course of the grant period.

Below is the breakdown of subgrantees and the estimates of number of new slots and cost of new slots.

Breakdown of Number and Cost of New Slots by Subgrantee

Partner	New Y1	New Y1 \$	New Y2	New Y2 \$	New Y3	New Y3\$	New Yr4	New Y4\$
Addison Central SU	1	\$10,500	13	\$136,500	15	\$157,500	17	\$178,500
Addison Northeast SU	2	\$21,000	2	\$21,000	2	\$21,000	2	\$21,000
Addison Northwest SU	0	\$0	0	\$0	0	\$0	0	\$0
Bennington County HS	0	\$0	20	\$210,000	20	\$210,000	20	\$210,000
Bennington-Rutland SU	2	\$21,000	4	\$42,000	8	\$84,000	10	\$105,000
Burlington SD	0	\$0	0	\$0	0	\$0	0	\$0
Capstone Head Start	50	\$525,000	60	\$630,000	80	\$840,000	80	\$840,000
Champlain Valley Head Start	30	\$315,000	40	\$420,000	50	\$525,000	50	\$525,000
Chittenden East	5	\$52,500	15	\$157,500	18	\$189,000	18	\$189,000
Early Education Services	13	\$136,500	13	\$136,500	13	\$136,500	13	\$136,500
Essex North SU	0	\$0	0	\$0	0	\$0	0	\$0

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Franklin Central SU	20	\$210,000	20	\$210,000	20	\$210,000	20	\$210,000
Franklin Northwest SU	25	\$262,500	25	\$262,500	25	\$262,500	25	\$262,500
Lamoille South SU	0	\$0	10	\$105,000	10	\$105,000	10	\$105,000
Milton Town SD	24	\$252,000	24	\$252,000	24	\$252,000	24	\$252,000
NEKCA Head Start	9	\$94,500	11	\$115,500	12	\$126,000	12	\$126,000
Orange Southwest SU	0	\$0	0	\$0	0	\$0	10	\$105,000
Orange Windsor SU	0	\$0	0	\$0	0	\$0	0	\$0
Rivendell SD	0	\$0	10	\$105,000	10	\$105,000	10	\$105,000
Rutland Central SU	0	\$0	2	\$21,000	4	\$42,000	6	\$63,000
Rutland County Head Start	58	\$609,000	60	\$630,000	60	\$630,000	60	\$630,000
Rutland Northeast SU	0	\$0	0	\$0	0	\$0	0	\$0
SEVCA/Windsor County	20	\$210,000	37	\$388,500	39	\$409,500	45	\$472,500
Springfield	0	\$0	0	\$0	0	\$0	0	\$0
St. Johnsbury SD	19	\$199,500	20	\$210,000	40	\$420,000	45	\$472,500
Two Rivers SU	10	\$105,000	14	\$147,000	18	\$189,000	18	\$189,000
Windham Central SU	7	\$73,500	7	\$73,500	7	\$73,500	8	\$84,000
Windham SE	0	\$0	0	\$0	0	\$0	0	\$0
Windsor Southeast SU	0	\$0	2	\$21,000	4	\$42,000	6	\$63,000
Winooski SD	15	\$157,500	17	\$178,500	17	\$178,500	17	\$178,500
Windsor Northwest SU	0	\$0	2	\$21,000	3	\$31,500	14	\$147,000
Southwest Vermont SU	20	\$210,000	20	\$210,000	20	\$210,000	20	\$210,000
Orange North Supervisory Union	0	\$0	10	\$105,000	10	\$105,000	10	\$105,000
Other	168	\$1,764,000	117	\$1,228,500	46	\$483,000	5	\$52,500
Total	498	\$5,229,000	575	\$6,037,500	575	\$6,037,500	575	\$6,037,500

