

Project Plan Report
2014 - Vermont Agency of Human Services
PR Award #: S412A130038

Project Plan Version: Baseline
Effective Date: 5/15/2014

Code	Outcomes and Subtasks	Start Date	End Date
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Overall State RTT-ELC Goals:

Vermont's goal is to efficiently and effectively manage the Race to the Top - Early Learning Challenge Grant to ensure that funds are being drawn down appropriately, targets across the grant are being met, including activities completed on time and deliverables evident, and reports completed thoroughly and on time. Also, the goal is to facilitate effective collaboration and communication across agencies and with stakeholders.

Managing the Grant (Project 1)

Narrative: Vermont's structure for managing the grant is spearheaded by a grant manager with an administrative assistant housed and supervised in the Governor's Office to facilitate interagency coordination and help streamline decision making. This grant manager will work part of the time in the Agency of Education and part of the time in the Agency of Human Services to further facilitate interagency collaboration and ensure efficiency and effectiveness of all grant activities. The grant manager and the Governor's Office will work very closely with the Agency of Human Services central office, with a fiscal manager position in charge of the fiscal management of the grant, as that office is the most experienced and well-equipped to handle the fiscal management of a grant of this size. The grant manager and the Governor's Office will also coordinate the VT RTTT ELC State Management Team, consisting of the remaining participating state agencies: Agency of Education, Department of Health, Department for Children and Families and Building Bright Futures, as well as philanthropic and community partners. Furthermore, the Building Bright Futures State Advisory Council, consisting of representation from parents, school boards, health, mental health, pre-k-12, legislators, direct service providers, higher education and more, will serve in an advisory capacity for the management of all grant activities. The Building Bright Futures State Advisory Council and its 12 regional councils will also play a key role in the governance of this grant, including providing additional coordination, training, data collection and management, assessment, and enhanced quality improvement at the state and community level. In addition to the community outreach conducted through the 12 regional Building Bright Futures Councils, the grant manager will lead the implementation team in a series of public briefings and comment sessions, including through the VT Interactive Technology center, conference calls, and forums. The goal is to run a transparent implementation of the grant activities, make stakeholders aware of the work and greater strengthen interagency coordination through the activities of the grant. The Agency of Human Services Central Office will serve as the lead fiscal agency for the grant project. As fiscal manager, AHS CO will provide fiscal management for the RTT-ELC grant including financial reporting required by the grant terms and conditions. The fiscal manager will closely coordinate with the Governor's Office grant manager who is providing grant program oversight. Attached please find organizational chart for (A)(3)(a)(1)

Selection Criterion Addressed: (A)(2) State's reform agenda and goals; (A)(3) Aligning and coordinating early learning across the State

Code	Outcomes and Subtasks	Start Date	End Date
1	Project 1	1/1/2014	12/31/2017
1.1	Milestone 1.1: Hire the grant manager	3/15/2014	5/15/2014
1.1.1	Task 1.1.1: Write jobs specs and Request for Referrals	2/1/2014	2/15/2014
1.1.2	Task 1.1.2: Recruit for position	3/15/2014	4/1/2014
1.1.3	Task 1.1.3: Interview and hire for the position	4/1/2014	5/15/2014
1.1.4	Task 1.1.4: Set-up work stations	4/15/2014	5/15/2014
1.1.5	Task 1.1.5: Provide orientation for grant manager	5/15/2014	6/15/2014
1.2	Milestone 1.2: Hire the grant manager's administrative assistant	3/15/2014	6/1/2014
1.2.1	Task 1.2.1: Write jobs specs and RFRs	2/1/2014	2/15/2014
1.2.2	Task 1.2.2: Recruit for position	3/15/2014	4/15/2014
1.2.3	Task 1.2.3: Interview and hire for the position	4/15/2014	6/1/2014
1.2.4	Task 1.2.4: Set-up work stations	5/1/2014	6/1/2014
1.2.5	Task 1.2.5: Provide Orientation for administrative assistant	6/1/2014	6/15/2014
1.3	Activity 1.3: Clearly Communicate Grant Implementation and collect input from stakeholders	1/1/2014	12/31/2017
1.3.1	Task 1.3.1: Create a communications plan for the grant implementation period	5/15/2014	7/15/2014
1.3.2	Task 1.3.2: Gather feedback for communication plan from interagency implementation team and advisory group	5/15/2014	6/1/2014
1.3.3	Task 1.3.3: Maintain a large early childhood stakeholder listserv and send out quarterly email updates	6/15/2014	12/31/2017
1.3.4	Task 1.3.4: Hold at least annual public briefings via regional teleconference (VT Interactive Technology), or in person.	6/15/2014	12/31/2017
1.3.4.1	Subtask 1.3.4.1: Organize annual public briefings year one	6/15/2014	12/31/2014
1.3.4.2	Subtask 1.3.4.2: Organize annual public briefings year two	1/1/2015	12/31/2015
1.3.4.3	Subtask 1.3.4.3: Organize annual public briefings year three	1/1/2016	12/31/2016
1.3.4.4	Subtask 1.3.4.4: Organize annual public briefings year four	1/1/2017	12/31/2017
1.3.5	Task 1.3.5: Convene and facilitate various ad-hoc advisory groups for relevant projects in the grant	6/15/2014	12/31/2017
1.3.6	Task 1.3.6: Identify and cultivate additional key partners in the grant work	7/1/2014	12/31/2015
1.3.7	Task 1.3.7: Act as a liaison for parents, programs, schools, providers and other stakeholders regarding the activities and resources in the grant and make referrals to appropriate implementation team members and participating agencies	5/15/2014	12/31/2017
1.3.8	Task 1.3.8: Engage communities and stakeholders in the work of the VT Early Childhood Framework, Action	6/1/2014	12/31/2017
1.3.9	Task 1.3.9: Draft and distribute reports, data sheets and informational summaries for partners and	7/1/2014	12/31/2017
1.4	Activity 1.4: Convene the interagency implementation team and the advisory committee	1/15/2014	5/1/2014
1.4.1	Task 1.4.1: Organize and facilitate monthly, or more as needed, meetings of the interagency implementation	5/1/2014	12/31/2017
1.4.2	Task 1.4.2: Organize and facilitate quarterly advisory committee meetings	4/1/2014	12/31/2017
1.5	Activity 1.5: Support interagency staff in implementation of all projects	5/15/2014	12/31/2017

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1.5.1	Task 1.5.1: Implement a monitoring cycle, conduct monitoring check-ins, and provide a corrective action plan and follow up for participating agencies and any relevant contractors or participating partners	6/1/2014	8/15/2014
1.5.2	Task 1.5.2: Provide guidance and training to interagency implementation team on federal grant procedures	6/15/2014	12/31/2017
1.5.3	Task 1.5.3: Provide support to participating state agencies when needed for contracts, MOUs, grant agreements, proposals	6/15/2014	12/31/2017
1.5.4	Task 1.5.4: Regularly check in on progress related to expected goals and outcomes in each project with each lead participating agency	1/1/2015	12/31/2017
1.6	Activity 1.6: Ensure on-time completion of necessary program reports and annual grant reports	5/15/2014	12/31/2017
1.6.1	Task 1.6.1: Complete first annual report	1/1/2014	2/1/2015
1.6.2	Task 1.6.2: Complete second annual report	2/1/2015	2/1/2016
1.6.3	Task 1.6.3: Complete third annual report	2/1/2016	2/1/2017
1.6.4	Task 1.6.4: Complete fourth annual report	2/1/2017	12/31/2017
1.6.5	Task 1.6.5: Update GRADS360 Monthly	4/1/2014	12/31/2017
1.7	Activity 1.7: Identify and coordinate federal TA opportunities	1/1/2014	12/31/2017
1.8	Activity 1.8: Identify, promote and collaborate on sustainability strategies for grant activities	7/15/2014	12/31/2017
1.8.1	Task 1.8.1: Identify priority projects for sustainability work and begin sustainability strategy	7/15/2014	12/31/2014
1.8.2	Task 1.8.2: Complete sustainability strategy plan	1/1/2015	12/31/2015
1.8.3	Task 1.8.3: Update sustainability plan	1/1/2017	8/1/2017
1.9	Activity 1.9: Work closely with the Building Bright Futures State and Regional Councils to ensure smooth governance of RTT ELC activities	6/1/2014	12/31/2017
1.10	Activity 1.10: Hire the Agency of Education (AOE) RTT-ELC Grant Consultant	4/2/2014	6/1/2014
1.10.1	Task 1.10.1: Write jobs specifications and Request for Recruitment	2/1/2014	2/10/2014
1.10.2	Task 1.10.2: Recruit for position	4/1/2014	4/25/2014
1.10.3	Milestone 1.10.3: Interview and hire for the position	6/2/2014	6/30/2014
1.11	Activity 1.11: Manages the contracts and grants processes, reports progress on AOE-led activities	7/1/2014	12/31/2017
1.11.1	Task 1.11.1: Works with project leads to draft contracts, bids, and grants	7/1/2014	12/31/2017
1.11.2	Task 1.11.2: Monitor and support contracts and grants through approval processes	7/1/2014	12/31/2017
1.11.3	Task 1.11.3: Collects data and documentation needed to track progress	7/1/2014	12/31/2017
1.11.4	Milestone 1.11.4: Updates GRADS360 monthly	7/1/2014	12/31/2017
1.11.5	Task 1.11.5: Coordinate with the Governor's Office, Agency of Human Services, and Building Bright Futures (BBF) on RTTT - ELC Grant	6/15/2014	12/31/2017
1.11.6	Task 1.11.6: Assist in the implementation of AOE led projects	6/15/2014	12/31/2017
1.11.7	Task 1.11.7: Serve as liaison with AOE Finance and Management Division	6/15/2014	12/31/2017
1.12	Milestone 1.12: Hire the fiscal manager	3/15/2014	5/15/2014
1.12.1	Task 1.12.1: Write jobs specs and RFRs	2/1/2014	2/15/2014
1.12.2	Task 1.12.2: Recruit for position	3/15/2014	4/1/2014
1.12.3	Task 1.12.3: Interview and hire for the position	4/1/2014	5/15/2014
1.12.4	Task 1.12.4: Set-up work stations	4/15/2014	5/15/2014
1.12.5	Task 1.12.5: Provide orientation for grant manager	5/15/2014	6/15/2014
1.13	Activity 1.13: Provide Fiscal Oversight of the VT RTT ELC Grant	3/15/2014	12/31/2017
1.13.1	Task 1.13.1: Create financial coding to support consistent and transparent fiscal management and reporting of project level activities	3/15/2014	5/15/2014
1.13.2	Task 1.13.2: Prepare MOUs for the Governor's Office and Agency of Education	3/15/2014	4/15/2014
1.13.3	Task 1.13.3: Monitor fiscal tracking for each project and budget item	3/15/2014	12/31/2017
1.13.4	Task 1.13.4: Prepare monthly analysis for cash management needs of the grant and satisfy financial reporting requirements except for GRADS360 Program Management Needs	3/15/2014	12/31/2017
1.13.5	Task 1.13.5: Update GRADS360 at least semi-annually with expenses	3/15/2014	12/31/2017
1.13.6	Task 1.13.6: Annually Update MOUs for Governor's Office and the Agency of Education	1/1/2015	3/1/2017
1.13.6.1	Subtask 1.13.6.1: First annual update of MOUs	1/1/2015	1/1/2015
1.13.6.2	Subtask 1.13.6.2: Second annual update of MOUs	1/1/2016	3/1/2016
1.13.6.3	Subtask 1.13.6.3: Third annual update of MOUs	1/1/2017	3/1/2017
1.13.7	Task 1.13.7: Annually review financial coding to support consistent and transparent management and	1/1/2015	3/1/2017
1.13.7.1	Subtask 1.13.7.1: First annual review of financial coding	1/1/2015	1/1/2015
1.13.7.2	Subtask 1.13.7.2: Second annual review of financial coding	1/1/2016	3/1/2016
1.13.7.3	Subtask 1.13.7.3: Third annual review of financial coding	1/1/2017	3/1/2017

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Code	Outcomes and Subtasks	Start Date	End Date
Building Bright Futures - Empowering 12 local regional councils (Project 2)			
Project Goals/Desired Outcomes: BBF state council and its partnering regional councils will jointly hire a cadre of 11 full time Coordinators, 1 per region (except Chittenden Region who already employs a full time Coordinator through another federal grant), to a) support implementation of regional council capacity growth; b) provide continued foundation building of each local system of early care, health and education; and c) impact quality, accessibility, and equity of services within local systems.			
Narrative: Vermont's State Early Childhood Advisory Council and its partnering regional Councils will serve a central role in supporting the local implementation of this Grant, which is included in Vermont's larger effort, the Early Childhood Framework/Action Plan. As the 12 regional councils develop capacity, build a firm foundation, and impact services in their local communities, their strength, diversity, and unity will support successful implementation of this grant and the larger statewide framework/action plan.			
Key Performance Measures: By the end of 2014, all regional councils and state council share a set of core and binding principles, policies, and procedures to enable governance. By the end of 2016, the regional councils revise their regional action plans, aligned with the statewide action plan. By the end of 2016, all plans will illustrate the Results Based Accountability framework for accountability. By the end of 2017, the state council and regional councils raise sufficient and sustainable funding in maintaining the same level of coordination provided by the grant and/or identified by regional councils.			
Selection Criterion Addressed: Growing Capacity; Building a Foundation; Impacting access, quality, and equity in services			
Code	Outcomes and Subtasks	Start Date	End Date
2	Project 2	3/1/2014	12/21/2017
2.1	Activity 2.1: Hire Staff	3/1/2014	7/1/2014
2.1.1	Task 2.1.1: Recruit and hire Regions Manager	3/1/2014	7/1/2014
2.1.1.1	Subtask 2.1.1.1: Advertise for Regions Manager Position	3/1/2014	4/15/2014
2.1.1.2	Subtask 2.1.1.2: Interview for Regions Manager Position	4/15/2014	5/1/2014
2.1.1.3	Subtask 2.1.1.3: Hire Regions Manager	5/1/2014	5/5/2014
2.1.1.4	Subtask 2.1.1.4: Train Regions Manager	5/5/2014	5/15/2014
2.1.2	Task 2.1.2: Recruit and Hire 11 FT Regional Council Coordinators	5/5/2014	7/1/2014
2.1.2.1	Subtask 2.1.2.1: Train project team	7/1/2014	8/31/2014
2.1.3	Milestone 2.1.3: Orient project team	7/1/2014	1/1/2015
2.2	Activity 2.2: BBF State Council and all regional councils authorize and implement established and shared policies and procedures	7/1/2014	3/1/2015
2.2.1	Task 2.2.1: Regions Manager & 12 Regional Council Coordinators Develop clear procedures with tools for seamless project communications & implementation approach	7/1/2014	8/31/2014
2.2.2	Task 2.2.2: Develop a single, shared, core set of principles, policies, and procedures binding the state council and 12 regional councils as a statewide network	9/1/2014	12/31/2014
2.2.3	Task 2.2.3: All 12 regional councils and State Council deliberate and approve implementation of all established policies & procedures	1/1/2015	3/1/2015
2.2.4	Milestone 2.2.4: Milestone: All regional councils and the state council authorize and establish shared, core policies and procedures which bind them as a single network	7/1/2014	3/1/2015
2.3	Activity 2.3: Each of the 12 regional councils revises regional action plans	1/1/2015	1/1/2016
2.3.1	Task 2.3.1: Each of the 12 regional councils assesses state of regional action plan and develops work plan to revise	2/1/2015	3/1/2015
2.3.2	Task 2.3.2: According to each work plan, each of the 12 regional councils revises Regional Action Plans, aligned with the VT Early Childhood Framework & Action Plan	3/1/2015	1/1/2016
2.4	Activity 2.4: BBF acquires specialized skill sets from paid consultants for short periods of time on specific deliverables per regional council request	1/1/2015	1/1/2017
2.4.1	Task 2.4.1: BBF consultants assist each regional council in development of regional action plans; use of Results Based Accountability framework used for each plan	1/1/2015	1/1/2016
2.4.2	Milestone 2.4.2: All regional councils and State Council vote to authorize and implement 12 regional action plans, aligned with state action plan	1/1/2016	3/30/2016
2.5	Activity 2.5: All regional councils and State Council use Development Plans/Fundraising Plans to support future coordination costs and actions within regional action plans and state action plan	4/1/2016	12/31/2017
2.5.1	Task 2.5.1: All regional councils and State Council form Development Plans/Fundraising Plans to support future coordination costs and actions within regional action plans and state action plan	4/1/2016	9/30/2016
2.5.2	Task 2.5.2: All regional councils and State Council implement Development Plans/Fundraising Plans to support future coordination costs and actions within regional action plans and state action plan	9/30/2016	12/31/2017
2.5.3	Task 2.5.3: Consultants assist each regional council in identifying & securing resources for sustained coordination & direct services	5/1/2015	12/31/2017
2.5.3.1	Subtask 2.5.3.1: All consultants and coordinators will take care to consider in each plan that it is ever-respectful of existing funding relationships between direct service providers and funders. *The development/fundraising plans are meant to supplement not supplant existing relationships.	4/1/2016	12/31/2017
2.6	Activity 2.6: Leadership teams from all regional councils and State Council will participate as VT team in annual, national "Smart Start" System Conference in North Carolina	4/1/2014	5/1/2017

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2.6.1	Task 2.6.1: BBF Office will coordinate annual group trek of 2 people from leadership within each council to the national conference for professional development, leadership, and systems' education.	4/1/2014	5/1/2017
2.7	Activity 2.7: Leadership teams from all regional councils and State Council will participate in annual Early Childhood Leadership Institute at renowned Snelling Institute in Vermont	1/1/2014	12/31/2017
2.7.1	Task 2.7.1: The Regions Manager will form a planning committee comprised of regional council coordinators and up to 2 members of the state council and regional council leadership for participation in Leadership Institute.	1/1/2014	12/31/2017
2.7.1.1	Subtask 2.7.1.1: The planning committee will coordinate participation of regional councils' leadership teams	1/1/2014	12/31/2017
2.8	Activity 2.8: BBF State Council and all regional councils will plan, organize and host an annual 2- day statewide Early Childhood Council Network Conference in reviewing milestones	10/1/2014	12/31/2017
2.8.1	Task 2.8.1: The Regions Manager will form a planning committee each year comprised of regional council coordinators and up to 2 members of the state council and regional council leadership teams to plan, coordinate, and host this conference.	10/1/2014	12/31/2014
2.8.1.1	Subtask 2.8.1.1: The planning committee will finalize the annual Conference Plan & agenda in preparation	10/1/2014	12/31/2017

Building Early Childhood Leadership (Project 3)

Project Goals/Desired Outcomes:

Goal: Design, deliver and sustain an Early Childhood Leadership Institute (ECLI) to inform, empower and equip a diverse array of stakeholders - parents, local Early Childhood leaders, policymakers and local and state partners in health, education and human services - to work collaboratively toward the shared vision to fulfill the promise of every Vermont child. **Desired Outcomes:** 100 diverse stakeholders, parents, local Early Childhood leaders, policymakers and local and state partners in health, education and human services will participate in and successfully complete the Vermont Early Childhood Leadership Institute. The ECLI will be successfully established and supported as an annual opportunity to build knowledge, collaborative skills and leadership around early childhood learning and development.

Narrative: In October 2013 Vermont finalized an Early Childhood Framework released at the Governor's Early Childhood Summit. The Framework lays out 6 goals to unify Vermonters in efforts to ensure the well-being and success of Vermont's young children and their families. A recently released Early Childhood Action Plan emerging from the Framework brings together diverse perspective to identify strategies and actions that strengthen linkages among the health, human services, early learning and development and K-3 education sectors that together comprise Vermont's early childhood system. The ECLI is envisioned as a means to equip a broad coalition of families, policymakers, and professionals from every sector with the knowledge, motivation and interpersonal skills to collaborate toward realizing a shared vision for young children and their families in every Vermont community.

Key Performance Measures: (B)(4)(c)(2): Increasing the number and percentage of high need children in top tier early learning and development program, (C)(3)(d): Leveraging existing resources

Selection Criterion Addressed: (A)(2) State's reform agenda and goals, (A)(3) Aligning and coordinating early learning across the State, (D)(2) Supporting early childhood educators, Competitive Priority 5 - Addressing needs of children in rural areas

Code	Outcomes and Subtasks	Start Date	End Date
3	Project 3	4/1/2014	12/31/2017
3.1	Activity 3.1: Contract with an organization with expertise and experience developing and offering in-depth, multi-session leadership institutes	4/1/2014	8/31/2014
3.1.1	Task 3.1.1: Select best organization to develop and offer ECLI	4/1/2014	6/15/2014
3.1.2	Task 3.1.2: Negotiate sole source agreement	6/15/2014	7/15/2014
3.1.3	Milestone 3.1.3: Execute multi-year sole source agreement	7/15/2014	8/1/2014
3.2	Activity 3.2: Convene an expert work group to advise on ECLI structure and content	6/1/2014	8/1/2014
3.2.1	Task 3.2.1: Invite members of the RTT-ELC State Team, the BBF State and Regional Councils and other expert stakeholders to form and ad hoc group to advise	6/1/2014	8/1/2014
3.2.2	Task 3.2.2: Work with partner organization to host and facilitate several meetings of the ad hoc design group	6/1/2014	8/1/2014
3.2.3	Task 3.2.3: Provide opportunities to comment on emerging content and design	6/1/2014	8/1/2014
3.2.4	Task 3.2.4: Finalize content and structure of ECLI design	8/1/2014	8/1/2014
3.3	Activity 3.3: Manage details of conducting Cohort 1 of ECLI	8/1/2014	10/1/2014
3.3.1	Task 3.3.1: Secure facilitator and presenters for sessions for Cohort 1	8/1/2014	10/1/2014
3.3.2	Task 3.3.2: Set dates, secure sites and make logistical arrangements for Cohort 1	8/1/2014	10/1/2014
3.3.3	Task 3.3.3: Set up registration processes	8/1/2014	10/1/2014
3.4	Activity 3.4: Recruit and select participants for Cohort 1	8/1/2014	10/1/2014
3.4.1	Task 3.4.1: Advertise and invite applications for participation	8/1/2014	9/1/2014
3.4.2	Task 3.4.2: Establish a selection committee to review applications, interview candidates and makes selections	8/1/2014	9/1/2014
3.4.2.1	Subtask 3.4.2.1: Establish criteria for selection	9/1/2014	9/15/2014
3.4.2.2	Subtask 3.4.2.2: Interview candidates	9/1/2014	10/1/2014
3.4.3	Milestone 3.4.3: Finalize selection of participants for Cohort 1	10/1/2014	10/15/2014
3.5	Activity 3.5: Oversee participation of Cohort 1 in ECLI	10/15/2014	12/31/2017
3.5.1	Task 3.5.1: Manage and deliver series of sessions in Cohort 1 of ECLI	10/15/2014	12/1/2014
3.5.1.1	Subtask 3.5.1.1: Evaluate effectiveness of each session and make mid-course corrections as needed	10/15/2014	12/1/2014

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3.5.1.2	Subtask 3.5.1.2: Support emerging relationships among participants through social media	10/15/2014	12/31/2017
3.5.2	Milestone 3.5.2: Celebrate completion and graduation of Cohort 1	12/1/2014	12/20/2014
3.5.3	Task 3.5.3: Evaluate Cohort 1	12/20/2014	3/15/2015
3.6	Activity 3.6: Manage details of conducting Cohort 2 of ECLI	3/1/2015	12/31/2015
3.6.1	Task 3.6.1: Secure facilitator and presenters for sessions for Cohort 2	3/1/2015	5/1/2015
3.6.2	Task 3.6.2: Set dates, secure sites and make logistical arrangements for Cohort 2	3/1/2015	6/1/2015
3.6.3	Task 3.6.3: Set up registration processes for Cohort 2	3/1/2015	6/1/2015
3.7	Activity 3.7: Recruit and select participants for Cohort 2	3/1/2015	6/15/2015
3.7.1	Task 3.7.1: Advertise and invite applications for participation Cohort 2	4/1/2015	5/15/2015
3.7.2	Task 3.7.2: Establish a selection committee to review applications, interview candidates and makes selections for Cohort 2	5/1/2015	5/15/2015
3.7.2.1	Subtask 3.7.2.1: Interview candidates	5/15/2015	6/15/2015
3.7.3	Milestone 3.7.3: Finalize selection of participants for Cohort 2	6/15/2015	7/1/2015
3.8	Activity 3.8: Oversee participation of Cohort 2 in ECLI	7/1/2015	12/31/2017
3.8.1	Task 3.8.1: Manage and deliver series of sessions in Cohort 2 of ECLI	7/1/2015	12/31/2015
3.8.2	Task 3.8.2: Evaluate effectiveness of each session and make mid-course corrections as needed	7/1/2015	12/31/2015
3.8.3	Task 3.8.3: Support emerging relationships among participants through social media	7/1/2015	12/31/2017
3.8.4	Milestone 3.8.4: Celebrate completion and graduation of Cohort 2	10/1/2015	12/31/2015
3.8.5	Task 3.8.5: Evaluate Cohort 2	12/31/2015	3/15/2016
3.8.6	Task 3.8.6: Manage details of conducting Cohort 3 of ECLI	3/1/2016	12/31/2016
3.8.7	Task 3.8.7: Secure facilitator and presenters for sessions for Cohort 3	3/1/2016	5/1/2016
3.8.8	Task 3.8.8: Set dates, secure sites and make logistical arrangements for Cohort 3	3/1/2016	6/1/2016
3.8.9	Task 3.8.9: Set up registration processes for Cohort 3	3/1/2016	6/1/2016
3.9	Activity 3.9: Recruit and select participants for Cohort 3	3/1/2016	6/15/2016
3.9.1	Task 3.9.1: Advertise and invite applications for participation for Cohort 3	4/1/2016	5/15/2016
3.9.2	Task 3.9.2: Establish a selection committee to review applications, interview candidates and makes selections for Cohort 3	5/1/2016	5/15/2016
3.9.2.1	Subtask 3.9.2.1: Interview candidates for Cohort 3	5/15/2016	6/15/2016
3.9.3	Milestone 3.9.3: Finalize selection of participants for Cohort 3	6/15/2016	7/1/2016
3.10	Activity 3.10: Oversee participation of Cohort 3 in ECLI	7/1/2016	12/31/2017
3.10.1	Task 3.10.1: Manage and deliver series of sessions in Cohort 3 of ECLI	7/1/2016	12/31/2016
3.10.1.1	Subtask 3.10.1.1: Evaluate effectiveness of each session and make mid-course corrections as needed	7/1/2016	12/31/2016
3.10.1.2	Subtask 3.10.1.2: Support emerging relationships among participants through social media	7/1/2016	12/31/2017
3.10.1.3	Milestone 3.10.1.3: Celebrate completion and graduation of Cohort 3	10/1/2016	12/31/2016
3.10.1.4	Subtask 3.10.1.4: Evaluate Cohort 3	12/31/2016	3/15/2017
3.11	Activity 3.11: Manage details of conducting Cohort 1 of ECLI	3/1/2017	12/31/2017
3.11.1	Task 3.11.1: Secure facilitator and presenters for sessions for Cohort 4	3/1/2017	5/1/2017
3.11.2	Task 3.11.2: Set dates, secure sites and make logistical arrangements for Cohort 4	3/1/2017	6/1/2017
3.11.3	Task 3.11.3: Set up registration processes for Cohort 4	3/1/2017	6/1/2017
3.12	Activity 3.12: Recruit and select participants for Cohort 4	3/1/2017	6/15/2017
3.12.1	Task 3.12.1: Advertise and invite applications for participation for Cohort 4	4/1/2017	5/15/2017
3.12.2	Task 3.12.2: Establish a selection committee to review applications, interview candidates and makes selections for Cohort 4	5/1/2017	5/15/2017
3.12.3	Milestone 3.12.3: Finalize selection of participants for Cohort 4	6/15/2017	7/1/2017
3.13	Activity 3.13: Oversee participation of Cohort 4 in ECLI	7/1/2017	12/31/2017
3.13.1	Task 3.13.1: Manage and deliver series of sessions in Cohort 4 of ECLI	7/1/2017	12/31/2017
3.13.1.1	Subtask 3.13.1.1: Evaluate effectiveness of each session and make mid-course corrections as needed	7/1/2017	12/31/2017
3.13.1.2	Subtask 3.13.1.2: Support emerging relationships among participants through social media	7/1/2017	12/31/2017
3.13.2	Milestone 3.13.2: Celebrate completion and graduation of Cohort 4	10/1/2017	12/31/2017
3.13.2.1	Subtask 3.13.2.1: Interview candidates	5/15/2017	6/15/2017
3.13.3	Task 3.13.3: Evaluate Cohort 4	11/15/2017	12/31/2017

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Expand Strengthening Families Child Care Programs (Project 4)

Project Goals/Desired Outcomes:

Goal: Increase the number of children with high needs enrolled in ELDPs, especially registered Family Child Care Homes (FCCH), who receive high quality comprehensive services. **Desired Outcomes:** ELDPs serving high concentrations of children with high needs implement the Strengthening Families (SF) Approach. **Protective Factors** in families with high needs children enrolled in SF programs are increased. Continuity of enrollment and regular attendance in SF programs is supported. The health, development and learning of children with high needs enrolled in SF programs is improved.

Narrative: Strengthening Families Child Care Programs in Vermont are center based programs that receive grants to support high quality comprehensive early care and education services to high needs children. These programs implement a Strengthening Families (SF) Approach (as developed by the Center for the Study of Social Policy) that supports families in building protective factors that contribute to family stability and enhance parental skills in supporting children's development. This project will expand this program to include all center based programs serving a high concentration of children with high needs. It will also expand this approach to registered Family Child Care Homes using a hub and spoke model that engages centers steeped in the SF Approach as a support system for improving quality and enhancing services in FCCHs in their area. There are funds set aside in the project to evaluate the impact of the SF Approach on children and families in Vermont's SF programs. The Vermont Birth to 3 Project, funded by private philanthropic entities, will be a key partner in this effort.

Key Performance Measures: (B)(4)(c)(1): Increasing the number of programs in top tiers of the TQRIS, (B)(4)(c)(2) Increasing the number and percentage of high needs children in top tier early learning and development programs, (C)(3)(d): Leveraging existing resources

Selection Criterion Addressed: (B)(4) Promoting access to high-quality programs for children with high needs, (D)(2) Supporting early childhood educators, **Competitive Priority 5 - Addressing needs of children in rural areas**

Code	Outcomes and Subtasks	Start Date	End Date
4	Project 4	4/1/2014	12/31/2014
4.1	Milestone 4.1: Assess, revise and expand SF Centers Grants	4/1/2014	7/1/2014
4.1.1	Task 4.1.1: Use data to identify all center based programs with CC FAP subsidized children as 25% of usual enrollment	4/1/2014	4/10/2014
4.1.2	Task 4.1.2: Develop criteria for evaluating new and/or renewed grant awards	4/1/2014	4/10/2014
4.1.3	Task 4.1.3: Invite current newly qualified programs to apply for grant funds	4/10/2014	4/14/2014
4.1.3.1	Subtask 4.1.3.1: Revise application materials	4/10/2014	4/14/2014
4.1.3.2	Subtask 4.1.3.2: Accept all complete applications received by due date	4/14/2015	5/2/2015
4.1.4	Task 4.1.4: Evaluate applications and determine grant awards	5/2/2014	5/16/2014
4.1.4.1	Subtask 4.1.4.1: Convene a committee to read and evaluate applications	4/14/2014	5/14/2014
4.1.4.2	Subtask 4.1.4.2: Communicate decisions to applicants	5/15/2014	5/16/2014
4.1.5	Milestone 4.1.5: Execute multi-year grant agreements with SF Centers	5/19/2014	7/1/2014
4.2	Activity 4.2: Design and implement an evaluation to measure impact of Vermont's Strengthening Families Child Care Programs on positive outcomes for children and families	4/1/2014	12/31/2017
4.2.1	Task 4.2.1: Assign responsibility to a team to provide specific advisement and leadership to the SF Programs project throughout the RTT-ELC grant period	4/1/2014	12/31/2017
4.2.2	Task 4.2.2: Develop and issue an RFP for a qualified evaluation partner	4/1/2014	4/25/2014
4.2.3	Task 4.2.3: Review proposals and select an evaluation partner	5/19/2014	5/30/2014
4.2.4	Milestone 4.2.4: Execute a contract with evaluation partner	5/30/2015	7/1/2017
4.2.5	Task 4.2.5: Work with partners, grantees, stakeholders and evaluator to design evaluation, articulate outcomes and develop strategies for data collection consistent with SF Approach	7/1/2014	8/4/2014
4.2.6	Task 4.2.6: Collect and analyze data	10/17/2014	12/31/2017
4.2.7	Task 4.2.7: Produce midyear reports on impact of VT SF CC Programs	8/4/2014	2/15/2017
4.2.7.1	Subtask 4.2.7.1: First Mid-year report	8/4/2014	2/15/2015
4.2.7.2	Subtask 4.2.7.2: Second Mid-year report	2/16/2014	2/15/2016
4.2.7.3	Subtask 4.2.7.3: Third Mid-year report	2/16/2016	2/15/2017
4.2.8	Task 4.2.8: Produce annual reports on impact of VT SF CC Programs	8/4/2014	8/15/2017
4.2.8.1	Subtask 4.2.8.1: First annual report	8/4/2014	8/15/2015
4.2.8.2	Subtask 4.2.8.2: Second annual report	8/16/2015	8/15/2016
4.2.8.3	Subtask 4.2.8.3: Third annual report	8/16/2016	8/15/2017
4.2.9	Milestone 4.2.9: Produce final report on impact of VT SF CC Programs with recommendations	8/16/2017	12/31/2017
4.3	Activity 4.3: Develop and implement hub and spoke model to expand SF Approach to FCC Homes	4/1/2014	12/31/2017
4.3.1	Task 4.3.1: Award a grant to manage the expansion of the SF Approach and Program to FCC Homes	4/1/2014	9/1/2014
4.3.1.1	Subtask 4.3.1.1: Work with partners, grantees, FCC providers and stakeholders to design and plan the model and develop grant specifications	4/1/2014	6/13/2014
4.3.1.2	Milestone 4.3.1.2: Execute a multi-year grant agreement	6/13/2014	9/1/2014
4.3.2	Task 4.3.2: Initiate expansion of SF Approach in FCC Homes	9/1/2014	8/31/2015
4.3.2.1	Subtask 4.3.2.1: Initiate expansion in 4 regions	9/1/2015	8/31/2016
4.3.2.2	Subtask 4.3.2.2: Initiate expansion in 4 additional regions	9/1/2016	8/31/2017
4.3.2.3	Subtask 4.3.2.3: Initiate expansion in 4 additional regions (statewide)	9/1/2017	12/31/2017

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4.3.3	Task 4.3.3: Ensure that FCC Homes expansion is part of project evaluation	9/1/2014	12/31/2017
4.4	Activity 4.4: Continue to support a SF Community of Learners among SF Child Care Programs	7/1/2014	12/31/2014
4.4.1	Task 4.4.1: Bi-monthly calls with all SF programs - both centers and FCC homes	7/1/2014	12/31/2014
4.4.2	Task 4.4.2: Annual statewide SF Programs Meeting and Conference	1/1/2014	5/30/2014
4.4.2.1	Subtask 4.4.2.1: First annual SF conference and meeting	1/1/2014	5/30/2014
4.4.2.2	Subtask 4.4.2.2: Second annual SF conference and meeting	1/1/2015	5/30/2015
4.4.2.3	Subtask 4.4.2.3: Third annual SF conference and meeting	1/1/2016	5/30/2016
4.4.2.4	Subtask 4.4.2.4: Fourth annual SF conference and meeting	1/1/2017	5/30/2017
4.5	Activity 4.5: Develop and implement a plan to sustain program expansions beyond RTT-ELC grant period	1/1/2015	9/1/2017
4.5.1	Task 4.5.1: Quantify/Estimate funding needed for sustainability	1/1/2015	2/1/2015
4.5.2	Task 4.5.2: Identify potential sources of funds	1/1/2015	3/1/2015
4.5.3	Task 4.5.3: Make any changes in program needed to support new sources	3/1/2015	9/1/2017
4.5.4	Task 4.5.4: Determine infrastructure to sustain ongoing SF Approach in FCC Homes	1/1/2017	9/1/2017

Annual STARS Awards (Project 5)

Project Goals/Desired Outcomes:

Goal: Develop, implement and sustain annual financial rewards that will support quality improvement efforts for ELDPs participating in Vermont's TQRIS (STARS). **Desired Outcomes include;** 1. Increased participation in STARS 2. Evidence that annual financial rewards contribute to program quality. 3. Increase the number of ELDPs serving nutritious meals and 4. A collaborative sustainability plan for annual stars awards is developed.

Narrative: Vermont proposes to build upon the current practice of awarding one time incentive payments to programs each time a program achieves a new star/tier level. RTTT funds will support annual bonus/incentive payments at 80% of the one time tier level bonus award. For example, a program that maintains a 4 star/tier level that was awarded \$1,250 upon achieving the 4 star level will now be awarded \$920 annually. There will also be an additional bonus/incentive payment if the program serves nutritious meals. The amount of this nutrition bonus depends on the size of the program and number of meals served. A large center (over 65 children) may receive a nutrition bonus up to \$750 a registered home may attain up to \$300. Data will be collected to assist in determining the impact on improving or maintaining quality and on the number of programs serving nutritious meals.

Key Performance Measures: (B)(4) (c) (2) Increasing the number and percentage of high need children in top tier early learning and development programs, (B)(2)(c)(1) Increasing the number and percentage of programs in top tiers of the TQRIS, (B)(2)(c) Increasing the number and percentage of programs in the statewide TQRIS)

Selection Criterion Addressed: (B)(4) Promoting access to high-quality programs for children with high needs, (D)(2) Supporting early childhood educators, **Invitational Priority - Encouraging Private-Sector Support**

Code	Outcomes and Subtasks	Start Date	End Date
5	Project 5	2/6/2014	12/31/2017
5.1	Activity 5.1: Determine policies and practices to support the Annual STARS Awards	2/6/2014	5/8/2014
5.1.1	Task 5.1.1: STARS Oversight Committee, STARS Administrative Grantee, Hunger Free Vermont and AOE considers and recommends practices to implement STARS Annual awards	4/15/2014	5/8/2014
5.1.2	Task 5.1.2: CDD and AOE approve recommended practices for the STARS annual financial incentives and the Nutritious meals award	5/8/2014	5/23/2014
5.1.3	Milestone 5.1.3: Annual STARS Awards begin	6/27/2014	12/30/2017
5.2	Activity 5.2: Develop a Sustainability Plan	7/1/2014	7/1/2017
5.2.1	Task 5.2.1: Review data semi-annually and report to private funders and State Agencies , BBF SAC	1/15/2015	7/15/2017
5.2.2	Task 5.2.2: Draft and adopt a Sustainability Plan for Annual STARS Bonuses	1/15/2016	9/15/2016
5.2.3	Milestone 5.2.3: Implement Sustainability Plan	1/1/2017	12/31/2017

Evaluate STARS (Project 6)

Project Goals/Desired Outcomes:

Vermont's goal is to evaluate the effectiveness of VT STARS.

Narrative: Vermont's goal is to design and implement an independent and rigorous evaluation of VT STARS, to use the results of that evaluation to improve the effectiveness of our system, and, in combination with efforts to improve rating and monitoring, create an internal administrative process for using monitoring data to regularly assess the validity of our ratings.

Key Performance Measures: Conduct a rigorous, independent third party evaluation of VT STARS by 2016; Develop and implement a plan to utilize valid and reliable monitoring data in regular and on-going validation of the ability of VT STARS point system and ratings to meaningfully differentiate quality by 2017.

Selection Criterion Addressed: (B)(5) Validating the effectiveness of the State's TQRIS

Code	Outcomes and Subtasks	Start Date	End Date
6	Project 6	4/15/2014	12/31/2017
6.1	Activity 6.1: Develop STARS Evaluation and Validation Leadership Team	4/15/2014	12/31/2017
6.1.1	Task 6.1.1: Identify key CDD and AOE personnel as well as community partnership stakeholders to form STARS E&V Leadership Team	4/15/2014	5/15/2014

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6.1.2	Task 6.1.2: Develop a Request for Proposal (RFP) describing Vermont's questions and priorities for a third party evaluation of VT STARS	5/15/2014	6/15/2014
6.2	Activity 6.2: Contract with a third party independent research partner	7/1/2014	12/31/2017
6.2.1	Task 6.2.1: Identify and assemble a STARS E&V RFP review team	5/15/2014	7/1/2014
6.2.2	Task 6.2.2: Evaluate proposals and select an experienced, nationally known research partner or partners to conduct the evaluation	5/15/2014	7/1/2014
6.2.3	Milestone 6.2.3: Develop and execute a contract for services	5/15/2014	7/1/2014
6.3	Activity 6.3: Develop STARS Evaluation and Validation Plan	7/1/2014	12/31/2017
6.3.1	Milestone 6.3.1: Convene an Evaluation Committee that includes contracted researcher and local research partners to develop in- state capacity to support evaluation and validation plan	9/1/2014	12/31/2017
6.3.2	Task 6.3.2: Identify rigorous research design methodology that employs multiple measures with demonstrated reliability and validity, sophisticated evaluation strategies and quasi-experimental designs as appropriate	9/1/2014	12/31/2014
6.3.3	Task 6.3.3: Systemically examine the program standards, point system and quality tiers established in VT STARS	1/1/2015	12/31/2015
6.3.4	Task 6.3.4: Conduct assessments, collect data, analyze results	1/1/2015	12/31/2015
6.3.5	Task 6.3.5: Share preliminary findings	1/1/2016	4/1/2016
6.3.6	Task 6.3.6: Regularly advise evaluation, review preliminary findings and discuss dissemination and application of results	9/1/2014	4/1/2016
6.3.7	Task 6.3.7: Review, finalize and publish results and Evaluation Report	1/1/2016	7/1/2016
6.4	Milestone 6.4: Apply results of evaluation to propose, analyze, and assess changes to VT STARS	7/1/2016	12/31/2017
6.4.1	Milestone 6.4.1: Implement changes in VT STARS as warranted and necessary to improve the effectiveness and communicative power of VT STARS as a TQRIS	1/1/2017	12/31/2017
6.5	Activity 6.5: Develop, document and implement process for using monitoring data, particularly reliable ERS and CLASS scores, to regularly assess the validity of VT STARS ratings	7/1/2016	12/31/2017

Rating and Monitoring Early Learning and Development Programs (Project 7)

Project Goals/Desired Outcomes:

Project Goals: Rating and monitoring systems for ELDPs are reliable and assure quality. **Desired Outcomes:** (1) Assessments completed as part of the STARS are reliable and delivered in a timely manner. (2) A research-based monitoring and technical assistance system for publicly funded prekindergarten programs is developed, piloted, and implemented.

Narrative: Vermont has implemented Vermont's TQRIS ("STARS") includes the Environment Rating Scale as an approved program assessment tool and trained assessors have been providing ERS assessments. RTTT funding will support enhancing the quality and timeliness of these assessments. Two anchor assessors will become reliable and deliver and monitor the system of program assessments within the TQRIS. The ERS STARS assessors will be part of a coordinated STARS program assessments that includes other reliable assessors (such as those reliable in CLASS). They will also be linked with and coordinated with other trained assessors in VT and be included in the MATCH registry. The reliable ERS STARS assessor model builds on and improves part of the existing structure to manage the TQRIS. Vermont has offered universal publicly funded prekindergarten education (PreK) since the passage of Act 62 in 2007. PreK is offered in various types of ELDPs (e.g., public schools, Head Start, center and family child care programs, private preschools). All ELDPs programs that offer PreK must meet the same quality standards. These include high levels of STARS, licensed EC educator, and curriculum that aligns with the Vermont Early Learning Standards. The PreK Monitoring and TA system will include but go beyond STARS to ensure high quality, effective PreK programs.