Breakdown of Number and Cost of Expanded/Improved Slots by Subgrantee

Partner	Ex Yr 1	Ex Yr1 \$	Ex Yr 2	Ex Yr 2\$	Ex Yr 3	Ex Yr 3\$	Ex Yr 4	Ex Yr 4 \$
Addison Central SU	12	\$84,000	24	\$168,000	27	\$189,000	27	\$189,000
Addison Northeast SU	17	\$119,000	19	\$133,000	21	\$147,000	23	\$161,000
Addison Northwest SU	10	\$70,000	12	\$84,000	15	\$105,000	20	\$140,000
Bennington County IIS	62	\$434,000	62	\$434,000	62	\$434,000	62	\$434,000
Bennington-Rutland SU	20	\$140,000	52	\$364,000	52	\$364,000	52	\$364,000
Burlington SD	8	\$56,000	15	\$105,000	15	\$105,000	15	\$105,000
Capstone Head Start	57	\$399,000	57	\$399,000	57	\$399,000	57	\$399,000
Champlain Valley Head Start	60	\$420,000	80	\$560,000	97	\$679,000	97	\$679,000
Chittenden East	40	\$280,000	30	\$210,000	30	\$210,000	30	\$210,000
Early Education Services	0	\$0	0	\$0	0	\$0	0	\$0
Essex North SU	6	\$42,000	6	\$42,000	6	\$42,000	6	\$42,000

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Franklin Central SU	5	\$35,000	5	\$35,000	5	\$35,000	5	\$35,000
Franklin Northwest SU	0	\$0	0	\$0	0	\$0	0	\$0
Lamoille South SU	30	\$210,000	60	\$420,000	60	\$420,000	60	\$420,000
Milton Town SD	12	\$84,000	12	\$84,000	12	\$84,000	12	\$84,000
NEKCA Head Start	0	\$0	0	\$0	0	\$0	0	\$0
Orange Southwest SU	22	\$154,000	22	\$154,000	44	\$308,000	44	\$308,000
Orange Windsor SU	25	\$175,000	31	\$217,000	35	\$245,000	43	\$301,000
Rivendell SD	4	\$28,000	4	\$28,000	4	\$28,000	4	\$28,000
Rutland Central SU	20	\$140,000	44	\$308,000	44	\$308,000	44	\$308,000
Rutland County Head Start	0	\$0	0	\$0	0	\$0	0	\$0
Rutland Northeast SU	41	\$287,000	43	\$301,000	45	\$315,000	47	\$329,000
SEVCA/Windsor County	0	\$0	0	\$0	0	\$0	0	\$0
Springfield	28	\$196,000	35	\$245,000	35	\$245,000	35	\$245,000
St. Johnsbury SD	54	\$378,000	54	\$378,000	115	\$805,000	115	\$805,000
Two Rivers SU	12	\$84,000	16	\$112,000	16	\$112,000	16	\$112,000
Windham Central SU	8	\$56,000	8	\$56,000	10	\$70,000	10	\$70,000
Windham SE	66	\$462,000	66	\$462,000	66	\$462,000	66	\$462,000
Windsor Southeast SU	10	\$70,000	10	\$70,000	10	\$70,000	10	\$70,000
Winooski SD	0	\$0	0	\$0	0	\$0	0	\$0
Windsor Northwest SU	10	\$70,000	11	\$77,000	13	\$91,000	15	\$105,000
Southwest Vermont SU	65	\$455,000	65	\$455,000	65	\$455,000	65	\$455,000
Orange North Supervisory Union	0	\$0	0	\$0	0	\$0	0	\$0
Other	91	\$637,000	0	\$0	35	\$245,000	263	\$1,841,000
Total	795	\$5,565,000	843	\$5,901,000	996	\$6,972,000	1243	\$8,701,000

12) Funds set aside for participation in grantee technical assistance - \$100,000 total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000

Complying with the requirements of the grant, \$25,000 has been put aside for each year to access federal technical assistance.