Key Performance Measures: (C)(3)(d): Leveraging Existing Resource, (B)4)(c) (1): Increasing the number of programs in top tiers of the TQRIS

Selection Criterion Addressed: B(3) Rating and Monitoring Early Learning and Development Programs, C(2) Comprehensive assessment systems

Code	Outcomes and Subtasks	Start Date	End Date
7	Project 7	3/15/2014	12/31/2017
7.1	Milestone 7.1: Contract with an in-state consultant to coordinate and shepard the design, development and piloting of a monitoring system for publicly funded universal prekindergarten (PreK) programs	9/8/2014	12/31/2017
7.1.1	Task 7.1.1: Initiate a Simplified Bid Process to identify a "PreK Monitoring System Coordinator".	4/7/2014	8/29/2014
7.1.1.1	Subtask 7.1.1.1: Draft Bid Request to include criteria, tasks, and deliverables	4/7/2014	4/11/2014
7.1.1.2	Subtask 7.1.1.2: Post Bid Request on BGS website for 1 month	4/14/2014	5/16/2014
7.1.1.3	Subtask 7.1.1.3: Hold a webinar to answer any pre-award questions from interested parties	5/5/2014	5/5/2014
7.1.1.4	Subtask 7.1.1.4: Assemble a team that is qualified to open, review and select the winning bid	5/12/2014	5/30/2014
7.1.1.5	Subtask 7.1.1.5: Notify the selected vendor and execute a multi-year contract	6/2/2014	8/29/2014
7.2	Milestone 7.2: Contract with a national content expert in PreK monitoring	9/8/2014	6/30/2016
7.2.1	Task 7.2.1: Initiate a Simplified Bid process	4/28/2014	9/1/2014
7.2.1.1	Subtask 7.2.1.1: Draft a Bid Request to include the Scope of Work, timelines and deliverables	4/28/2014	5/9/2014
7.2.1.2	Subtask 7.2.1.2: Complete an internal AOE review of the contract	5/12/2014	5/23/2014
7.2.1.3	Subtask 7.2.1.3: Submit renewable annual contract for approval to the state Finance & Management and Secretary of Administration Offices	5/26/2014	8/25/2014
7.3	Milestone 7.3: Develop an evidence-based PreK monitoring system that is coordinated and builds upon child care licensing regulations and STARS.	9/15/2014	6/15/2015

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7.3.1	Task 7.3.1: Collaborate with a cross-agency and stakeholder work group to design the PreK monitoring system	9/15/2014	9/15/2015
7.3.1.1	Subtask 7.3.1.1: Identify and recruit members of the PreK Monitoring Work Group from across agencies and with representation that reflects the diverse settings PreK education occurs	9/15/2014	10/6/2014
7.3.1.2	Subtask 7.3.1.2: Convene the PreK Monitoring Work Group and determine the group's roles and responsibilities, timelines, and meeting schedule	10/13/2014	10/27/2014
7.3.1.3	Subtask 7.3.1.3: Hold monthly Work Group meetings to guide the development and piloting phases of the PreK Monitoring System	11/3/2014	9/15/2015
7.3.2	Milestone 7.3.2: Working in consultation with the national expert and the PreK Monitoring Work Group, propose a design for Vermont's PreK monitoring system	12/1/2014	1/6/2015
7.4	Milestone 7.4: Pilot the new evidence-based PreK monitoring system that is coordinated and builds upon child care licensing regulations and STARS.	2/1/2015	6/30/2015
7.4.1	Task 7.4.1: Design the pilot, including evaluation measures	2/2/2015	2/16/2015
7.4.2	Task 7.4.2: Recruit approximately 10 ELDPs representing the various settings of PreK education (i.e., public schools, Head Start, community child care centers and homes, private preschools) to participate in the pilot	2/23/2015	3/9/2015
7.4.3	Task 7.4.3: Conduct the pilot and collect data to provide feedback on the content and procedures of the new monitoring system	3/16/2015	6/15/2015
7.4.3.1	Subtask 7.4.3.1: Hold a focus group of pilot participants	6/16/2015	6/30/2015
7.4.4	Task 7.4.4: Review pilot data and identify areas for improvement	7/1/2015	7/30/2015
7.4.4.1	Subtask 7.4.4.1: Share findings from the pilot with the PreK Monitoring Work Group	8/1/2015	8/15/2015
7.4.5	Task 7.4.5: Make needed revisions to the PreK Monitoring System based on the results of the Pilot	8/16/2015	9/12/2015
7.5	Milestone 7.5: Implement the new PreK Monitoring System	9/15/2015	12/31/2017
7.5.1	Task 7.5.1: Working in consultation with the national expert and the PreK Monitoring Work Group, develop an implementation plan.	9/15/2015	10/15/2015
7.5.1.1	Subtask 7.5.1.1: Develop an annual schedule for monitoring PreK programs	9/15/2015	10/15/2015
7.5.1.2	Subtask 7.5.1.2: Identify factors that would prompt an onsite monitoring visit	9/15/2015	10/15/2015
7.5.2	Task 7.5.2: Initiate a Simplified Bid process to contract for a PreK Monitoring Consultant to assist in monitoring and providing technical assistance to PreK programs	5/1/2015	12/31/2017
7.5.2.1	Subtask 7.5.2.1: Draft a Bid Request to include the Scope of Work, timelines and deliverables	5/1/2015	5/15/2015
7.5.2.2	Subtask 7.5.2.2: Complete an internal AOE review of the contract	5/15/2015	5/29/2015
7.5.2.3	Subtask 7.5.2.3: Submit renewable annual contract for approval to the state Finance & Management and Secretary of Administration Offices	6/1/2015	9/1/2015
7.6	Activity 7.6: Working in Consultation with the STARS Oversight Committee, develop and implement a system to assure ERS assessments, a component of STARS, are reliable and timely	3/15/2014	12/31/2017
7.6.1	Task 7.6.1: Contract with an organization to serve as the administrative home of the ERS assessors	5/7/2014	12/31/2017
7.6.1.1	Subtask 7.6.1.1: Initiate a Sole Source Contract for the development and implementation of a system of reliable ERS assessors	5/7/2014	5/20/2014
7.6.1.2	Subtask 7.6.1.2: Draft a multi-year contract to include the Scope of Work, timelines and deliverables	5/20/2014	6/2/2014
7.6.1.3	Subtask 7.6.1.3: Complete an internal review of the contract	6/2/2014	6/16/2014
7.6.1.4	Subtask 7.6.1.4: Submit contract for approval from the state Attorney General and Administration Offices	6/16/2014	7/15/2014
7.6.1.5	Milestone 7.6.1.5: Execute the contract	7/22/2014	7/29/2014
7.6.2	Task 7.6.2: Hire two experienced ERS assessors to become "anchor" assessors	7/30/2014	9/9/2014
7.6.2.1	Subtask 7.6.2.1: Recruit and hire experienced ERS assessors	7/30/2014	9/9/2014
7.6.2.2	Subtask 7.6.2.2: Provide assessors with intensive training to demonstrate reliability on ERS assessments	9/2/2014	1/25/2015
7.6.2.3	Subtask 7.6.2.3: Equip assessors with tablet technology and provide training on using tablet	9/2/2014	1/25/2015
7.6.2.4	Subtask 7.6.2.4: Provide ongoing opportunities for assessors to maintain status of reliable	1/25/2015	12/30/2017
7.6.3	Task 7.6.3: Establish a system for managing ERS assessments, ensuring inter-rater reliability of all ERS assessors, and collecting data	11/6/2014	2/11/2015
7.6.3.1	Subtask 7.6.3.1: Create procedures and protocols for programs requesting an ERS assessment	11/6/2014	12/15/2015
7.6.3.2	Subtask 7.6.3.2: Identify and create a network of experienced ERS assessors	1/8/2015	2/5/2015
7.6.3.3	Subtask 7.6.3.3: Develop and implement procedures for monitoring inter-rater reliability of all ERS assessors	2/5/2015	3/10/2015
7.6.3.4	Subtask 7.6.3.4: Track ERS assessments, assessors, and results	2/5/2015	12/15/2017
7.6.3.5	Subtask 7.6.3.5: Provide progress reports to the STARS Oversight Committee on a bi-annual basis	12/15/2014	12/15/2017
7.6.4	Task 7.6.4: Determine the effectiveness of the system and plan for sustainability	7/15/2015	7/15/2017
7.6.4.1	Subtask 7.6.4.1: In consultation with the STARS Oversight Committee, review ERS system to determine effectiveness	7/15/2015	7/15/2017
7.6.4.2	Subtask 7.6.4.2: Based on the evidence, recommend any adjustments or redesign	1/3/2015	3/12/2015
7.6.4.3	Subtask 7.6.4.3: Develop a plan for sustaining an effective ERS system	3/12/2016	7/16/2016

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CIS Specialized Child Care Services (Project 8)

Project Goals/Desired Outcomes:

Goal: Strengthen and improve Specialized Child Care Services (SCCS) that support access to and successful participation in high quality ELDP for children with high needs. **Desired outcomes:** increasing the financial incentive linked to provision of SCCS, increasing capacity of regional SCCS Coordinators to improve service delivery and support SCCS providers, and ensure all SCCS providers are enrolled in STARS.

Narrative: SCCS have been developed in Vermont to help families with children with high needs, both working families and those in situations that are less stable and supported, build protective factors that impact the healthy growth and development of their children. Through SCCS, families with high needs children gain access to enhanced referral services, transportation and program consultation the help their child succeed in the ELDP they have selected.

Key Performance Measures: Increasing the number and percentage of high need children in top tier early learning and development programs.

Selection Criterion Addressed: (B)(2) Promoting participation in the State's TQRIS, (B)(4) Promoting access to high-quality programs for children with high needs, (C)(4) Family engagement

Code	Outcomes and Subtasks	Start Date	End Date
8	Project 8	3/1/2014	12/31/2017
8.1	Activity 8.1: Provide additional funding to support 1 FTE SCC Coordinator in each CIS region	3/1/2014	12/31/2017
8.1.1	Task 8.1.1: Analyze current funding for SCC	3/1/2014	3/15/2014
8.1.2	Task 8.1.2: Include additional funding in FY15 CIS contracts	3/15/2014	12/31/2017
8.1.3	Task 8.1.3: Execute new contracts	7/1/2014	12/31/2017
8.2	Activity 8.2: Revise criteria for SCC provider approval	9/1/2014	3/15/2015
8.2.1	Task 8.2.1: Identify agency and community stakeholders	9/1/2014	10/1/2014
8.2.2	Task 8.2.2: Convene monthly stakeholders meetings	10/1/2014	2/1/2015
8.2.3	Task 8.2.3: Issue recommendations for revisions	2/1/2015	2/1/2015
8.2.4	Task 8.2.4: Finalize new standards	2/15/2015	3/15/2015
8.3	Activity 8.3: Implement revised SCC approval standards	7/1/2014	7/1/2016
8.3.1	Task 8.3.1: Train SCC Coordinators on new approval standards	7/1/2014	9/30/2014
8.3.2	Task 8.3.2: Create an inventory of SCC and other high quality providers	9/30/2014	12/31/2014
8.3.3	Task 8.3.3: SCC Coordinators develop strategic plan to increase quality and expand capacity of SCCs	10/1/2014	7/1/2015
8.3.4	Task 8.3.4: New standards fully implemented	7/1/2015	7/1/2016
8.4	Activity 8.4: Increase CCFAP differential for SCCs from 7% to 10% for those that achieve new standards	7/1/2015	12/31/2017
8.4.1	Task 8.4.1: Identify BFIS changes needed to accomplish higher payment rate	1/1/2015	3/1/2015
8.4.2	Task 8.4.2: Direct Maximus to implement necessary system changes	3/1/2015	5/1/2015
8.4.3	Task 8.4.3: Changes completed	5/1/2015	7/1/2015
8.5	Activity 8.5: Provide targeted MATCH activities to approved SCC providers	1/1/2015	12/31/2017
8.5.1	Task 8.5.1: Recruit existing SCC providers interested in MATCH	1/15/2015	3/1/2015
8.5.2	Task 8.5.2: Recruit high quality ELDPs interested in MATCH and becoming approved SCCs	1/15/2015	3/1/2015
8.5.3	Task 8.5.3: Provide MATCH services to targeted SCCS ELDP	4/10/2015	12/31/2017

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Vermont Early Learning Standards (Project 9)

Project Goals/Desired Outcomes:

Project Goals: The revised Vermont Early Learning Standards (VELS) reflect a Birth through Grade 3 continuum that is developmentally, culturally, and linguistically appropriate. **Desired Outcomes:** (1) Educators in early learning and development programs and grades K-3 know and use the VELS to guide their planning, instruction and assessments. (2) Families know and use the VELS to understand appropriate expectations and support the learning and development of their children.

Narrative: The Vermont Early Learning Standards (VELS) were developed in 2003 and have been widely used by educators in ELDPs and by families. Given the number of advancements in our understanding of children's development, evidence-based practices, the new Head Start outcomes, and Vermont's adoption of Common Core State Standards, it became very clear that the VELS needed to be revised. The VELS Revision Committee was formed in Feb. 2012 to revise and update the VELS. The VELS Committee decided to rewrite the VELS to reflect a Birth through Grade 3 continuum. Draft 1 of the new VELS was submitted with Vermont's RTT-ELC application. This project will support the completion of the new VELS under the guidance of a national expert in early learning standards. The project includes creating resources and providing professional learning opportunities related to understanding the new standards and using the standards to plan, assess, and inform instruction. Additionally, resources for families to learn about the new VELS and use them to support their children's learning and development will be created and disseminated.

Key Performance Measures: (1) Percentage of early childhood educators who demonstrate they understand and apply the VELS to plan curriculum. (2) The new VELS are adopted and become state policy. (3) The new VELS are used in Early Childhood Educator and Early Childhood Special Educator preparation programs. (4) The new VELS are reflected in the competencies for Early Childhood Educator and Early Childhood Special Educator teacher licensure.

Selection Criterion Addressed: (C)(1) Statewide, high-quality early learning and development standard, (D)(2) Supporting early childhood educators, (C)(4) Family Engagement

Code	Outcomes and Subtasks	Start Date	End Date
9	Project 9	4/7/2014	12/31/2017
9.1	Activity 9.1: Complete revision of the Vermont Early Learning Standards (VELS) with consultation from an expert in the field, and with the support of the VELS Revision Committee.	4/7/2014	9/1/2014
9.1.1	Milestone 9.1.1: Contract with a national content expert to provide technical assistance on developmentally, culturally and linguistically appropriate learning standards.	4/7/2014	12/31/2015
9.1.1.1	Subtask 9.1.1.1: Initiate the State of Vermont Sole Source Contract process	4/7/2014	6/30/2014
9.1.1.2	Subtask 9.1.1.2: Draft the Scope of Work	4/7/2014	4/14/2014
9.1.1.3	Subtask 9.1.1.3: Conduct an internal review of the proposed contract	4/14/2014	6/1/2014
9.1.1.4	Subtask 9.1.1.4: Execute a Personal Services Contract with the early learning standards expert	6/1/2014	6/30/2014
9.1.2	Task 9.1.2: Re-convene the VELS Revision Committee to advise the revision process, provide feedback on drafts, and consult on rollout and trainings	4/7/2014	12/31/2017
9.1.3	Task 9.1.3: Complete a final draft of the new VELS through an iterative process between the content expert and the VELS Committee	7/1/2014	12/31/2014
9.1.4	Milestone 9.1.4: Adopt the new Birth-Grade 3 VELS as state policy	10/1/2014	12/31/2014
9.1.4.1	Subtask 9.1.4.1: Publish the draft of the new VELS online for Public Comment	10/1/2014	10/31/2014
9.1.4.2	Subtask 9.1.4.2: Using feedback from Public Comment and input from the content expert and VELS Committee, make any needed changes to the draft VELS	11/1/2014	12/31/2014
9.1.4.3	Subtask 9.1.4.3: Submit the draft VELS to the State Board of Education for its review and adoption and make any changes needed	11/15/2014	12/31/2014
9.1.4.4	Milestone 9.1.4.4: Adopt the new Birth-Grade 3 VELS as state policy	11/15/2014	12/31/2014
9.1.5	Task 9.1.5: Publish the new Birth-Grade 3 VELS in print and online	1/1/2015	12/31/2015
9.1.5.1	Subtask 9.1.5.1: Execute a Personal Services Contract with a graphic artist to do layout work for the VELS	11/1/2014	4/15/2015
9.1.5.2	Subtask 9.1.5.2: Guide the design of the new VELS to ensure it is accurate and user friendly	1/1/2015	4/1/2015
9.1.6	Milestone 9.1.6: Develop and provide various types of professional development activities for educators of children from infancy through Grade 3 to learn what the new VELS standards are, and how to use them in planning curriculum and assessing learning and development	1/15/2015	12/31/2017
9.1.6.1	Subtask 9.1.6.1: Execute a Personal Services Contract for a VELS Consultant to develop print and electronic professional learning materials as stated in the Scope of Work	10/1/2014	12/1/2015
9.1.6.2	Subtask 9.1.6.2: Create a Guide to the new VELS for educators	1/15/2015	5/15/2015
9.1.6.3	Subtask 9.1.6.3: Develop professional electronic learning materials (e.g., self-paced eLearning modules, webinars)	1/15/2015	5/15/2015
9.1.7	Task 9.1.7: Implement a Train the Trainer model to create a cadre of VELS experts to conduct face-to-face trainings and provide coaching	5/1/2015	12/31/2017
9.1.7.1	Subtask 9.1.7.1: Recruit and train experienced educators across the Birth-Grade 3 (B-3) continuum to become VELS experts	5/1/2015	9/15/2015
9.1.7.2	Subtask 9.1.7.2: Execute multi-year Personal Services Contracts with VELS experts to provide local VELS trainings and coaching to B-3 educators	5/1/2015	12/31/2017

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9.1.8	Task 9.1.8: Working in collaboration with a higher education faculty, develop syllabi for credit and non-credit courses on VELs and curriculum development	1/15/2015	6/15/2015
9.1.9	Task 9.1.9: Develop and present a series of webinars on the new VELs specifically for school and early learning and development program administrators, and policy makers	3/1/2015	12/1/2015
9.1.9.1	Subtask 9.1.9.1: Invite Birth - Grade 3 educators to submit VELs linked early learning opportunities to be posted on VE2, a website for VT educators	9/1/2015	12/31/2017
9.2	Activity 9.2: Submissions are evaluated to ensure they address the VELs and are developmentally and culturally appropriate; successful entries receive a small reward	9/1/2015	12/31/2017
9.2.1	Milestone 9.2.1: Provide Families with information and resources on the new VELs	3/1/2015	12/31/2017
9.2.2	Task 9.2.2: Execute a Personal Services Contract for a consultant to develop family-friendly print and electronic resources	1/1/2015	12/31/2015
9.2.2.1	Subtask 9.2.2.1: Develop a set of Family Guides to the new VELs to be published as a booklet, calendar, and online	3/1/2015	10/30/2015
9.2.3	Task 9.2.3: Provide guidance on the Family Guide and feedback on drafts	4/15/2015	10/30/2015
9.2.4	Task 9.2.4: Create an online family-friendly introduction to the VELs in consultation with the VELs Committee	11/1/2015	12/31/2015
9.2.5	Task 9.2.5: Execute a Personal Services Contract with a graphic artist to do layout for the Family guides and	3/15/2015	12/31/2015
9.2.5.1	Subtask 9.2.5.1: Disseminate information on the new VELs to families with young children	1/1/2016	12/31/2017
9.2.5.2	Subtask 9.2.5.2: Distribute copies of the Family Guide, VELs calendars, and VELs online information through early learning and development programs and elementary schools	1/1/2016	12/31/2017
9.2.5.3	Subtask 9.2.5.3: Support early learning and development programs and elementary schools to host VELs Family Nights conversations	1/1/2016	12/31/2017

Comprehensive Assessment System (Project 10)

Project Goals/Desired Outcomes:

Project Goals: Develop a balanced and effective comprehensive system of developmentally appropriate assessments that provide information on children's learning and development, and the quality of the early learning and development programs they attend. **Desired Outcomes:** (1) A statewide plan for a comprehensive early childhood assessment system is collaboratively developed and adopted. (2) Formative assessments are conducted reliably and used to inform planning, instruction, and interactions. (3) The use of the Classroom Assessment Scoring System (CLASS) to measure adult-child interactions and target improvements is greatly expanded. (4) Educators are trained and supported to interpret and use assessment data.

Narrative: In order to fulfill the goal of this project and to realize its outcomes, this project focuses on building the framework for Vermont's comprehensive early childhood assessment system. Project 10 emphasizes formative assessment and measures of adult-child interactions; however, it is coordinated with Project 7 (reliable Environmental Rating Scales assessors) and Project 11 (developmental screening) to ensure all parts of the assessment system work in concert with each other. This project includes an expansion of Teaching Strategies GOLD (TS GOLD), the formative assessment PreK and Head Start programs are required to use. It will increase the number of children with high needs who are assessed using this formative assessment by purchasing TS GOLD portfolios for these children and providing professional development to the educators in their programs as a strategy to improve child outcomes. In order to build state capacity to provide TS GOLD professional development, a cadre of Accredited TS GOLD trainers and coaches will be developed and supported. This project also seeks to expand TS GOLD to Kindergarten through grade 3. CLASS, a widely respected measure of adult-child interactions and practices, is the other assessment tool Project 10 addresses. Currently, there is limited use of CLASS in Vermont. We seek to change that by providing professional development on three levels of CLASS (i.e., Toddlers, Preschool, K-3) and by building in-state capacity through a Train-the-Trainer model.

Key Performance Measures: (1) By the end of 2016, Vermont will adopt an early childhood comprehensive assessment plan. (2) By the end of the grant, 75% of Selection Criterion Addressed: (C)(2) Supporting Effective Uses of Comprehensive Assessment Systems

Code	Outcomes and Subtasks	Start Date	End Date
10	Project 10	4/1/2014	12/31/2017
10.1	Milestone 10.1: Develop Vermont's EC Comprehensive Assessment System Plan	4/1/2014	12/31/2015
10.1.1	Milestone 10.1.1: Hire a .5 FTE Early Childhood (EC) Assessment Coordinator	5/30/2014	12/31/2017
10.1.1.1	Subtask 10.1.1.1: Write job specifications and Request For Recruitment	2/1/2014	2/10/2014
10.1.1.2	Subtask 10.1.1.2: Recruit for position	4/1/2014	4/21/2014
10.1.1.3	Milestone 10.1.1.3: Interview and hire staff	5/1/2014	5/30/2014
10.1.1.4	Subtask 10.1.1.4: Staff orientation	6/15/2014	6/30/2014
10.1.2	Milestone 10.1.2: Convene a cross-agency EC Assessment Work Group that includes representatives from early learning and development programs, K-3, and higher education to develop a plan for a Comprehensive Early Childhood Assessment System	7/1/2014	9/1/2015
10.1.2.1	Subtask 10.1.2.1: Work in consultation with the B-12 Data Governance Council to develop plans for sharing early childhood assessment data	9/1/2014	1/30/2015
10.1.2.2	Subtask 10.1.2.2: Coordinate EC Comprehensive Plan with the Agency of Education (AOE) K-12 comprehensive assessment work	9/1/2014	3/31/2015
10.1.3	Task 10.1.3: Draft the EC Comprehensive Assessment Plan	1/30/2015	3/31/2015
10.1.3.1	Subtask 10.1.3.1: Draft the Plan based on EC Assessment Work Group input and research	1/30/2015	3/31/2015

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10.1.3.2	Subtask 10.1.3.2: Include recommendations for professional development in administering, interpreting, and using assessment data, as well as sharing results with families.	1/30/2015	3/31/2015
10.1.3.3	Subtask 10.1.3.3: After internal review of the draft plan, post the draft on website for Public Comment	4/1/2015	4/30/2015
10.1.3.4	Milestone 10.1.3.4: Revise the Plan based on comments and finalize the EC Assessment Plan	5/1/2015	5/31/2015
10.1.4	Milestone 10.1.4: Create and disseminate a Guide to Vermont's Early Childhood Comprehensive Assessment Plan	6/1/2015	8/31/2015
10.1.4.1	Subtask 10.1.4.1: Draft a Guide to the Comprehensive Assessment Plan	6/1/2015	9/1/2015
10.1.4.2	Subtask 10.1.4.2: Host five regional meetings to disseminate and discuss the EC Assessment System Plan and Guide	9/1/2015	3/31/2016
10.2	Milestone 10.2: Expand the use of formative assessment (i.e., Teaching Strategies GOLD) and increase the inter-rater reliability of educators	4/1/2014	12/31/2017
10.2.1	Task 10.2.1: Create a cadre of Accredited Teaching Strategies (TS) GOLD trainers to provide local trainings and onsite coaching	4/15/2014	9/1/2014
10.2.1.1	Subtask 10.2.1.1: Develop and execute a Sole Source Personal Services Contract with Teaching Strategies to provide onsite Accreditation Training for up to 30 educators	5/1/2014	7/15/2014
10.2.1.2	Subtask 10.2.1.2: Recruit early childhood educators from all regions of the state who have successfully used TS GOLD and who teach in various types of early learning and development programs	5/1/2014	7/1/2014
10.2.1.3	Subtask 10.2.1.3: Create a cadre of educators who successfully complete the TS Accreditation training to provide Level 1 and Level 2 TS GOLD trainings and coaching at the regional level	6/15/2014	12/31/2017
10.2.1.4	Subtask 10.2.1.4: Develop and execute multi-year Personal Services Contracts with Accredited TS GOLD trainers	9/1/2014	12/31/2017
10.2.1.5	Subtask 10.2.1.5: Develop and implement a system for scheduling TS GOLD (TSG) trainings and coaching, getting feedback on quality of professional development, and tracking trainers' work	7/15/2014	12/31/2017
10.2.1.6	Subtask 10.2.1.6: Facilitate development of local TSG online Learning Communities for educators to have ongoing support and share ideas on TSG	9/1/2014	12/31/2017
10.2.2	Task 10.2.2: Pay TS GOLD licenses for 2 years each to two cohorts of early learning and development programs (ELDPs) to use TS GOLD with children identified as high needs	8/15/2014	12/31/2017
10.2.2.1	Milestone 10.2.2.1: Develop criteria for identifying children with high needs	5/1/2014	7/1/2014
10.2.2.2	Subtask 10.2.2.2: Identify the ELDPs where a large portion of the children are identified as having high needs and invite them to participate in TS GOLD	7/1/2014	8/1/2014
10.2.2.3	Subtask 10.2.2.3: Connect these ELDPs with a local Accredited TS GOLD trainer for trainings and coaching	8/1/2014	12/31/2017
10.2.3	Task 10.2.3: Develop, adopt, and implement a policy requiring all EDLPs that offer public funded PreK to demonstrate inter-rater reliability on TS GOLD	9/15/2014	11/15/2014
10.2.3.1	Subtask 10.2.3.1: Research policies used in other states, the approaches and impacts of their policies	5/1/2015	5/1/2015
10.2.3.2	Subtask 10.2.3.2: Draft policy and share with Agency of Education (AOE) Secretary, Commissioner of Department for Children and Families (DCF), legal counsel, and PreK community	6/1/2014	7/15/2015
10.2.3.3	Milestone 10.2.3.3: Adopt policy requiring educators in publicly funded PreK programs to demonstrate inter-rater reliability	8/1/2015	12/31/2017
10.2.4	Task 10.2.4: Implement new TS GOLD Birth through Grade 3 (B-3) assessment with PreK-3 learning communities (Project 23)	5/1/2015	12/31/2017
10.2.4.1	Subtask 10.2.4.1: Provide training on TS GOLD B-3 assessment to cadre of Accredited TS GOLD trainers	5/15/2015	7/15/2015
10.2.4.2	Subtask 10.2.4.2: Provide training in the TS GOLD B-3 to educators in the PreK-3 Pilot sites and other K-3 educators	9/1/2014	10/1/2014
10.2.4.3	Milestone 10.2.4.3: Initiate a Sole Source Contract with Teaching Strategies to pay for TS GOLD licenses for (1) PreK-3 learning communities, and (2) licenses for ELDPs to start using TS GOLD with children receiving child care subsidy	6/15/2014	12/31/2017
10.2.5	Task 10.2.5: Conduct regional TS GOLD informational trainings for ELDPs and K-3 school administrators	10/1/2014	12/31/2017
10.2.5.1	Subtask 10.2.5.1: Collaborate with Accredited TS GOLD trainers to develop a face-to-face and webinar introduction to TS GOLD	9/1/2014	10/1/2014
10.3	Activity 10.3: Expand the use of adult-child assessment (i.e., Classroom Assessment Scoring System or CLASS)	2/1/2015	6/1/2015
10.3.1	Task 10.3.1: Initiate a Sole Source Contract with Teachstone to provide 2 CLASS trainings for each assessment level (i.e., Toddler, PreK, K-3) to a total of 90 educators; and 1 Train-the-Trainer session	2/1/2015	5/1/2015
10.3.1.1	Subtask 10.3.1.1: Provide informational sessions to ELDPs and K-3 programs what CLASS is and how it can be used to improve child outcomes	3/1/2015	5/1/2015
10.3.1.2	Subtask 10.3.1.2: Recruit supervisors and educators to participate in CLASS trainings	2/1/2015	6/1/2015
10.3.1.3	Subtask 10.3.1.3: Develop and employ selection criteria for CLASS trainings, prioritizing programs with a large percentage of children with high needs	3/1/2015	4/1/2015
10.3.1.4	Subtask 10.3.1.4: Notify successful applicants for CLASS trainings and arrange all training logistics	4/15/2015	6/1/2015
10.3.1.5	Subtask 10.3.1.5: Conduct the CLASS training	6/15/2015	9/1/2015
10.3.2	Milestone 10.3.2: Provide one Train-the-Trainer session for each of the 3 CLASS assessments	6/15/2016	9/1/2016
10.3.2.1	Milestone 10.3.2.1: Recruit supervisors and educators who meet reliability criteria and have used a CLASS assessment to become a CLASS trainer	4/1/2016	6/1/2016

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10.3.2.2	Milestone 10.3.2.2: Develop and execute multi-year Personal Services Contracts with CLASS trainers to conduct 2+ trainings and to support programs to improve their practices as indicated by the CLASS assessment	3/1/2016	6/1/2016
10.3.3	Milestone 10.3.3: Develop a system for scheduling CLASS assessments, coaching, and trainings	3/1/2015	6/15/2015
10.3.4	Task 10.3.4: Use results of CLASS assessments to improve programs and educators' practices	9/1/2015	12/31/2017
10.3.4.1	Subtask 10.3.4.1: Include CLASS assessments in the PreK Monitoring system	12/1/2014	12/31/2017
10.3.4.2	Subtask 10.3.4.2: Adopt CLASS as an approved assessment tool for Vermont's Step Ahead Rating System (STARS)	12/1/2014	12/31/2017
10.3.4.3	Subtask 10.3.4.3: Use results of CLASS assessments to identify focus areas for professional development at the individual, program, regional, and state levels	12/1/2015	12/31/2017

Evidence Based Home Visiting (Project 11)

Project Goals/Desired Outcomes:

Goal: Identify and address the health, behavioral and developmental needs of children with high needs to improve school readiness by implementing and coordinating evidence based home visiting models throughout Vermont. Desired Outcomes: Promote maternal well-being, healthy birth outcomes, and optimal child physical, social and emotional development to help children achieve success in school and life.

Narrative: There are many VT systems already in place that provide support for families to address their children's challenging behavior and improve school readiness. To enhance the existing system, we will implement an array of evidence-based home visiting models; to support children at-risk for developmental and behavioral problems.

Key Performance Measures: Increase the number of high needs children receiving home visiting services by 10% from baseline (2013), Increase by 10% the percentage of children with high needs who are up-to-date in a schedule of well child care, Increase the number of children with high needs screened for both behavioral and developmental concerns across child serving sectors by 15% from baseline (2013).

Selection Criterion Addressed: (C)(3) Health promotion; (C)(4) Family engagement

Code	Outcomes and Subtasks	Start Date	End Date
11	Project 11	4/1/2014	12/31/2017
11.1	Milestone 11.1: Hire Home Visiting Coordinator	2/1/2014	5/15/2014
11.1.1	Task 11.1.1: Write job specs and Request for Referral (RFR)	2/1/2014	2/10/2014
11.1.2	Task 11.1.2: Recruit for position	3/30/2014	4/15/2014
11.1.3	Task 11.1.3: Interview and hire position	4/15/2014	5/15/2014
11.2	Activity 11.2: Support intensive training for HV Coordinator	5/15/2014	10/1/2014
11.2.1	Task 11.2.1: identify relevant training opportunities	5/15/2014	9/1/2014
11.2.2	Task 11.2.2: Ensure training is completed	5/15/2014	10/1/2014
11.3	Activity 11.3: Hire Department of Health Home Visiting Data Analyst	2/1/2014	5/15/2014
11.3.1	Task 11.3.1: Write job spec and RFR	2/1/2014	2/10/2014
11.3.2	Task 11.3.2: Recruit for position	3/30/2014	4/15/2014
11.3.3	Task 11.3.3: Interview and hire position	4/15/2014	5/15/2014
11.4	Milestone 11.4: Signed agreement with Early Start (New Zealand) and curriculum contractors	4/30/2014	10/1/2014
11.4.1	Task 11.4.1: Conduct conference calls with Early Start	4/1/2014	4/30/2014
11.4.2	Task 11.4.2: Develop draft contract with Early Start for scope of work for training, evaluation, schedule and costs	5/1/2014	8/1/2014
11.4.3	Task 11.4.3: Identify additional curriculum contractors outside of Early Start	5/1/2014	6/15/2014
11.4.4	Task 11.4.4: Develop agreements with curriculum contractors	5/1/2014	6/30/2014
11.5	Milestone 11.5: Identify VT organizations to host Early Start	7/1/2014	12/31/2017
11.5.1	Task 11.5.1: Finalize selection criteria for participation	6/1/2014	7/1/2014
11.5.2	Task 11.5.2: Develop a process to select 5 PCC's for each year of the grant to become Early Start adopters	7/1/2014	9/1/2014
11.5.3	Task 11.5.3: Select 5 PCCs to adopt Early Start	9/1/2014	9/30/2014
11.6	Milestone 11.6: Bring Early Start trainers to Vermont to train trainers from identified host organizations	10/1/2014	12/31/2017
11.6.1	Task 11.6.1: Provide annual and updated Early Start training opportunities to selected host organizations	10/1/2014	12/31/2017
11.6.2	Task 11.6.2: Provide annual and updated training opportunities with curriculum contractors to selected host organizations	10/1/2014	12/31/2017
11.7	Milestone 11.7: Roll out Early Start in 1st five regions	1/1/2015	6/30/2015
11.7.1	Task 11.7.1: "Certify" 1st group of five Early Start organizations	1/1/2015	1/1/2015
11.8	Milestone 11.8: Roll out Early Start in five additional regions	1/1/2016	6/30/2016
11.8.1	Task 11.8.1: "Certify" 2nd group of five Early Start organizations	1/1/2016	6/30/2016
11.9	Milestone 11.9: Roll out Early Start in remaining five regions	1/1/2017	6/30/2017
11.9.1	Task 11.9.1: "Certify" 3rd group of five Early Start organizations	1/1/2017	6/30/2017
11.10	Activity 11.10: Provide continuous program oversight, data analysis, and quality improvement	7/1/2014	12/31/2017
11.10.1	Task 11.10.1: Develop data collection and evaluation plan with Early Start evaluators	7/1/2014	9/30/2014
11.10.2	Task 11.10.2: Begin evaluation	9/30/2014	12/31/2017
11.10.3	Task 11.10.3: Review formal evaluation findings annually	9/30/2015	12/31/2017

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11.11	Milestone 11.11: Signed agreement with Maternal Early Childhood Sustained Home Visiting(MECSH)	4/30/2014	10/1/2014
11.11.1	Task 11.11.1: Conduct conference calls with MECSH	4/1/2014	4/30/2014
11.11.2	Task 11.11.2: Develop draft agreement with MECSH for scope of work for training, evaluation, schedule and costs	5/1/2014	8/1/2014
11.11.3	Task 11.11.3: Procure required Materials for state and regional use	5/1/2014	6/15/2014
11.12	Milestone 11.12: Identify VT organizations to host MECSH	7/1/2014	12/31/2017
11.12.1	Task 11.12.1: Finalize selection criteria for participation	6/1/2014	7/1/2014
11.12.2	Task 11.12.2: Develop a process to determine readiness to implement MECSH	7/1/2014	9/1/2014
11.12.3	Milestone 11.12.3: Select first four regions for program implementation	9/1/2014	11/1/2014
11.13	Milestone 11.13: Bring MECSH trainers to Vermont to train trainers from identified host organizations	11/1/2014	12/31/2014
11.13.1	Task 11.13.1: Provide annual and updated MECSH training opportunities to selected host organizations	1/1/2014	12/31/2017
11.14	Milestone 11.14: Roll out MECSH in 1st four regions	1/1/2015	6/30/2015
11.15	Milestone 11.15: Roll out MECSH in remaining regions	1/1/2016	6/30/2016
11.16	Activity 11.16: Provide continuous program oversight, data analysis, and quality improvement	7/1/2014	12/31/2017
11.16.1	Task 11.16.1: Develop data collection and evaluation plan with MECSH evaluators	7/1/2014	9/30/2014
11.16.2	Task 11.16.2: Begin evaluation	9/30/2014	12/31/2017
11.16.3	Task 11.16.3: Review formal evaluation findings annually	9/30/2015	12/31/2017
11.17	Activity 11.17: Establish common data elements across HV programs	5/15/2014	12/31/2014
11.18	Activity 11.18: Data management	12/31/2014	12/31/2017
11.18.1	Task 11.18.1: Ensuring data integrity	12/31/2014	12/31/2017
11.18.2	Task 11.18.2: Producing regular reports	12/31/2014	12/31/2017

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Early Childhood Wellness (Project 12)

Project Goals/Desired Outcomes:

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. C3b & C3c (Combined): Increasing the number of early childhood educators who are trained and supported in meeting the health standards and promoting health eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home. **C3d: Leveraging existing resources to meet targets to increase the number of children with high needs who are screened, referred for services, and participate in ongoing health care.**

Narrative: Vermont seeks to increase population level, cross-sector collaboration in order to promote the optimal healthy development of all Vermont children. An aligned birth-to-eight approach to school readiness includes addressing the health and development needs of the whole child; this approach prioritizes the physical, social and emotional development of the child, beginning at birth, as a foundation for later academic skill building. The Help Me Grow (HMG) framework, a widely used and validated model, offers a population-based, systemically integrated information, resource and referral approach to the early detection of children at-risk for health, developmental and behavioral problems (as opposed to an exclusive focus on children with delays and disorders) with high quality follow up and linkage to programs and services. Alignment is key for building a comprehensive HMG system:

- HMG serves as an umbrella for coordinating early childhood health, social and educational services, ensuring that all programs and sectors are benefiting from an integrated approach to meeting children’s needs.
- HMG is a systems change strategy that increases effective collaboration across child-serving settings in order to improve access to existing information, services and resources.
- HMG has been designed with an emphasis on helping families navigate the different agencies and partners in the community and coordinating systems for referral and follow up to ensure complete coverage. Through the use of a centralized telephone access point, this evidence-based model provides coordination across early learning and development programs while strengthening the effectiveness of child health practices as medical homes.

HMG alignment will begin with this project (specifically C3 b, c & d) in order to leverage resources; create cost efficiencies through blended funding across state agencies and programs, and monitor outcomes and results via a common data set. HMG project integration will augment the current Vermont early childhood system, promoting health, safety and nutrition standards while offering developmental surveillance, screening, and care coordination with linkages to community-based programs and services up to age 8. Coordinated training and outreach efforts will:

- Promote guideline-based developmental care in all child serving settings in Vermont by providing routine surveillance and developmental care.
- Develop a network of trained professionals to perform recommended developmental and autism screening.
- Connect children and families with a concern or with a developmental delay to Children’s Integrated Services (CIS) for follow up assessment and intervention services.
- Promote best practice health, safety, nutrition and physical activity standards via outreach, consultation, training, mentoring and support services.
- Link Early Childhood Wellness Consultants to child care providers via Vermont’s professional development and QRIS systems.

Key Performance Measures: Increase by 20% from baseline the number of early childhood educators who are trained by childcare health consultants to implement health, safety, nutrition and physical activity standards; By 2015, implement a health and safety platform via Help Me Grow that is accessible to all Vermonters; increase by 10% from baseline the number of children in early care and education who participate in CACFP; Increase by 15% from baseline the number of children screened for behavioral and developmental concerns across child serving sectors; Increase by 5% from baseline the number of children who participate in ongoing healthcare as part of a medical home.