13) Total Funds Requested - \$33,392,282 total for four years

Budget Categories	Grant Year 1.....	Grant Year 2.....	Grant Year 3.....	Grant Year 4.....	Total.....
13. Total Grant Funds Requested	\$ 7,231,681	\$ 8,009,167	\$ 8,631,497	\$ 9,519,937	\$33,392,282

14) Other Funds Allocated to the State Plan - \$ (b)(4) total four years

Budget Categories	Grant Year 1.....	Grant Year 2.....	Grant Year 3.....	Grant Year 4.....	Total.....
14. Funds from other sources used to support the State's plan.	(b)(4)				

The other funds allocated to the State Plan fall into three main categories: Vermont General Funds, Vermont Education Funds, and private philanthropic support.

The Agency of Education will be repurposing two positions, paid for by the General Fund, to specifically work on the monitoring and reporting for preK programs, to move the State towards a robust and comprehensive monitoring system. The first wave of programs that will be monitored in the statewide ramp-up of this system will be the programs participating as subgrantees in the PDG Expansion Grant. Therefore, although both positions will be focusing on monitoring the PDG Expansion Grant subgrantees, to be conservative, only one of those positions has been included as state match for the state administrative infrastructure for this project, for a total of \$ (b)(4) per year.

Additionally, now that Vermont has created an entitlement of ten hours of universal PreK education for every 3- and 4-year-old, the State raises education funds to cover the first ten hours a week of high-quality PreK for every PreK slot improved, expanded or created through this grant. Given the State's rate-setting methodology for preK (see Act 166 Rate-Setting Methodology in the Appendix) this rate has been estimated at \$ (b)(4) per pupil for ten hours a week of high-quality PreK.

Finally, the philanthropic community continues their long tradition of significant commitment to early childhood in Vermont and plans to at the very least sustain their current annual funding towards PreK quality and accessibility throughout the State, and will likely increase their commitment going forward. In 2014, the philanthropic community invested \$ (b)(4) to expand and create new PreK programs in Vermont, and now with the passage of Act 166 creating universal PreK, they will shift their focus to mentoring, in order to increase the number of licensed early childhood educators, and to recruitment in order to get more 3- and 4-year-olds into PreK programs. Therefore, as a conservative estimate, the Vermont early childhood

philanthropic community has agreed to count \$ (b)(4) annually as match for this grant, representing the floor of their commitment in this partnership, which they plan to exceed.

To clarify the attached required Budget Table B and Competitive Priority 1 Table, Vermont has a state-wide education finance system, so districts are not permitted to raise tax dollars locally for any program. Therefore, the “local” category in the budget spreadsheets is left blank.

15) Total Budget - \$ (b)(4) total for four years

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
15. Total Statewide Budget	(b)(4)				

ⁱ Information for the Abbott School was collected from the following sources:
<http://nieer.org/resources/research/APPLES.pdf>
<http://www.state.nj.us/education/abbotts/about/>
<http://news.rutgers.edu/medrel/research/new-study-finds-abbo-20070905>
<http://www.startingat3.org/resources/policyBriefs.html>
<http://www.edlawcenter.org/ELCPublic/AbbottPreschool/AbbottPreschoolProgram.htm>
<http://www.edlawcenter.org/ELCPublic/Publications/PDF/PreschoolFifthYearReport.pdf>
http://children.camden.rutgers.edu/CCCL/CCCL_Abbott.htm
<http://www.njleg.state.nj.us/legislativepub/budget%202009/031908/ZalkindRice.pdf>
<http://www.state.nj.us/education/ece/research/eoyr0506.pdf> ii
<http://www.startingat3.org/resources/policyBriefs.html> iii, iv <http://www.nj.gov/education/ece>
ⁱⁱ Ibid.
ⁱⁱⁱ Ibid.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Vermont Agency of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement?.. or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Vermont Agency of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Karin	Middle Name:	Last Name: Edwards	Suffix:
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Address:

Street1:	219 N. Main St.
Street2:	Suite 402
City:	Barre
County:	
State:	VT: Vermont
Zip Code:	05641-4129
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
802 479 1407	

Email Address:
karin.edwards@state.vt.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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