Selection Criterion Addressed: (C)(3) Health promotion

Code	Outcomes and Subtasks	Start Date	End Date
12	Project 12	1/1/2014	12/31/2017
12.1	Milestone 12.1: Develop Early Childhood Wellness (ECW) transition and leadership team	1/1/2014	4/14/2014
12.1.1	Task 12.1.1: write job descriptions for new positions	1/15/2014	1/25/2014
12.1.2	Milestone 12.1.2: identify MCH, CDD, AOE, HFV, HCCVT personnel to being planning/hiring/transitions	3/15/2014	12/31/2017
12.2	Milestone 12.2: Hire Help Me Grow program manager and Early Childhood Wellness coordinator	3/15/2014	4/15/2014
12.2.1	Milestone 12.2.1: Identify and assemble interview team	3/15/2014	4/15/2014
12.3	Milestone 12.3: Link Help Me Grow and ECW team to current Childcare Health Consultants and Healthy	4/15/2014	5/15/2014
12.3.1	Milestone 12.3.1: Convene retreat for ECW team, CCHCs	6/1/2014	8/14/2014
12.4	Activity 12.4: Identify and Train childcare health consultants	6/14/2014	6/15/2015
12.4.1	Task 12.4.1: Research additional CCHC training resources	4/14/2014	6/14/2014
12.4.2	Task 12.4.2: Link Childcare health consultants to Vermont’s early childhood professional development systems (Northern Lights)	6/14/2014	12/14/2014
12.5	Activity 12.5: Promote nutrition and physical activity in childcare	1/15/2014	12/31/2017
12.5.1	Milestone 12.5.1: Link CCHCs to HFV and Vermont Birth to Three to promote inclusion of family child care providers in CACFP	8/14/2014	12/14/2014
12.5.2	Milestone 12.5.2: Link CCHCs to HFV, IMIL and N&PA Cmt to promote inclusion of Center-based Child Care Providers in CACFP	8/14/2014	12/14/2014
12.6	Milestone 12.6: Receive Technical Assistance from HMG National Office	4/15/2014	12/31/2014
12.6.1	Task 12.6.1: Assist the HMG National consultation team with preliminary activities: review of documents, research services, agencies, and community based services, conduct interviews with critical stakeholders.	4/15/2014	12/31/2014
12.6.2	Task 12.6.2: Assist HMG National with activities to promote the HMG system to critical VT stakeholders	4/15/2014	12/31/2014

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12.6.3	Task 12.6.3: Based on HMG National staff's follow up report/strategic plan for implementation, assist HMG National staff with obtaining consensus from the HMG Leadership Team on report recommendations and plans for implementing them.	4/15/2014	12/31/2014
12.6.4	Task 12.6.4: Access HMG National on-going technical assistance and support	3/1/2014	12/31/2017
12.7	Milestone 12.7: Establishment of the HMG VT Advisory Committee	4/15/2014	5/15/2014
12.7.1	Task 12.7.1: Develop a HMG Affiliate State Leadership Team	4/15/2014	6/15/2014
12.8	Activity 12.8: Design the HMG VT program and systems	8/15/2014	12/15/2014
12.8.1	Task 12.8.1: Utilize HMG National recommendations from site visit follow-up report/strategic plan to implement systems change and leverage existing resources.	4/15/2014	12/31/2014
12.9	Milestone 12.9: Implement HMG VT	1/1/2015	12/31/2017
12.9.1	Task 12.9.1: Develop, coordinate and implement a HMG centralized telephone access point	1/1/2015	12/31/2017
12.9.2	Task 12.9.2: Develop, coordinate and implement the HMG web based platform	1/1/2015	12/15/2015
12.9.3	Task 12.9.3: Develop, coordinate and implement HMG outreach plan	1/1/2015	12/15/2015
12.9.3.1	Subtask 12.9.3.1: Provide regional professional development opportunities to early childhood educators and other related professionals to administer, interpret, use and communicate results of ASQ and ASQ-SE.	1/1/2015	12/31/2017
12.9.3.2	Subtask 12.9.3.2: Provide tools and training to support parents and early childhood professions in their knowledge of child development	1/1/2015	12/31/2017
12.9.3.3	Subtask 12.9.3.3: Provide community outreach to promote the use of HMG and to provide networking opportunities among families and service providers.	1/1/2015	12/31/2017
12.9.3.4	Subtask 12.9.3.4: Child health care provider outreach to support early detection and early intervention	6/1/2014	12/31/2017
12.9.3.5	Subtask 12.9.3.5: Ensure ongoing coordination and support of Child Wellness Consultants (CWC's) including professional development, regional access issues, systemic linkages, sustainability, and promotion	3/15/2014	12/31/2017
12.10	Milestone 12.10: Participate in ongoing HMG National technical assistance via monthly TA calls	3/15/2014	12/31/2017
12.11	Activity 12.11: Develop and Implement HMG VT data collection and evaluation plan	1/1/2015	12/31/2017
12.11.1	Task 12.11.1: Share agreed-upon common indicators data with HMG National; comply with HMG National annual program evaluation requirements to assist in identifying gaps and barriers to services and system's issue trends.	4/1/2015	12/31/2017
12.11.2	Task 12.11.2: Support the set up and training of an additional tab for developmental screening on the VDH Child Health Profile.	3/15/2014	8/15/2014
12.11.3	Task 12.11.3: Develop and implement data sharing agreements with CIS and other state agencies, including the VDH Child Health Profile Universal Developmental Screening Repository, Northern Lights and BBF to facilitate HMG data collection and reporting.	1/1/2015	12/31/2017

Early Multi-Tiered System of Supports (Early MTSS) (Project 13)

Project Goals/Desired Outcomes:

Development of a comprehensive systemic approach to increase the capacity and improve the over all quality of Early Learning Development Programs (ELDPs) to support and address the social and emotional development of children birth to age five.

Narrative: Scale up Vermont's current Early Multi-tiered System of Supports (Early MTSS) statewide. During the funding period, build capacity and effectiveness of 12 regional Building Bright Futures Councils to support targeted early learning and development programs within each region to implement program-wide Pyramid model evidence based practices to fidelity and ensure sustainability. Early MTSS will increase the capacity of ELDP to improve social and emotional and learning outcomes for young children and address challenging behaviors for children with high needs. Early MTSS will promote the evidence based pyramid model utilizing a tiered approach of promotion, prevention and intervention to support social emotional well being and competence. Early MTSS will enhance systems development at the state, regional and local level to promote desired outcomes and sustainability of the model. Implementation Science is utilized as a foundation for this work.

Key Performance Measures:

Selection Criterion Addressed: (C)(3) Health promotion

Code	Outcomes and Subtasks	Start Date	End Date
13	Project 13	1/1/2014	12/31/2017
13.1	Activity 13.1: Initiate State of VT Contract Process for Early MTSS project coordinator	4/15/2014	8/30/2014
13.1.1	Task 13.1.1: Develop scope of work for proposal	4/15/2014	5/15/2014
13.1.2	Milestone 13.1.2: Conduct internal Agency of Education review of proposals	5/15/2014	5/30/2014
13.1.3	Task 13.1.3: Develop multi-year Personal Services Contract to include the Scope of Work and deliverables	6/1/2014	8/30/2014
13.1.4	Milestone 13.1.4: Select and notify vendor based on results of review	6/1/2014	8/30/2014
13.2	Milestone 13.2: Convene quarterly meetings of internal Agency of Education RTT ELC Early MTSS team and State Personnel Development Grant (SPDG) Early MTSS, K-12 MTSS team	6/30/2014	12/31/2017
13.3	Milestone 13.3: Convene bi-annual cross sector Early MTSS Leadership Team (SPDG Early & K-12 MTSS, Chittenden County Project Launch, Help Me Grow (Project 12) and HeadStart)	9/30/2014	12/31/2017
13.4	Milestone 13.4: Align Early MTSS work with Help Me Grow (Project 12) (health/social/emotional well-being) with consultation from national technical assistance center	6/15/2014	12/31/2016

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13.4.1	Milestone 13.4.1: Organize logistics, plan phases and implementation timeline for public awareness campaign	6/15/2014	12/31/2014
13.4.2	Task 13.4.2: Design and prepare public awareness campaign materials	9/15/2014	12/31/2014
13.4.3	Task 13.4.3: Implement phase one of public awareness campaign. Collect and analyze data on effectiveness of outreach.	1/1/2015	12/31/2015
13.4.4	Task 13.4.4: Implement phase two of public awareness campaign. Collect and analyze data on effectiveness of outreach.	1/1/2016	12/31/2016
13.5	Milestone 13.5: Engage and provide training for 3 regional Building Bright Futures (BBF) councils per cohort year	6/15/2014	12/31/2017
13.5.1	Milestone 13.5.1: Provide Early MTSS overview session to 3 regional BBF councils per cohort year	6/15/2014	12/31/2016
13.5.2	Task 13.5.2: Develop informational materials and methods to promote BBF council and stakeholder engagement	6/15/2014	12/31/2016
13.5.3	Task 13.5.3: Design and implement regional Early MTSS inventory tool to evaluate council readiness for adoption and implementation of Early MTSS	6/15/2014	12/31/2017
13.5.4	Task 13.5.4: Provide grant award up to \$5,000 per regional BBF Council per cohort year to support implementation of Early MTSS	10/30/2014	12/31/2017
13.5.5	Milestone 13.5.5: External systems coach conducts regular meetings with designated regional BBF Council (3 regional BBF councils per cohort year) to support readiness for Early MTSS adoption and implementation	10/30/2014	12/31/2017
13.6	Milestone 13.6: Recruit 8-10 state level trainers and coaches	6/30/2014	12/31/2016
13.6.1	Task 13.6.1: Develop selection criteria, scope of work and deliverables for Early MTSS trainers and coaches	6/30/2014	10/30/2014
13.6.2	Task 13.6.2: Develop and execute personal services Contracts	6/30/2014	12/31/2016
13.7	Milestone 13.7: Design and deliver on-going professional development for state level trainers and systems coaches	8/30/2014	12/31/2017
13.7.1	Task 13.7.1: Establish and Conduct Train-Coach-Train (TCT) professional development training scope and sequence	10/30/2014	12/30/2016
13.7.2	Task 13.7.2: Establish and conduct Systems Coach Training	8/30/2014	12/30/2016
13.7.3	Task 13.7.3: Conduct Practice Based Coaching Framework Training	5/1/2014	12/30/2016
13.7.4	Task 13.7.4: Conduct Teaching Pyramid Observation Tool (TPOT) Reliability Training	5/7/2014	12/30/2016
13.7.5	Task 13.7.5: Establish and Design Parent Informational materials at regional and local level	4/15/2015	12/31/2017
13.7.6	Task 13.7.6: Conduct ongoing quality improvement and evaluation of TCT model	10/30/2014	12/31/2017
13.8	Milestone 13.8: Contract with national content experts in systems design, implementation science and practice based coaching models	5/15/2014	12/31/2017
13.8.1	Task 13.8.1: Develop 3 sole source personal services contracts	5/15/2014	7/15/2014
13.8.1.1	Milestone 13.8.1.1: Submit contracts to VT AOE contract attorney	5/15/2014	7/15/2014
13.8.1.2	Milestone 13.8.1.2: Execute contract	5/30/2014	12/31/2017
13.9	Milestone 13.9: Select, train and support Regional BBF ELDPs Pilot Sites per cohort year	5/30/2014	12/31/2017
13.9.1	Task 13.9.1: Develop informational materials and methods to promote pilot site engagement	5/30/2014	12/31/2014
13.9.1.1	Subtask 13.9.1.1: Establish selection criteria and process for Early MTSS pilot site	5/30/2014	12/31/2014
13.9.2	Milestone 13.9.2: Select High Quality ELDPs as pilot sites per region per cohort	6/30/2014	10/15/2016
13.9.3	Milestone 13.9.3: Designate external systems coach and content coach for each pilot site per cohort	6/30/2014	10/15/2016
13.9.4	Milestone 13.9.4: Provide Early MTSS Program Inventory (systems design) tool training to pilot site leadership team and staff	8/15/2014	12/31/2016
13.9.5	Task 13.9.5: Complete Early MTSS Program Inventory tool with pilot site leadership and staff to establish baseline and monitoring of annual progress	10/15/2014	12/31/2017
13.9.6	Task 13.9.6: Provide incentive grant awards in the amount up to \$5,000 to selected high quality ELCPs per BBF region per cohort year to support implementation of Early MTSS	6/30/2014	12/31/2017
13.9.7	Task 13.9.7: Evaluate teacher effectiveness and child outcomes	10/15/2014	12/31/2017

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Expand Child Care Apprenticeship (Project 14)

Project Goals/Desired Outcomes:

Goals: Increase registered apprenticeship in Vermont and the availability of college courses critical for apprentices and other early childhood professionals.

Desired Outcomes: 20% increase in apprenticeship and increased number of early childhood educators earning certificates in the Vermont Early Childhood Career ladder as documented in Vermont's Bright Futures Information System data base.

Narrative: Vermont has had a Vermont Department of Labor approved registered child care apprenticeship program since 2001. Apprenticeship is a rigorous 2 year experience with on the job mentoring and 6 college courses. Completion of Apprenticeship or comparable experience and coursework is embedded at level III A in the Vermont Early Childhood Career Ladder. Apprenticeship courses are open to all early childhood professionals and contribute to an associate degree. Race to the Top funding will enable the enhanced promotion of apprenticeship and the availability of courses. Three new series of 6 courses will be made available throughout the RTTT grant period. This will result in increased education of the workforce, movement on the career ladder and will demonstrate an impact that will help maintain funding and support in the future. Apprenticeship course graduates also provide a constituent group to participate in T.E.A.C.H.to complete the required coursework for an associate degree.

Key Performance Measures: (D)(2)Supporting early childhood educators, (C)(3)(d) Leveraging existing resources.

Selection Criterion Addressed: (D)(2)(d)(2) Increasing number and percentage of early childhood educators progressing to higher levels of aligned credentialing, Invitational Priority 6 Encouraging Private-Sector Support

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14	Project 14	1/1/2014	12/31/2017
14.1	Activity 14.1: Promote apprenticeship and coursework	1/1/2014	12/31/2017
14.2	Activity 14.2: Determine expansion areas for cycles 1,2,3	1/1/2014	1/1/2015
14.2.1	Task 14.2.1: Develop draft electronic survey to help determine interest in apprenticeship program for expansion locations	1/1/2014	5/1/2014
14.2.2	Task 14.2.2: Distribute electronic draft survey to Quality Think Tank members and VCCICC Board of Directors to test-drive and collect feedback	1/1/2014	5/1/2014
14.2.3	Task 14.2.3: Revise survey to reflect feedback from test group	5/1/2014	6/1/2014
14.2.4	Task 14.2.4: Distribute electronic survey to Vermont early childhood employers and employees via Survey Monkey	6/1/2014	7/1/2014
14.3	Activity 14.3: Determine expansion areas for cycles 4,5,6	1/1/2015	5/1/2015
14.3.1	Task 14.3.1: Distribute electronic survey to Vermont early childhood employers and employees via Survey Monkey for expansion areas 4,5,6	2/1/2015	2/1/2015
14.3.2	Task 14.3.2: Collect responses from survey to determine locations for expansionfor areas 4, 5, 6	2/1/2014	3/1/2014
14.4	Activity 14.4: Expansion areas 1,2,3, 4, 5, 6 outreach/public awareness	3/1/2014	12/1/2017
14.4.1	Task 14.4.1: Develop promotional materials for apprenticeship (print and other venues)	2/1/2014	6/1/2014
14.4.2	Task 14.4.2: Advertise in local media to enhance awareness of apprenticeship and expansion for areas 1,2	3/1/2014	12/1/2017
14.4.3	Task 14.4.3: Advertise in local media to enhance awareness of apprenticeship and expansion for area 3	8/1/2014	12/1/2017
14.4.4	Task 14.4.4: Advertise in local media to enhance awareness of apprenticeship and expansion areas 4,5,6	3/1/2015	12/1/2017
14.4.5	Task 14.4.5: Mail printed promotional material to all licensed programs in target areas 1,2	2/1/2014	3/1/2014
14.4.6	Task 14.4.6: Mail printed promotional material to all licensed programs in target area 3	7/1/2014	7/1/2014
14.4.7	Task 14.4.7: Mail printed promotional material to all licensed programs in target areas 4,5,6	3/1/2015	3/1/2015
14.4.8	Task 14.4.8: Schedule/host community-based information meetings for new apprentices, mentors and sponsors in expansion regions1 and 2	5/1/2014	7/1/2014
14.4.9	Task 14.4.9: Schedule/host community-based information meetings for new apprentices, mentors and sponsors in expansion area 3	7/1/2014	9/1/2014
14.4.10	Task 14.4.10: Schedule/host community-based information meetings for new apprentices, mentors and sponsors in expansion area 4	3/1/2015	5/1/2015
14.4.11	Task 14.4.11: Schedule/host community-based information meetings for new apprentices, mentors and sponsors in expansion area 5, 6	7/1/2015	9/1/2015
14.5	Activity 14.5: Facilitate enrollment into apprenticeship program areas 1, 2, 3	1/1/2014	12/31/2017
14.5.1	Task 14.5.1: Collect completed Statements of Interest from expansion areas 1,2,3	3/1/2014	9/1/2014
14.5.2	Task 14.5.2: Schedule/host community-based apprentice/mentor orientation in expansion areas 1,2,3	6/1/2014	10/1/2014
14.5.3	Task 14.5.3: Schedule/host Introduction to Mentoring training in expansion areas 1,2,3	6/1/2014	10/1/2014
14.5.4	Task 14.5.4: Submit training sponsor information to Bright Futures Information System for inclusion in the Course Calendar for expansion areas 1, 2, 3	6/1/2014	9/1/2014
14.5.5	Task 14.5.5: Provide technical support to new teams as they begin participation in expansion areas 1,2,3	6/1/2014	12/1/2014
14.6	Activity 14.6: Facilitate enrollment into apprenticeship program areas 4, 5, 6	3/1/2015	10/1/2015
14.6.1	Task 14.6.1: Collect completed Statements of Interest from expansion areas 4,5,6	3/1/2015	9/1/2015
14.6.2	Task 14.6.2: Schedule/host community-based apprentice/mentor orientation in expansion areas 4,5,6	6/1/2015	10/1/2015
14.6.3	Task 14.6.3: Schedule/host Introduction to Mentoring training in expansion areas 4,5,6	6/1/2015	10/1/2015
14.6.4	Task 14.6.4: Submit training sponsor information to Bright Futures Information System for inclusion in the Course Calendar for expansion areas 4,5,6	6/1/2015	9/1/2015

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14.6.5	Task 14.6.5: Provide technical support to new teams as they begin participation in expansion areas 4,5,6	6/1/2015	12/1/2015
14.7	Activity 14.7: Expand cycle of 6 college courses to 6 additional sites	2/1/2014	12/31/2015
14.7.1	Task 14.7.1: Work collaboratively with Community College of VT for course delivery	2/1/2014	12/1/2014
14.7.1.1	Subtask 14.7.1.1: Meet with CCV Academic Dean to begin conversations about expansion plans in expansion areas 1,2,3	2/1/2014	5/1/2014
14.7.1.2	Subtask 14.7.1.2: Meet with CCV Academic Dean to begin conversations about expansion plans in expansion areas 4,5,6	2/1/2015	2/1/2015
14.7.1.3	Subtask 14.7.1.3: Discuss expansion interest to specific ECE site coordinators in expansion areas 1,2,3	2/1/2014	7/1/2014
14.7.2	Task 14.7.2: Discuss expansion interest to specific ECE site coordinators in expansion areas 4,5,6	2/1/2015	3/1/2015
14.7.3	Task 14.7.3: Advertise for instructors for expansion areas for cycles 1,2,3	4/1/2014	7/1/2014
14.7.4	Task 14.7.4: Advertise for instructors for expansion areas for cycles 4,5,6	4/1/2015	7/1/2015
14.7.5	Task 14.7.5: Forward to CCV resumes of interested instructors with recommendation of who to hire for each course for cycles 1,2,3	4/1/2014	7/1/2014
14.7.6	Task 14.7.6: Forward to CCV resumes of interested instructors with recommendation of who to hire for each course for cycles 4,5,6	4/1/2015	7/1/2015
14.8	Activity 14.8: Enroll apprentices and recruit other early childhood professionals in college courses	6/1/2014	12/31/2017
14.8.1	Task 14.8.1: Facilitate enrollment for cycles 1,2,3	6/1/2014	3/1/2016
14.8.1.1	Subtask 14.8.1.1: Develop course announcements each semester for cycles 1,2	6/1/2014	3/1/2016
14.8.1.2	Subtask 14.8.1.2: Develop course announcements each semester for cycle 3	10/1/2015	7/1/2016
14.8.1.3	Subtask 14.8.1.3: Develop course announcements each semester for cycle 4	6/1/2015	3/1/2017
14.8.1.4	Subtask 14.8.1.4: Develop course announcements each semester for cycles 5,6	10/1/2015	10/1/2015
14.8.1.5	Subtask 14.8.1.5: Distribute course announcements each semester for cycles 1,2	6/1/2014	5/1/2015
14.8.1.6	Subtask 14.8.1.6: Distribute course announcement each semester for cycle 3	10/1/2015	8/1/2016
14.8.1.7	Subtask 14.8.1.7: Distribute course announcement each semester for cycle 4	6/1/2015	5/1/2017
14.8.1.8	Subtask 14.8.1.8: Distribute course announcement each semester for cycles 5,6	11/1/2015	8/1/2017
14.8.2	Task 14.8.2: Provide technical assistance to potential students each semester	8/1/2014	8/1/2017
14.8.3	Task 14.8.3: Collect registration packets each semester	8/1/2014	8/1/2017
14.8.4	Task 14.8.4: Submit registration forms to specific CCV site coordinators each semester	8/1/2014	8/1/2017
14.8.5	Task 14.8.5: Notify student groups when registered each semester	8/1/2014	8/1/2017
14.8.6	Task 14.8.6: Order textbooks for apprentices each semester	8/1/2014	8/1/2017
14.8.7	Task 14.8.7: Deliver coursework each semester	9/1/2014	12/1/2017
14.8.8	Task 14.8.8: Support and monitor courses and students	9/1/2014	12/1/2017
14.8.8.1	Subtask 14.8.8.1: Collect mid-term evaluations each semester	10/1/2014	11/1/2017
14.8.8.2	Subtask 14.8.8.2: Check in with instructors for status of students each semester	9/1/2014	12/1/2017
14.8.8.3	Subtask 14.8.8.3: Collect end of term evaluations	12/1/2014	12/1/2017
14.9	Activity 14.9: Report /evaluate outcomes	4/1/2014	12/31/2017
14.9.1	Task 14.9.1: Submit monthly reports to CDD	4/1/2014	1/1/2018
14.10	Activity 14.10: Staffing for additional workload	4/1/2014	12/1/2014
14.10.1	Task 14.10.1: Hiring process	4/1/2014	10/1/2014
14.10.1.1	Subtask 14.10.1.1: Advertise job posting	4/1/2014	5/1/2014
14.10.1.2	Subtask 14.10.1.2: Conduct interviews	5/1/2014	6/1/2014
14.10.1.3	Subtask 14.10.1.3: Hire candidate	6/1/2014	7/1/2014
14.10.1.4	Subtask 14.10.1.4: Train for specific duties	7/1/2014	8/1/2014
14.11	Activity 14.11: Building sustainability	1/1/2014	12/31/2017
14.11.1	Task 14.11.1: Garner community support to continue college courses in expansion areas	1/1/2014	12/31/2017
14.11.1.1	Subtask 14.11.1.1: VCCICC Finance committee meet to develop action plan	3/1/2014	6/1/2014
14.11.1.2	Subtask 14.11.1.2: Finance committee presents plan to VCCICC Board of Directors for approval	5/1/2014	12/1/2014
14.11.1.3	Subtask 14.11.1.3: VCCICC Finance committee meet with Ex. Dir. Of Building Bright Futures State Council to discuss plan	6/1/2014	10/1/2014
14.11.1.4	Subtask 14.11.1.4: Attend Building Bright Futures State Council to present plan and align resources	7/1/2014	9/1/2014
14.11.1.5	Subtask 14.11.1.5: Schedule/attend regional Building Bright Futures Council meetings to present plan	9/1/2014	1/1/2015
14.11.2	Task 14.11.2: Schedule/host local community/business meetings to build support in each expansion region	1/1/2015	12/1/2017

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Implement and Evaluate MATCH (Project 15)

Project Goals/Desired Outcomes:

Goals: Implement and evaluate a statewide system of professional Mentoring, Advising, Coaching, Consulting and Helping (M.A.T.C.H.). **Desired Outcome:**
1.Active participation in M.A.T.C.H. by qualified professionals **2.** Active use of MATCH professionals by ELDPs and practitioners serving children with high needs
3.Documented improved practices and/or program quality as a result of M.A.T.C.H.

Narrative: Vermont has been working for years on an effort to improve and recognize the value of one-to-one types of services provided in a variety of ELDP settings. Research has shown that high quality one-to-one type of supports are statistically more effective in changing/improving practice than training and coursework alone. While recognizing there are differences between mentoring, coaching, and consulting, VT decided to focus on the common underlying skills and knowledge to be effective in these roles and felt a MATCH registry could provide a framework to further clarify unique services and qualifications of the MATCH professional. The MATCH committee, led by the director of the Vermont Career Development Center, and informed by research, has progressed on their action plan, conducted a Results Based Accountability Process and managed a pilot. All of this prior work will help inform how, with RTTT resources, VT will have an excellent evaluation methodology for MATCH and contribute to supporting MATCH professionals as they deliver support for implementing evidence-based best practices in ELDPs especially those that serve children with high needs. RTTT funds for MATCH evaluation and implementation will have a positive impact on supporting the expansion of Strengthening Families Programs and on improved services provided by ELDPs serving children with high needs by linking MATCH RTTT funded services to participation in the TQRIS and to ELDPs in the TQRIS that have Specialized Child Care Services status through the Child Development Divisions Children's Integrated Services and to Child Care Health Consultants also serving ELDPs in the TQRIS.

Key Performance Measures: (B) (2)(c) Increasing the number and percentage of programs in the statewide TQRIS, (B) (4) (c) (2) Increasing the number of programs in top tier early learning and development programs, (C) (3)(d): Leveraging existing resources

Selection Criterion Addressed: (A)(1) Past commitment to early learning, (A)(3) Aligning and coordinating early learning across the State, (B)(2) Promoting participation in the State's TQRIS, (B)(4) Promoting access to high-quality programs for children with high needs, (C) (1) Statewide, high quality early learning and development standards,(D)(1) Workforce knowledge and competency framework and progression of credentials, (D)(2) Supporting early childhood educators,(C) (3)Health Promotion, (C) (4) Family Engagement

Code	Outcomes and Subtasks	Start Date	End Date
15	Project 15	4/23/2014	12/31/2017
15.1	Activity 15.1: Develop, Award and Monitor grant to manage the process to evaluate and implement MATCH	4/23/2014	12/31/2017
15.1.1	Task 15.1.1: Work with MATCH Committee and NLCD to ensure grant specifications are in line with MATCH logic model and RBA work to date	4/23/2014	5/16/2014
15.1.2	Milestone 15.1.2: Follow DCF/RTTT approved process to award grant to manage evaluation and implementation of MATCH	5/16/2014	5/27/2014
15.1.3	Task 15.1.3: Receive and review first semi-annual report	12/30/2014	1/15/2015
15.1.4	Task 15.1.4: Receive and review second semi-annual report	6/30/2015	7/15/2015
15.1.5	Task 15.1.5: Receive and review third semi-annual report	12/30/2015	1/15/2016
15.1.6	Task 15.1.6: Receive and review fourth semi-annual report	6/30/2016	7/15/2016
15.1.7	Task 15.1.7: Receive and review 5th semi-annual report	12/30/2016	1/15/2017
15.1.8	Task 15.1.8: Receive and review 6th semi-annual report	6/30/2017	7/15/2017
15.1.9	Task 15.1.9: Receive and review final report	12/15/2017	12/31/2017
15.2	Activity 15.2: Develop cross sector evaluation plan for MATCH early childhood system activities	5/27/2014	8/15/2014
15.2.1	Task 15.2.1: Convene Stakeholders (including MTSS) "MATCH Evaluation Group" to inform the evaluation model for MATCH	4/23/2014	5/21/2014
15.2.2	Task 15.2.2: Select/hire experts in RBA evaluation models and with expertise in mentoring/coaching systems	4/23/2014	5/1/2014
15.2.3	Task 15.2.3: Finalize evaluation model with identified data sources that address the evaluation questions	4/23/2014	8/15/2014
15.3	Activity 15.3: Implement cross sector MATCH Evaluation Plan	8/15/2014	12/30/2017
15.3.1	Task 15.3.1: Create tools to provide consistent data collection and consolidation of results (including use of the MATCH Registry as a data source)	8/15/2014	10/1/2014
15.3.2	Task 15.3.2: Hold 6 orientations to ensure key groups of MATCH professionals and their host agencies submit data as per the evaluation plan	10/1/2014	12/30/2014
15.3.3	Task 15.3.3: Monitor access to and use of evaluation tools, including MATCH Registry, and make corrections include information in semi-annual reports (Activity 15.1)	12/30/2014	12/15/2017
15.3.4	Task 15.3.4: Review and analyze evaluation data provided in semi-annual reports (Activity 15.1)	12/30/2014	12/15/2017
15.4	Activity 15.4: Determine Evidence-Based Curricula linked with on-site consultation (MATCH services)	6/10/2014	8/15/2014
15.4.1	Task 15.4.1: Engage content experts to review criteria for evidence based curricula and related criteria for qualified MATCH professionals to provide on site services	5/28/2014	8/15/2014
15.4.2	Task 15.4.2: Produce an initial list of evidence-based curricula and related criteria for MATCH professionals providing on-site services to ELDPs	8/1/2014	9/1/2014
15.5	Activity 15.5: Support Evidence-Based mentoring to specialized child care programs	9/1/2014	12/30/2017
15.5.1	Task 15.5.1: Award grants to agencies to provide evidence-based on-site mentoring to Specialized child care by qualified MATCH professionals	10/15/2014	1/15/2015

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15.5.2	Task 15.5.2: Develop a process with CDD-CIS to ensure RTTT MATCH services are appropriate for the setting and enrolled children	9/1/2014	12/15/2014
15.5.3	Task 15.5.3: Develop CDD process to support qualified MATCH professionals to provide evidence based services to Specialized Child Care programs	9/1/2014	12/15/2014
15.5.4	Task 15.5.4: Evaluate and document impact of MATCH consultation services to Specialized Child Care programs and report semi annually as required in Activity 15.5.4	12/30/2014	12/30/2017
15.6	Activity 15.6: Cross Sector MATCH Promotion and Outreach	1/15/2015	3/15/2017
15.6.1	Task 15.6.1: MATCH Committee identifies clear and consistent messages for MATCH professionals, sponsor organizations and people and individuals seeking and using MATCH services	3/15/2015	6/1/2015
15.6.2	Task 15.6.2: MATCH Committee reviews MATCH documents and determines content for MATCH knowledge and competencies and guidebook	7/15/2015	12/30/2015
15.6.3	Task 15.6.3: MATCH competencies and guidance are printed and distributed to MATCH professionals/organizations and posted on line	1/15/2016	3/15/2016
15.6.4	Task 15.6.4: MATCH Committee researches and reviews resources, guidance, research and posts on-line for MATCH professionals to access	6/15/2016	12/30/2016
15.6.5	Task 15.6.5: MATCH Website pages with resources are updated with links to effective practices research	1/15/2017	3/15/2017
15.7	Activity 15.7: Develop Plans for Sustainability	1/15/2016	6/15/2017
15.7.1	Task 15.7.1: MATCH sub Committee will examine data and related information about MATCH to develop a plan for sustainability	1/15/2016	3/15/2016
15.7.2	Task 15.7.2: Materials with critical information will be shared with potential sources of ongoing support. Ideas will be solicited from MATCH participants, BBF, AOE etc.	4/15/2016	6/30/2016
15.7.3	Task 15.7.3: Preliminary MATCH Sustainability Plan will be produced	6/30/2016	9/15/2016

T.E.A.C.H, Higher Education, and Advanced Professional Learning Opportunities (Project 16)

Project Goals/Desired Outcomes:

Narrative: Vermont is in the process of being a T.E.A.C.H. state as a strategy for supporting early childhood professionals to obtain higher degrees and credentials. This project will collaborate with the Vermont Association for the Education of Young Children (VAEYC), the host agency for T.E.A.C.H. to establish the program and to fund the T.E.A.C.H. scholarships. This project includes establishing a standing Work Group of institutions of higher education and other professional development organizations to solve some of the challenges early childhood professionals face when trying to pursue degrees and credentials. Additionally, this Work Group will collaborate and coordinate efforts to enhance pre-service and in-service courses. This project recognizes that professional development needs run the entire Career Ladder; hence, it funds the development of no- or low-course advanced learning opportunities delivered as in-depth studies and a week-long summer institute.

Key Performance Measures: D(2)(d)(1), Increasing the number of early childhood educators receiving credentials aligned to the workforce knowledge and competency framework, D(2)(d)(2)Increasing number and percentage of early childhood educators progressing to higher levels of aligned credentials

Selection Criterion Addressed: D(2)Supporting early childhood educators

Code	Outcomes and Subtasks	Start Date	End Date
16	Project 16	1/1/2014	12/31/2017
16.1	Milestone 16.1: Obtain a license for Vermont TEACH	1/1/2014	3/31/2014
16.1.1	Milestone 16.1.1: Form a TEACH Advisory Group to guide TEACH development, implementation, and accountability	1/2/2014	12/31/2017
16.1.1.1	Subtask 16.1.1.1: Invite representatives of stakeholders and partners to serve on TEACH Advisory Group	1/2/2014	3/15/2014
16.1.1.2	Subtask 16.1.1.2: Meet bi-monthly to advise VAEYC, the TEACH host agency	1/17/2014	12/31/2017
16.1.2	Milestone 16.1.2: Sign contract with TEACH	3/31/2014	3/31/2014
16.2	Activity 16.2: Grant VT TEACH funds for scholarships	4/1/2014	12/31/2017
16.2.1	Task 16.2.1: Develop grant specifications	4/1/2014	5/10/2014
16.2.2	Task 16.2.2: Establish grant process	5/1/2014	5/31/2014
16.2.3	Task 16.2.3: Award an annual grant to VT TEACH	6/1/2014	12/31/2017
16.2.3.1	Milestone 16.2.3.1: Award Year 1 grant	6/1/2014	10/15/2014
16.2.3.2	Subtask 16.2.3.2: Award Year 2 grant upon successful completion of Year 1	6/1/2015	10/15/2015
16.2.3.3	Subtask 16.2.3.3: Award Year 3 grant upon successful completion of Year 2	6/1/2016	10/15/2016
16.2.3.4	Subtask 16.2.3.4: Award Year 4 grant upon successful completion of Year 3	6/1/2017	10/15/2017
16.2.4	Task 16.2.4: Submit semi-annual progress reports (January & May) to DCF and TEACH Advisory Group	12/30/2014	12/31/2017
16.3	Activity 16.3: Diversify funding streams and sustain TEACH scholarships	1/1/2015	12/31/2017
16.3.1	Task 16.3.1: Develop plan to diversify funding sources	1/1/2015	12/1/2015
16.3.2	Task 16.3.2: Implement plan	1/1/2016	12/31/2017
16.3.3	Task 16.3.3: Report on progress to sustain funding and make any adjustments to the plan as needed	5/1/2017	7/1/2017
16.4	Activity 16.4: Re-establish and strengthen the Early Childhood Higher Education Workgroup	5/1/2014	12/31/2017
16.4.1	Milestone 16.4.1: Contract with an experienced facilitator who has knowledge of higher education systems and early childhood education	8/15/2014	12/31/2017
16.4.1.1	Subtask 16.4.1.1: Initiate a Sole Source Personal Services Contract for the Early Childhood Higher Education Consultant (ECHEC)	4/15/2014	6/1/2014

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16.4.1.2	Subtask 16.4.1.2: Develop a Personal Services Contract to include Scope of Work, timelines and deliverables	4/15/2014	4/22/2014
16.4.1.3	Subtask 16.4.1.3: Complete an internal review of the contract	4/22/2014	5/7/2014
16.4.1.4	Subtask 16.4.1.4: Submit contract for approval	5/7/2014	8/7/2014
16.4.1.5	Milestone 16.4.1.5: Execute contract signed with Fall start date	8/7/2014	8/15/2014
16.4.2	Milestone 16.4.2: Convene the Early Childhood Higher Education Workgroup (ECHEW)	8/30/2014	12/31/2017
16.4.2.1	Subtask 16.4.2.1: Invite representatives from all VT institutions of higher education (IHEs) that provide preservice and inservice programs, and from professional development organizations	8/30/2014	9/30/2014
16.4.2.2	Subtask 16.4.2.2: Establish monthly facilitated meetings	10/15/2014	12/31/2017
16.4.3	Task 16.4.3: Develop a Work Plan	10/15/2014	12/15/2014
16.4.3.1	Subtask 16.4.3.1: Identify goals, outcomes, tasks and timelines for the ECHEW	10/15/2014	12/15/2014
16.4.3.2	Subtask 16.4.3.2: Include work to enhance early childhood programs (e.g., sharing resources, strategies for teaching the new VELs, meeting new EC educator competencies, developing eLearningmodules)	10/15/2014	12/15/2014
16.4.3.3	Subtask 16.4.3.3: Include work to break down barriers early childhood professionals face (e.g., revisiting articulation agreements, creating common syllabi, resolving access issues)	10/15/2014	12/15/2014
16.4.4	Task 16.4.4: Report annually on progress to RTT-ELC Leadership Team and BBF Preparation & Professional Development Committee	6/1/2015	12/31/2017
16.5	Milestone 16.5: Create and deliver free or low-cost advanced professional development opportunities to early childhood professionals	6/1/2014	12/31/2017
16.5.1	Task 16.5.1: Offer annual Fall and Spring in-depth study and applied practice sessions; focus on effective, inclusive practices for high needs children	6/1/2014	12/31/2017
16.5.1.1	Subtask 16.5.1.1: Identify topics for a Fall and Spring in-depth study; focus on effective, inclusive practices for high needs children	6/1/2014	9/1/2014
16.5.1.2	Subtask 16.5.1.2: Identify IHEs or PD providers to offer in-depth Fall & Spring semester studies and execute contracts	9/1/2014	12/31/2017
16.5.1.3	Subtask 16.5.1.3: Plan all aspects of successfully offering each in-depth study (e.g., location, timelines, structure of study, outreach to educators)	9/1/2014	12/31/2017
16.5.1.4	Subtask 16.5.1.4: Develop an evaluation process to measure educators' knowledge and skills before and after each in-depth study	9/1/2014	12/31/2017
16.6	Milestone 16.6: Offer low- or no-cost week-long Early Childhood (EC) Summer Institutes	9/1/2014	12/31/2017
16.6.1	Task 16.6.1: Working with the BBF PPD, IHEs, EC educators and stakeholders, identify areas appropriate for a summer week-long institute (e.g., ELL, Universal Design, STEM)	9/1/2014	12/31/2017
16.6.1.1	Subtask 16.6.1.1: Establish a Summer Institute Planning Workgroup that includes IHEs, PD providers and EC educators; this group will plan Summer Institutes for 2015, 2016, and 2017	9/1/2014	12/31/2017
16.6.1.2	Subtask 16.6.1.2: Plan all aspects of a Summer Institute (e.g., location, agenda, presenters, outreach to educators)	9/1/2014	12/31/2017
16.6.1.3	Subtask 16.6.1.3: Develop an evaluation process to measure quality of the offerings, and educators' knowledge and skills before and after each Summer Institute	9/1/2014	12/31/2017
16.6.2	Milestone 16.6.2: Evaluate the effectiveness of the Summer Institutes and, if effective, plan for sustainability	9/1/2014	12/31/2017

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Code	Outcomes and Subtasks	Start Date	End Date
Early Childhood Workforce Survey (Project 17)			
Project Goals/Desired Outcomes:			
<p>Goal: To understand the demographics of the early childhood workforce and use the Survey process to enhance the amount verified information on professional development and qualifications in the CDD data base called the Bright Futures Information System (BFIS). Information gained through the workforce survey will be a resource that contributes to the Early Childhood Data Reporting System (ECDRS) which is described in RTTT project 17. Effort be taken to coordinate the Workforce Survey with ECDRS and joint meetings will be part of that process.</p> <p>Desired outcomes: 1. Objective evidence regarding the educational level, compensation and retention rates of child care professionals in Vermont will be attained and reported, and gaps in the professional development system across the state will be identified. 2. During the 4-year funding period, verified professional development information in BFIS will increase by 20% as a result of the comprehensive early childhood survey. 3. The framework developed for the workforce survey will be such that future surveys will be manageable with existing resources and the results of this survey will identify baseline data and key information that will be foundational for future surveys.</p>			
<p>Narrative: Vermont has not conducted a comprehensive survey of the workforce in over 10 years. A 2011 CDD Professional Development Survey gathered information from over 900 professionals and a privately funded evaluation of the professional development system by John Snow, Inc. was also helpful in understanding the strengths and challenges current professional development. However, the RTTT funding, will support the convening of stakeholders and an expert who will work together on the questions and methodology of the proposed RTTT Workforce Survey. This Survey will be broader in scope and deeper in the reach than has been done to date. The survey will include items such as salary, and benefits and turnover and others items the planning committee and expert consultant advises be included. A goal of this project is to not only learn in more detail the strengths, challenges and overall characteristics of the workforce but to use the process to increase the number of individuals with verified information on degrees and credentials in BFIS. The CDD other state agency representatives, stakeholders and experts will consider how this may be accomplished in the context of the survey development. The project will produce a public report and suggest a methodology for surveying the workforce in the future in a way that will produce meaningful data with minimal costs on a biennial basis. This project will produce a critical baseline from which workforce information can be measured against in the future.</p>			
<p>Key Performance Measures: (D)(2)(d)(1): Increasing the number of early childhood educators receiving credentials aligned to the workforce knowledge and competency framework and (D)(2)(d)(2): Increasing number and percentage of early childhood educators progressing to higher levels of aligned credentials. The creation and initial implementation of this workforce survey will assist Vermont in defining baseline data for the Early Childhood Workforce.</p>			
Selection Criterion Addressed: (D)(2) Supporting early childhood educators			
Code	Outcomes and Subtasks	Start Date	End Date
17	Project 17	3/15/2014	12/31/2015
17.1	Milestone 17.1: Establish an interagency work group to manage survey development process	3/15/2014	10/31/2014
17.1.1	Milestone 17.1.1: Identify key cross-sector stakeholders to form Interagency Work Group (IWG)	3/15/2014	4/30/2014
17.1.2	Task 17.1.2: Develop and distribute Request for Proposal (RFP) describing Vermont's questions and priorities for third party consultation of a workforce survey	3/15/2014	4/30/2014
17.2	Milestone 17.2: Contract with a third party consultant to assist with workforce survey development and implementation plan	3/15/2014	6/15/2014
17.2.1	Milestone 17.2.1: Identify and assemble a IWG RFP review team	3/15/2014	4/30/2014
17.2.2	Milestone 17.2.2: Evaluate proposals and select an experienced research partner to assist with workforce survey plan	5/15/2014	5/31/2014
17.2.3	Task 17.2.3: Develop and execute a contract for services	6/1/2014	6/15/2014
17.3	Milestone 17.3: Develop workforce survey and biennial implementation plan	2/10/2014	12/31/2014
17.3.1	Task 17.3.1: Research Workforce Survey initiatives from previous VT activities and other states nationally	2/10/2014	5/1/2014
17.3.2	Task 17.3.2: Create informational materials for IWG to establish common understanding of VT's current BFIS system and it's impact to Workforce Survey activities	2/10/2014	5/1/2014
17.3.3	Milestone 17.3.3: Convene IWG with contracted consultant and local research partners to develop workforce survey and implementation plan	5/30/2014	10/31/2014
17.3.3.1	Subtask 17.3.3.1: Create meeting schedule for IWG	5/30/2014	6/30/2014
17.3.3.2	Milestone 17.3.3.2: Establish communication process for IWG	5/30/2014	6/30/2014
17.3.3.3	Subtask 17.3.3.3: Identify and develop rigorous survey design and methodology	5/30/2014	12/1/2014
17.3.3.4	Subtask 17.3.3.4: Pilot survey with a sample group	12/1/2014	12/15/2014
17.3.3.5	Milestone 17.3.3.5: Determine if changes are needed in the design or implementation	12/15/2014	12/19/2014
17.3.3.6	Subtask 17.3.3.6: Make changes as needed	12/19/2014	12/31/2014
17.4	Milestone 17.4: Implement survey, analyze data, and issue public report	1/1/2015	12/31/2015
17.4.1	Task 17.4.1: Implement survey	1/1/2015	5/31/2015
17.4.2	Task 17.4.2: Collect and analyze data	6/1/2015	9/1/2015
17.4.3	Milestone 17.4.3: Issue public report	9/1/2015	12/31/2015
17.4.3.1	Subtask 17.4.3.1: Write report	9/1/2015	12/1/2015
17.4.3.2	Subtask 17.4.3.2: Distribute report	12/1/2015	12/31/2015
17.5	Milestone 17.5: Link biennial survey and reports to early childhood data systems	1/1/2015	12/31/2015
17.5.1	Task 17.5.1: Develop plan to ensure data sharing and linkages between workforce survey data, BFIS and ECDRS	9/1/2015	12/31/2015
17.5.2	Task 17.5.2: Implement data sharing and linkages plan	9/1/2015	12/31/2015

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Measuring Kindergarten Readiness (Project 18)			
<p>Project Goals/Desired Outcomes: Project Goals: Vermont seeks to strengthen its statewide Kindergarten Readiness Survey (KRS) so that it is appropriate for all children, is reliable, and has the ability to inform instruction at the classroom level, and to inform policies and practices at the local, regional and state levels. Desired Outcomes: (1) The KRS provides valid and reliable data on children entering kindergarten. (2) Kindergarten teachers understand and reliably implement the KRS, and use the data to inform practice. (3) Early Learning and Development Program educators and public school administrators understand the purposes, content, and implications of KRS results. (4) Families are knowledgeable about and are active participants in the various transitions their children make throughout early childhood.</p> <p>Narrative: Vermont has been collecting kindergarten readiness data since 2000 by implementing various permutations of the Kindergarten Readiness Survey (KRS) and reporting data at the state and local levels. The KRS is not a direct assessment of children; rather, it relies on the kindergarten teacher's accumulated observational knowledge of the child during the first six weeks of school. This project seeks to ensure the KRS is valid, reliable, and provides valuable information at the class, school, community and state levels.</p> <p>Through a grant from the A.D. Henderson Foundation to the Building Bright Futures Council, the first part of the plan to enhance the KRS is underway. These private funds will allow us to complete the validation study and create a secure online application for data collection. The KRS Work Group, with representatives from across agencies and stakeholders, has been guiding this work and will continue to be involved in the next phase: revising the KRS, piloting the new version, making any needed changes, and providing professional development on the new KRS to the field. The Agency of Education (AOE) will begin full implementation of the new KRS during the Fall of 2015.</p> <p>In addition to enhancing the KRS, this project will focus on providing families with resources to support their children's successful transitions from Part C to Part B 619 services, and from early learning and development programs to kindergarten, with a special section on transitioning children receiving Part B 619 services to kindergarten. These booklets will be available at no cost to families and programs.</p> <p>Key Performance Measures: (1) By 2017, the percentage of Vermont kindergartners assessed through the Kindergarten Readiness Survey (KRS) is increased from 81.8% (2012-2013 baseline) to 100%. (2) The KRS is shown to be a valid measure of children's learning and development. (3) The new KRS is aligned with the new Vermont Early Learning Standards (refer to Project 9). (4) By the end of the grant, 70% of elementary principals, teachers, and educators in early learning and development programs report that they understand the purposes and content of the KRS and how these data can inform practice.</p>			
Selection Criterion Addressed: (E)(1) Understanding the status of children's learning and development at kindergarten entry.			
Code	Outcomes and Subtasks	Start Date	End Date
18	Project 18	9/1/2013	12/31/2017
18.1	Milestone 18.1: Complete a validation study and expert review of Vermont's Kindergarten Readiness Survey (KRS) and use the findings to enhance this assessment tool	9/1/2013	9/1/2014
18.1.1	Milestone 18.1.1: American Institute for Research (AIR) completes a study to measure construct validity, internal consistency, and cultural fairness of KRS.	9/1/2013	3/1/2014
18.1.2	Task 18.1.2: Review findings and recommendations of the AIR report and plan needed revisions.	3/15/2014	4/30/2014
18.1.2.1	Subtask 18.1.2.1: Convene a focus group of kindergarten teachers, early childhood educators, and stakeholders to review the AIR report and recommend ways to enhance the KRS.	5/1/2014	6/15/2014
18.1.3	Task 18.1.3: Draft revisions to the KRS items, and recommend any changes to the administration and data analysis processes of the current KRS	6/15/2014	7/15/2014
18.1.3.1	Subtask 18.1.3.1: Obtain approval for draft KRS from the Secretary of Education and the Secretary of Human Services	7/15/2014	8/1/2014
18.2	Milestone 18.2: Create an application for secure online KRS data collection	3/15/2014	8/31/2014
18.2.1	Task 18.2.1: Draft business requirements for the secure online KRS application	3/15/2014	5/1/2014
18.2.2	Task 18.2.2: Contract with a developer to create the secure online application for the new KRS	6/1/2014	11/1/2015
18.3	Milestone 18.3: Pilot the draft KRS and use the results to finalize the new KRS	9/1/2014	11/1/2014
18.3.1	Task 18.3.1: Recruit 25-50 kindergarten teachers to pilot the new KRS for 2014-2015	5/1/2014	9/15/2014
18.3.2	Task 18.3.2: Provide professional development on the new KRS to teachers in the Pilot prior to their using the assessment	6/1/2014	9/15/2014
18.3.3	Task 18.3.3: Analyze results of the Pilot	11/1/2014	12/31/2014
18.3.3.1	Subtask 18.3.3.1: Analyze data from the pilot at the item and domain levels and produce a report	11/1/2014	12/31/2014
18.3.3.2	Subtask 18.3.3.2: Gather feedback from kindergarten teachers on the KRS items and administration process, through a written evaluation and through a focus group	11/1/2014	12/31/2014
18.4	Milestone 18.4: Finalize revisions to the KRS and implement new KRS statewide	1/1/2015	12/31/2017
18.4.1	Task 18.4.1: Ensure alignment between the new KRS and the new Vermont Early Learning Standards (VELS) (refer to Project 9) and identify any discrepancies	1/1/2015	2/1/2015
18.4.1.1	Subtask 18.4.1.1: Make any modifications to KRS as suggested by expert review to ensure alignment with	2/1/2015	3/1/2015
18.4.2	Task 18.4.2: Obtain approval for final version of KRS from the Secretary of Education and the Secretary of Human Services	3/1/2015	3/15/2015
18.4.3	Task 18.4.3: Modify secure online application to include final version of the KRS	4/15/2015	7/15/2015
18.4.4	Milestone 18.4.4: Implement the new KRS statewide	9/1/2015	12/31/2017
18.5	Activity 18.5: Develop and provide various types of professional development on the new KRS assessment	3/1/2015	10/1/2017
18.5.1	Task 18.5.1: Contract with a consultant to develop professional development materials for new KRS	3/1/2015	10/1/2017

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18.5.1.1	Subtask 18.5.1.1: Develop and execute a Personal Services Contract with consultant	1/1/2015	3/15/2015
18.5.2	Task 18.5.2: Create a Users' Guide to the KRS for online and print publication	3/15/2015	6/1/2015
18.5.3	Task 18.5.3: Develop KRS eLearning modules and post them online	3/15/2015	6/1/2015
18.5.4	Task 18.5.4: Develop KRS presentation and webinar to inform school administrators, educators and administrators of early learning and development programs	3/15/2015	7/31/2015
18.5.5	Task 18.5.5: Collaborate with an IHE or a professional development organization to develop a no-cost 1-credit course on assessment practices in kindergarten, including KRS	3/15/2015	6/15/2015
18.5.6	Task 18.5.6: Offer the KRS professional development activities statewide	6/1/2015	12/31/2017
18.5.6.1	Subtask 18.5.6.1: Post and maintain online KRS eLearning modules on AOE website	6/1/2015	12/31/2017
18.5.6.2	Subtask 18.5.6.2: Develop and implement a plan for face-to-face ECE and school administrator trainings	6/1/2015	8/15/2015
18.5.6.3	Subtask 18.5.6.3: Offer the free, 1-credit Assessment Practices in Kindergarten in the 5 regions of the state annually during the summertime	6/15/2015	9/30/2017
18.6	Activity 18.6: Support children's and families' successful transitions to kindergarten	6/1/2014	12/31/2017
18.6.1	Task 18.6.1: Develop and execute a Personal Services Contract with a "Transition Consultant" to update content in Vermont's family-friendly booklets on transitions	6/1/2014	6/1/2015
18.6.1.1	Subtask 18.6.1.1: Update the Off to Kindergarten booklet	6/1/2014	1/15/2015
18.6.1.2	Subtask 18.6.1.2: Update the booklet for transitioning from Part C to Part B services	6/1/2014	6/1/2015
18.6.1.3	Subtask 18.6.1.3: Update the booklet for transitioning from Part B 619 services to kindergarten and include content in the Off to Kindergarten booklet	6/1/2014	1/15/2015
18.6.2	Task 18.6.2: Review draft of Off to Kindergarten booklet with a cross section of families and educators and make any needed changes	1/15/2015	2/15/2015
18.6.3	Milestone 18.6.3: Publish the updated transition booklets in print and online.	3/1/2015	12/31/2017
18.6.3.1	Subtask 18.6.3.1: Develop and execute a Personal Services Contract with a graphic artist to do the layout for the family booklets	9/1/2014	12/1/2015
18.6.3.2	Subtask 18.6.3.2: Oversee layout for the three Transition family booklets	9/1/2014	12/1/2015
18.6.4	Task 18.6.4: Disseminate printed copies of booklets to families through early learning and development programs and schools; also post online	3/1/2015	12/31/2017
18.7	Milestone 18.7: Share KRS data with developers of the Early Childhood Data and Reporting System (ECDRS)	1/1/2014	12/31/2017
18.7.1	Task 18.7.1: Develop and implement a Memorandum of Understanding between the Agency of Education and Building Bright Futures (where ECDRS resides) to share data from current and new KRS	1/1/2014	6/1/2017
18.7.2	Task 18.7.2: Facilitate sharing data from the new KRS through the State Longitudinal Data System linkages project (#22)	1/1/2017	12/31/2017

CIS Data System (Project 19)

Project Goals/Desired Outcomes:

Goal: Develop and deploy a web-based data and case management system for Children's Integrated Services to replace the current paper-based, manual submission of child and family reporting data. **Desired Outcomes:** A centralized integrated technology system for case management, federal IDEA Part C program reporting and contract performance measures for CIS service providers will be successfully implemented. Collaboration and coordination among CIS service providers working with 4,000 - 5,000 families with high needs children annually will increase. Data regarding CIS service delivery and child and family outcomes achieved through CIS will be collected and available in aggregate through ECDRS.

Narrative: Children's Integrated Services is a unique model for integrating Part Clearly Intervention, nursing and family support Home Visiting, Early Childhood and Family Mental Health, and Specialized Child Care Services in Vermont communities. The model is designed to improve child and family outcomes by providing child and family-centric holistic services, effective service coordination, flexible funding to address gaps in services, prevention, early intervention, health promotion, and accountability. Currently in efficient paper based processes are employed for case management and data collection. This project will provide a technology solution to effective service coordination and close a significant data gap related to the services provided through CIS.

Key Performance Measures: (E)(2)(b) Enables uniform data collection and easy entry of Essential Data Elements, (E)(2)(c) Facilitates the exchange of data and supports data interoperability, (E)(2)(d) Generates information that is timely, relevant, accessible and easy to use for CIS providers to improve practice, services and policies and to share with families and other community stakeholders.

Selection Criterion Addressed: (B)(4) Promoting access to high-quality programs for children with high needs, (E)(2) Early learning data systems.

Code	Outcomes and Subtasks	Start Date	End Date
19	Project 19	3/11/2014	12/26/2017
19.1	Activity 19.1: IT Business Analyst Procurement	3/17/2014	9/10/2014
19.1.1	Task 19.1.1: Write job specs and RFR	3/17/2014	3/28/2014
19.1.2	Task 19.1.2: Recruit for position	3/31/2014	6/23/2014
19.1.3	Milestone 19.1.3: Interview and hire business analyst	6/24/2014	8/5/2014
19.1.4	Task 19.1.4: Support intensive training to project staff	8/6/2014	9/3/2014
19.1.5	Task 19.1.5: Ensure staff complete training	9/4/2014	9/10/2014
19.2	Activity 19.2: IT Technical Lead Procurement	3/17/2014	9/10/2014
19.2.1	Task 19.2.1: Write job specs and RFR	3/17/2014	3/28/2014

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19.2.2	Task 19.2.2: Recruit for position	3/31/2014	6/23/2014
19.2.3	Milestone 19.2.3: Interview and hire technical lead	6/24/2014	8/5/2014
19.2.4	Task 19.2.4: Support intensive training to project staff	8/6/2014	9/3/2014
19.2.5	Task 19.2.5: Ensure staff complete training	9/4/2014	9/10/2014
19.3	Activity 19.3: IT Project Manager Procurement	3/17/2014	7/18/2014
19.3.1	Task 19.3.1: Identify Interim IT Project Manager	3/17/2014	3/28/2014
19.3.2	Task 19.3.2: SOW-RFP for project management services	3/17/2014	5/16/2014
19.3.3	Milestone 19.3.3: Execute contract with IT Project Manager	5/19/2014	8/5/2014
19.4	Activity 19.4: CIS Data System Steering Committee	3/11/2014	12/26/2017
19.4.1	Task 19.4.1: Identify committee members	3/11/2014	4/9/2014
19.4.2	Task 19.4.2: Schedule first meeting	4/10/2014	4/10/2014
19.4.3	Task 19.4.3: Schedule regular meetings for duration of project	3/11/2014	12/26/2017
19.5	Activity 19.5: Develop comprehensive, detailed IT project plan	8/6/2014	7/27/2015
19.5.1	Task 19.5.1: develop project charter	8/6/2014	10/29/2014
19.5.2	Task 19.5.2: Identify stakeholders	8/6/2014	10/29/2014
19.5.3	Task 19.5.3: develop business requirements document	10/30/2014	7/27/2015
19.5.4	Task 19.5.4: develop communication plan	8/6/2014	12/12/2014
19.5.5	Task 19.5.5: develop resource plan	8/6/2014	12/12/2014
19.5.6	Task 19.5.6: develop cost management plan	8/6/2014	11/19/2014
19.5.7	Task 19.5.7: develop Risk Management Plan	8/6/2014	12/12/2014
19.5.8	Task 19.5.8: develop Issue Management Plan	8/6/2014	12/12/2014
19.5.9	Task 19.5.9: develop Change Management Plan	8/6/2014	12/12/2014
19.5.10	Task 19.5.10: develop Quality Assurance Plan	8/6/2014	12/12/2014
19.5.11	Task 19.5.11: develop Quality Control Plan	8/6/2014	12/12/2014
19.5.12	Task 19.5.12: develop Security and Privacy Plan	8/6/2014	12/12/2014
19.5.13	Task 19.5.13: Develop implementation plan	8/6/2014	12/12/2014
19.6	Activity 19.6: CIS Data System Vendor Procurement	7/28/2015	6/27/2016
19.6.1	Milestone 19.6.1: Develop RFP	7/28/2015	10/19/2015
19.6.2	Task 19.6.2: Release RFP	10/20/2015	11/30/2015
19.6.3	Task 19.6.3: RFP evaluation and vendor selection	12/1/2015	1/11/2016
19.6.4	Task 19.6.4: Negotiate vendor contract	1/12/2016	4/4/2016
19.6.5	Task 19.6.5: Independent Review	1/12/2016	4/4/2016
19.6.6	Milestone 19.6.6: Execute contract	4/5/2016	6/27/2016
19.7	Activity 19.7: Vendor Contract Management	6/28/2016	12/22/2017
19.7.1	Task 19.7.1: Initiate weekly meetings between IT project manager and contractor	6/28/2016	12/22/2017
19.7.2	Task 19.7.2: Review monthly progress reports from contractor	6/28/2016	12/22/2017
19.7.3	Milestone 19.7.3: System design	6/28/2016	11/14/2016
19.7.4	Task 19.7.4: Maintenance and support plan	6/28/2016	9/5/2016
19.7.5	Milestone 19.7.5: Develop/Configure CIS System	11/15/2016	4/3/2017
19.7.6	Milestone 19.7.6: Test system	4/4/2017	5/15/2017
19.7.7	Task 19.7.7: Post testing modifications	5/16/2017	9/18/2017
19.7.8	Milestone 19.7.8: Re-test system	9/19/2017	10/30/2017
19.8	Activity 19.8: Training	6/28/2016	12/11/2017
19.8.1	Task 19.8.1: Work with regions to identify system super users	6/28/2016	10/31/2016
19.8.2	Task 19.8.2: Work with regions to identify users	6/28/2016	10/31/2016
19.8.3	Task 19.8.3: Provide in person, on site training	10/31/2017	12/11/2017
19.9	Activity 19.9: GO-LIVE	12/12/2017	12/12/2017
19.9.1	Milestone 19.9.1: Deploy to Production	12/19/2017	12/19/2017
19.10	Activity 19.10: Post Production Support	12/13/2017	12/26/2017
19.10.1	Task 19.10.1: Set up monthly TA calls	12/13/2017	12/26/2017
19.10.2	Task 19.10.2: Set up quarterly on-site TA visits	12/13/2017	12/26/2017

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Building Bright Futures - Early Childhood Data Reporting System (BBF-ECDRS) (Project 20)			
Project Goals/Desired Outcomes:			
The Building Bright Future-Early Childhood Data Reporting System working prototype v1.3 will be scaled-up and built into a production level system that will include the following features: 1. Data Catalogue, 2. Data Visualization Tools, 3. Connect and Exchange Capability, 4. Data Analysis, 4. Communication, and 5. Data Use Training and Support.			
Narrative: The Building Bright Future-Early Childhood Data Reporting System will be an integrated online toolbox that equips Vermonters to leverage meaningful data for the well-being of children, families and communities.			
Key Performance Measures:			
Selection Criterion Addressed: (E)(2) Early learning data systems.			
Code	Outcomes and Subtasks	Start Date	End Date
20	Project 20	3/1/2014	2/28/2016
20.1	Activity 20.1: Project infrastructure and management	3/1/2014	6/30/2014
20.1.1	Task 20.1.1: Recruit and hire/contract project team	3/1/2014	4/18/2014
20.1.1.1	Subtask 20.1.1.1: Project Director (KEP Consulting)	3/1/2014	3/1/2014
20.1.1.2	Subtask 20.1.1.2: IT Development Team (cTechnica)	3/1/2014	3/1/2014
20.1.1.3	Subtask 20.1.1.3: End-User Specialist	4/18/2014	4/18/2014
20.1.1.4	Subtask 20.1.1.4: Data Analyst	4/18/2014	4/18/2014
20.1.1.5	Subtask 20.1.1.5: Data Use - Communication Specialist	4/18/2014	4/18/2014
20.1.1.6	Subtask 20.1.1.6: Data Coordinator Specialist	4/18/2014	4/18/2014
20.1.2	Milestone 20.1.2: Milestone: Orient project team	4/21/2014	5/2/2014
20.1.3	Task 20.1.3: Establish IT development team, end user team, data use team, roles, communication protocols and tools (e.g., Atlassian-Jira) and product (ECDRS) roadmap using agile - scrum project management approach	4/21/2014	5/9/2014
20.1.4	Task 20.1.4: Using agile scrum project management approach establish an end-user roadmap and integrate in product roadmap	5/12/2014	5/15/2014
20.1.5	Task 20.1.5: Using agile scrum project management approach establish an data-use roadmap and integrate in product roadmap	5/16/2014	5/20/2014
20.1.6	Milestone 20.1.6: Milestone: Share draft product roadmap (includes end-user and data-use roadmaps) with BBF Data and Evaluation Committee	5/21/2014	5/21/2014
20.1.7	Milestone 20.1.7: Milestone: Orient BBF Data and Evaluation Committee in their continued role of project advisory committee	5/21/2014	5/21/2014
20.1.8	Task 20.1.8: Review team functioning, milestones and deliverables	6/1/2014	6/30/2014
20.1.9	Task 20.1.9: Acquire specialized skill sets for short periods of time on specific deliverables as determined in Task 20.1.4	6/30/2014	6/30/2014
20.2	Activity 20.2: Conduct a readiness assessment to integrate data between EC and K-12	3/1/2014	6/30/2014
20.2.1	Milestone 20.2.1: Using the updated SST EC and SLDS Self-Assessment Tool and Planning Guide and VT's Unpacking Policy Guide re-examine VT's readiness to including early childhood (EC) data in the state longitudinal data system (SLDS).	3/1/2014	6/30/2014
20.2.1.1	Milestone 20.2.1.1: Finalize the VT Unpacking Policy Guide	3/1/2014	4/15/2014
20.2.1.2	Milestone 20.2.1.2: Obtain the updated SST EC and SLDS Tool or if not yet published, obtain necessary information to move forward	3/11/2014	4/15/2014
20.2.1.3	Subtask 20.2.1.3: Continue to engage key stakeholders, data stewards and end-users in readiness assessment process	3/28/2014	6/30/2014
20.2.1.4	Milestone 20.2.1.4: Review VT's EC policy questions and identify/validate the essential data elements necessary to answer the questions	4/15/2014	5/30/2014
20.2.1.5	Milestone 20.2.1.5: Create an ECDRS data dictionary-data catalogue based on the essential data elements and map the data elements to current sources	4/15/2014	5/30/2014
20.2.1.6	Milestone 20.2.1.6: Identify and describe the data limitations and gaps using specific criteria (e.g. infrastructure needed to fill the gap, degree of difficulty to address the gap)	4/30/2014	5/30/2014
20.2.2	Milestone 20.2.2: Milestone: ECDRS data dictionary-data catalogue is functional in ECDRS and includes results of 20.2.1.2	6/30/2014	6/30/2014
20.2.3	Task 20.2.3: Begin to review and align ECDRS data elements with CEDS where feasible	4/15/2014	6/30/2014
20.2.3.1	Milestone 20.2.3.1: Train project team training on CEDS align and connect tools using one policy question and data elements	4/15/2014	4/30/2014
20.2.3.2	Subtask 20.2.3.2: Review and align first two-three policy questions and their data elements using CEDS align and connect tools	5/1/2014	5/31/2014
20.2.3.3	Milestone 20.2.3.3: Incorporate review and align results in the ECDRS catalogue (e.g., include CEDS metadata such as CEDS id)	6/1/2014	6/15/2014
20.2.3.4	Milestone 20.2.3.4: Where feasible, conform to CEDS standards on name, length and option set	6/1/2014	6/15/2014
20.2.4	Milestone 20.2.4: Milestone: Produce a readiness assessment report (V1.0)	6/30/2014	6/30/2014
20.2.5	Milestone 20.2.5: Milestone: Share results with Prenatal-12 Data Governance Council	1/30/2015	1/30/2015

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20.3	Activity 20.3: Acquire key datasets currently available	3/1/2014	12/30/2014
20.3.1	Task 20.3.1: Establish data sharing agreements and/or file transfer processes	3/1/2014	12/30/2014
20.3.1.1	Subtask 20.3.1.1: VT AHS Regulated care and education programs and QRIS (Stars tier level)	3/1/2014	6/1/2014
20.3.1.2	Subtask 20.3.1.2: VT AOE K-readiness survey	3/1/2004	6/1/2014
20.3.1.3	Subtask 20.3.1.3: US Census Bureau data	3/1/2014	9/30/2014
20.3.1.4	Subtask 20.3.1.4: Head Start Community Assessment	3/1/2014	9/30/2014
20.3.1.5	Subtask 20.3.1.5: VT AHS Child abuse and neglect	4/30/2014	7/31/2014
20.3.1.6	Subtask 20.3.1.6: VT AHS Adoption and foster care	4/30/2014	7/31/2014
20.3.1.7	Subtask 20.3.1.7: VT AOE Free and reduced lunch data	4/30/2014	7/31/2014
20.3.1.8	Subtask 20.3.1.8: VT AHS Child care financial assistance (Subsidy)	4/30/2014	9/30/2014
20.3.1.9	Subtask 20.3.1.9: VT VDH maternal and child health data	4/30/2014	9/30/2014
20.3.1.10	Subtask 20.3.1.10: VT AHS Early childhood workforce	9/30/2014	12/30/2014
20.3.1.11	Subtask 20.3.1.11: VT AHS Children's integrated service: Early intervention (Part C of IDEA)	9/30/2014	12/30/2014
20.3.2	Milestone 20.3.2: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.1 and 20.3.1.2	6/1/2014	6/1/2014
20.3.3	Milestone 20.3.3: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.3 and 20.3.1.4	9/30/2014	9/30/2014
20.3.4	Milestone 20.3.4: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.5, 20.3.1.6 and 20.3.1.7	7/31/2014	7/31/2014
20.3.5	Milestone 20.3.5: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.8	9/30/2014	9/30/2014
20.3.6	Milestone 20.3.6: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.9	9/30/2014	9/30/2014
20.3.7	Milestone 20.3.7: Milestone: Data in ECDRS based upon datasharing agreements in place for 203.1.10 and 203.1.11	12/30/2014	12/30/2014
20.4	Activity 20.4: Acquire key datasets soon to be available	1/30/2015	1/1/2017
20.4.1	Task 20.4.1: Establish data sharing agreements and/or file transfer processes	1/30/2015	1/1/2017
20.4.1.1	Subtask 20.4.1.1: VT AHS ASQ and ASQ-E developmental screening and referral outcomes	1/30/2015	9/30/2015
20.4.1.2	Subtask 20.4.1.2: VT AHS Children's integrated service (All) participation and attendance	1/1/2016	1/1/2017
20.4.1.3	Subtask 20.4.1.3: AOE SLDS Pre-K Datasets	1/1/2016	1/1/2017
20.4.2	Task 20.4.2: Build interface to receive AHS-CIS and AOE-SLDS Pre-K datasets	1/1/2016	1/1/2017
20.5	Activity 20.5: Solidify ECDRS system infrastructure	3/1/2014	12/1/2016
20.5.1	Task 20.5.1: Assess v1.3 ECDRS working prototype and identify features and functionalities that need to be improved or added	3/1/2014	5/30/2014
20.5.2	Task 20.5.2: Using results of 20.6.1 implement first sprint and release	6/1/2014	6/30/2014
20.5.3	Task 20.5.3: Using product (Task 20.1.3) and end-user roadmaps (Task 20.1.4) complete the necessary sprints before final product release	7/1/2014	9/1/2016
20.5.3.1	Subtask 20.5.3.1: Engage stakeholders, data stewards and end users in the design, testing and continuous improvement of ECDRS	6/1/2014	9/1/2016
20.5.4	Task 20.5.4: Put in place processes to assure data quality is complete, accurate and trusted based on an agreed upon Data Quality Management model.	3/1/2014	6/1/2014
20.5.4.1	Subtask 20.5.4.1: Put in place processes to test at each sprint system characteristics including security, reliability and maintainability.	3/1/2014	9/1/2016
20.5.5	Milestone 20.5.5: First sprint release	6/30/2014	6/30/2014
20.5.6	Milestone 20.5.6: Final product release	12/1/2016	12/1/2016
20.6	Activity 20.6: Implement data use training and support system	3/1/2014	9/30/2014
20.6.1	Task 20.6.1: Begin to explore resources, supports and tools on data use relevant to ECDRS	5/3/2014	6/1/2014
20.6.2	Task 20.6.2: Begin to design and test informational, training, ta and coaching tools (e.g., FAQs, on-line tutorials, user guides, webinar, chat with data coach) with end-users and a focus on data culture and data literacy	6/1/2014	6/27/2014
20.6.3	Task 20.6.3: Begin to integrate training and support through multiple channels (e.g., ECDRS, BBF website) and partners (e.g., BBF Regional Councils, VT Data Collaborative)	6/28/2014	7/21/2014
20.6.4	Task 20.6.4: Begin to monitor ECDRS end-user metrics, data requests/gaps and other related metrics	3/1/2014	6/30/2014
20.6.5	Task 20.6.5: Milestone: 3-4 training and support tools in place	7/21/2014	7/21/2014
20.7	Activity 20.7: Seek additional funding sources to maintain and refine ECDRS system	7/1/2014	12/30/2017

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Data Governance Structure (Project 21)			
Project Goals/Desired Outcomes:			
The goal of this project is to create a robust, comprehensive and effective P-12 Data Governance Council and structure in VT with agreed upon policies and procedures which will exist well beyond the grant period. This structure will ensure a coordinated, early learning data system that enhances, is aligned with, and is interoperable with the existing and new systems.			
Narrative: A need for a data governance structure has been identified as a priority to ensure effective and efficient development and use of the early childhood data systems within Vermont. This project will allow the state to ensure that data will be made accessible to educators, parents, and other stakeholders to inform instruction, practices, and policies to support the health, development and learning of high needs children and their families, while complying with the requirements of the RTTT ELC Data System Oversight guidelines as well as Federal, State and local privacy laws.			
Key Performance Measures:			
Selection Criterion Addressed: (A)(3) Aligning and coordinating early learning across the State; (E)(2) Early learning data systems			
Code	Outcomes and Subtasks	Start Date	End Date
21	Project 21	1/1/2014	12/31/2017
21.1	Activity 21.1: Convene an ad-hoc interagency data team	5/15/2014	6/15/2014
21.2	Activity 21.2: Hire a Data Governance Contractor	5/15/2014	8/15/2014
21.2.1	Task 21.2.1: Research models of data governance structures	5/15/2014	6/15/2014
21.2.2	Task 21.2.2: Develop RFP	5/15/2014	6/15/2014
21.2.3	Task 21.2.3: Release RFP	6/15/2014	7/1/2014
21.2.4	Task 21.2.4: Review RFPs with the implementation team to select vendor	7/1/2014	7/25/2014
21.2.5	Task 21.2.5: Negotiate vendor contract	7/25/2014	8/8/2014
21.2.6	Milestone 21.2.6: Execute contract	8/15/2014	8/15/2014
21.3	Milestone 21.3: Create a VT P-12 Data Governance Council	8/15/2014	10/1/2014
21.3.1	Task 21.3.1: Draft and finalize an Executive Order from the Governor establishing the Data Governance Council	8/15/2014	10/1/2014
21.3.2	Task 21.3.2: Appoint members to the Data Governance Council including: <ul style="list-style-type: none"> • AOE and AHS Staff: o Agency Deputy Directors, Co-Chairs o AOE Director, Integrated Support for Learning o AOE Director, Information Technology o Two representatives from the K-12 Data Governance Committee o Professional Development Coordinator o Data Administration Director o Appropriate Department for Children and Families and Child Development Division staff, including the Vermont Head Start Collaboration Director o Appropriate Vermont Department of Health staff • Representatives from VT supervisory unions, schools, and technical centers o Superintendents o Principals o Curriculum Coordinators o Education Technology o Technical Center Directors o Education Service Agencies. o K-12 educators; o Public health officials; o Workforce development officials 	8/15/2014	10/1/2014
21.4	Activity 21.4: Develop VT Data Governance Structure	8/15/2014	8/15/2016
21.4.1	Task 21.4.1: Develop processes and procedures for data governance structure	8/15/2014	12/1/2014
21.4.2	Task 21.4.2: Convene and facilitate monthly meetings of the data governance council	10/1/2014	8/15/2015
21.4.3	Task 21.4.3: Convene and facilitate quarterly meetings of the data governance council	8/15/2014	8/15/2016
21.4.4	Task 21.4.4: Convene and facilitate quarterly meetings of the data governance council	8/15/2016	12/31/2017
21.4.5	Task 21.4.5: Handle all logistics associated with planning, facilitating and convening the data governance council	8/15/2014	8/15/2016
21.4.6	Task 21.4.6: Identify and facilitate appropriate training for the data governance council	10/1/2014	8/15/2016
21.4.7	Task 21.4.7: Resolve issues related to any necessary data governance decisions and procedures and create enforcement mechanisms	10/1/2014	8/15/2016
21.4.8	Task 21.4.8: Assist the Data Governance Council in developing and establishing policies regarding the quality, privacy and integrity of data contained in the Early Learning Data System (ELDS) and the State Longitudinal Data System (SLDS)	10/1/2014	8/15/2016
21.4.9	Task 21.4.9: Assist the Data Governance Council in developing and establishing policies and procedures to facilitate the exchange of data between participating State agencies, additional relevant State agencies, and BBF's ECDRS by using an identity management system to enable the assignment of unique identifies when needed and the matching of records among data systems	10/1/2014	8/15/2016

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21.4.10	Task 21.4.10: Assist the Data Governance Council in prioritizing data system development projects	10/1/2014	8/15/2016
21.4.11	Task 21.4.11: Assist the Data Governance Council in developing and approving a data governance policy identifying the elements that are collected and maintained	10/1/2014	8/15/2016
21.4.12	Task 21.4.12: Assist the Data Governance Council in providing training on internal controls to system users	10/1/2014	8/15/2016
21.4.13	Task 21.4.13: Develop sustainability plan to ensure ongoing operational quality for the data governance council	1/1/2016	8/15/2016
21.5	Activity 21.5: Develop and approve a transparency policy to inform the public, parents, Early Childhood Educators, elementary school educators and programs that house personally identifiable information and explain what data elements are included in such a system	10/1/2014	5/1/2015
21.5.1	Task 21.5.1: Communicate this policy to stakeholders	10/1/2014	12/31/2017
21.5.2	Task 21.5.2: Develop and approve policies regarding parental consent procedures for parents to disclose personally identifiable child and parent data and will describe allowable and potential use of such data.	10/1/2014	8/15/2016
21.6	Activity 21.6: Create a VT P-12 Data Governance External Advisory Group to offer additional advice and feedback including: <ul style="list-style-type: none"> • Governor's Office • State Board of Education • State Legislature • Parents • Research Partners • Stakeholder Associations, such as the Vermont Association for the Education of Young Children and the Vermont Head Start Association • Other State Agencies • BBF Executive Director • BBF Data and Evaluation Committee • Vermont Interagency Coordinating Council. Early childhood sub-systems (education, health, and care); K-12 education; health and human services; public health; higher education; workforce development; parents-families; and research and advocacy organizations. 	10/1/2014	12/31/2017
21.6.1	Task 21.6.1: Convene bi-annual meetings of the external advisory group	10/1/2014	12/31/2017

Link Essential Early Childhood Datasets with State Longitudinal Data System (SLDS) (Project 22)

Project Goals/Desired Outcomes:

Project Goal: Expand the SLDS from K-12 to a Birth-12 data collection and reporting system. **Desired Outcomes:** (1) The SLDS links and integrates data from five datasets: state-funded PreK, Kindergarten Readiness Survey, IDEA Part B 619, Teaching Strategies GOLD, and Head Start/Early Head Start; (2) The program participation and attendance from the five integrated datasets are transferred to the Early Childhood Data and Reporting System (ECDRS).

Narrative: The Vermont Agency of Education (AOE) is developing a K-12 State Longitudinal Data System through a grant from the federal Department of Education. Despite Vermont's interest in developing an SLDS that includes early childhood data from birth through grade 12, the grant limited the state to focus on K-12 data. The AOE and Head Start/Early Head Start maintain several early childhood datasets; however these are siloed. Project 22 is designed to bring these five separate datasets into the SLDS. Additionally, these integrated data will be linked to the BBF Early Childhood Data and Reporting System (ECDRS) to build the capacity of the ECDRS to report data on various questions more fully.

Key Performance Measures: 1) Early Childhood data sets (state-funded PreK, Kindergarten Readiness Survey, IDEA Part B 619, Teaching Strategies GOLD, Head Start/Early Head Start) aligned to Common Education Data Standards (CEDs). 2) SLDS expanded to include Early Childhood data sets. 3) Head Start/Early Head Start and Supervisory Union staff trained on system. 4) The Early Childhood Data Reporting System (ECDRS) includes reports on these data sets with relevant K-12 outcome data.

Selection Criterion Addressed: (E)(2) Early learning data systems

Code	Outcomes and Subtasks	Start Date	End Date
22	Project 22	4/15/2014	12/31/2017
22.1	Activity 22.1: Research content and processes needed to link databases to SLDS	4/15/2014	12/31/2014
22.1.1	Task 22.1.1: Conduct an Early Childhood and K-12 SLDS Data Integration Needs Assessment	4/15/2014	6/1/2014
22.1.2	Task 22.1.2: Align the Early Childhood data sets with the Common Education Data Standards (CEDs)	5/8/2014	9/30/2014
22.1.2.1	Subtask 22.1.2.1: State support team provides training to early childhood data stewards on Common Education Data Standards Align and Connect tools.	5/8/2014	5/8/2014
22.1.2.2	Subtask 22.1.2.2: Agency of Education (AOE) and Building Bright Futures (BBF) staff use Align and Connect tools to map data elements of the PreK data set and ECDRS	6/1/2014	9/30/2014
22.1.2.3	Subtask 22.1.2.3: AOE and BBF staff use Align and Connect tools to map data elements of the Kindergarten Readiness Survey data set and ECDRS	6/1/2014	9/30/2014
22.1.2.4	Subtask 22.1.2.4: AOE and BBF staff use Align and Connect tools to map data elements of the Part B 619 data set and ECDRS	6/1/2014	9/30/2014
22.1.2.5	Subtask 22.1.2.5: AOE and BBF staff use Align and Connect tools to map data elements of the Teaching Strategies GOLD data set and ECDRS	6/1/2014	9/30/2014

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22.1.2.6	Subtask 22.1.2.6: AOE and BBF staff use Align and Connect tools to map data elements of the Head Start/Early Head Start data set and ECDRS	6/1/2014	9/30/2014
22.1.3	Task 22.1.3: Prepare a requirements assessment document	10/1/2014	12/31/2014
22.1.3.1	Subtask 22.1.3.1: Identify the data elements used to match data sets	10/1/2014	10/31/2014
22.1.3.2	Subtask 22.1.3.2: Determine process used to match	11/1/2014	11/30/2014
22.1.3.3	Subtask 22.1.3.3: Identify solutions (hardware and software) that need to be procured to facilitate secure file transfers between systems.	12/1/2014	12/31/2014
22.2	Activity 22.2: Secure contracts for linking data sets	1/1/2015	12/31/2015
22.2.1	Task 22.2.1: Work with Head Start programs to incorporate data extract requirements with the Head Start system vendors	1/1/2015	4/30/2015
22.2.2	Task 22.2.2: Work with Supervisory Unions to develop requirements for data collection and reporting from prekindergarten programs	1/1/2015	4/30/2015
22.2.3	Task 22.2.3: Negotiate data extract format with Teaching Strategies for GOLD data	1/1/2015	4/30/2015
22.2.4	Task 22.2.4: Determine what data metrics need to be calculated and indicators to be reported out of SLDS to ECDRS	5/1/2015	6/30/2015
22.2.5	Task 22.2.5: Amend contract with SLDS vendor to add Early Childhood data sets to SLDS	7/1/2015	12/31/2015
22.3	Activity 22.3: Develop a grant process to distribute funds to Supervisory Unions and Head Start to facilitate data collection and reporting	1/1/2016	6/30/2016
22.3.1	Task 22.3.1: Develop grant application and requirements and selection criteria	1/1/2016	3/31/2016
22.3.2	Task 22.3.2: Distribute funds to Head Start/Early Head Start and Supervisory Unions	5/1/2016	6/30/2016
22.4	Milestone 22.4: Implement, Test and Deploy the Early Childhood data collection and reporting system	7/1/2016	12/31/2017
22.4.1	Task 22.4.1: Vendor builds Early Childhood part of SLDS	7/1/2016	12/31/2016
22.4.1.1	Subtask 22.4.1.1: Vendor builds the capacity for the Kindergarten Readiness Survey data	7/1/2016	7/31/2016
22.4.1.2	Subtask 22.4.1.2: Vendor builds the capacity for the IDEA Part B 619 data	7/1/2016	7/31/2016
22.4.1.3	Subtask 22.4.1.3: Vendor builds the capacity for the Prekindergarten data	8/1/2016	10/31/2016
22.4.1.4	Subtask 22.4.1.4: Vendor builds the capacity for the Teaching Strategies GOLD data	11/1/2016	11/30/2016
22.4.1.5	Subtask 22.4.1.5: Vendor builds the capacity for the Head Start/Early Head Start data	11/1/2016	12/31/2016
22.4.2	Task 22.4.2: Conduct focused systems training with Head Start/Early Head Start and Supervisory Union personnel	8/1/2016	1/31/2017
22.4.2.1	Subtask 22.4.2.1: Provide regional trainings on the expanded SLDS to Head Start/Early Head Start and Prekindergarten teachers and administrators	8/1/2016	1/31/2017
22.4.3	Milestone 22.4.3: Build out ECDRS data transfer	1/1/2017	5/31/2017
22.4.3.1	Subtask 22.4.3.1: ECDRS builds Extract, Transfer, Load (ETL) process to receive data sources from SLDS	1/1/2017	3/31/2017
22.4.3.2	Subtask 22.4.3.2: Build new reports based on new data sets	3/31/2017	5/31/2017

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Code	Outcomes and Subtasks	Start Date	End Date
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PreK to Grade 3 Pilot: An Approach to Sustaining Program Effects into the Early Grades (Project 23)

Project Goals/Desired Outcomes:

Project Goals: Vermont will pilot a PreK through Grade 3 (PreK-3) system that supports children’s early learning and development by integrating and coordinating the early childhood 0-5 system with the K-3 system. **Desired Outcomes:** (1) improved child outcomes throughout PreK-3 are sustained, (2) the Opportunity Gap children with high needs experience is reduced, (3) a culture of collaborative inquiry, shared language and aligned instructional practices across PreK - Grade 3 is established, and (4) a developmental perspective across PreK - Grade 3 is maintained.

Narrative: The RTT-ELC grant provides Vermont with the opportunity to pilot a PreK-3 approach as a strategy for sustaining improved outcomes through the early elementary grades. A partnership with FirstSchool, a nationally recognized organization with expertise in PreK-3, is a key component of this project. A process for recruiting school communities with an openness to continuous improvement and a large percentage of children with high needs will be used to select 3-4 school communities (i.e., includes community-based PreK programs as well as LEAs) to participate in the PreK-3 partnership. In order to participate, school communities will need to commit some of their own resources (e.g., staff time, travel and expenses); this requirement will ensure that the school community is committed to working on a PreK-3 approach. The small number of school communities that will be part of this three-way partnership (FirstSchool, state agencies, and other school communities) will serve as an incubator for innovative approaches and building in-state expertise. In addition to receiving support on PreK-3 aligned practices from FirstSchool, these pilot school communities will also receive professional development on the new Vermont Early Learning Standards (VELS) for infants through grade 3, the expanded PreK-3 Teaching Strategies GOLD, and the Classroom Assessment Scoring System (CLASS). In order to determine whether to scale-up the PreK-3 model statewide, data on the child and educator outcomes from this pilot will be collected throughout its implementation.

Key Performance Measures: (1) At the end of 2016, 75% of administrators and educators participating in the PreK-3 pilot will show increased knowledge of brain research, developmental science, and protective factors. (2) Up to 50% of educators in the PreK-3 pilot improve their instruction as shown through a comparison of Snapshot data. (3) The progress of children in the pilot sites increase significantly when compared with comparable children not in the pilot sites. (4) At least 50% of families of children entering kindergarten in the PreK-3 pilot sites report that their family experienced a smooth, positive transition experience.

Selection Criterion Addressed: Competitive Priority 4 - Sustaining Improved Outcomes through the Early Elementary Grades

Code	Outcomes and Subtasks	Start Date	End Date
23	Project 23	5/1/2014	12/31/2017
23.1	Milestone 23.1: Contract with FirstSchool to provide professional development, coaching, and technical assistance on PreK-3	5/1/2014	12/31/2017
23.1.1	Task 23.1.1: Develop and execute a Sole Source Contract with FirstSchool	5/1/2014	8/15/2014
23.1.1.1	Subtask 23.1.1.1: Internal review of draft contract	5/7/2014	6/1/2014
23.1.1.2	Subtask 23.1.1.2: Review by Attorney General, Finance & Management, and Secretary of Administration Offices	6/1/2014	8/1/2014
23.1.1.3	Milestone 23.1.1.3: Execute the contract	8/1/2014	12/31/2017
23.2	Milestone 23.2: Select the school districts seeking to participate in the PreK-3 pilot	10/1/2014	4/15/2015
23.2.1	Task 23.2.1: Provide an information session on the PreK-3 Approach and Vermont's PreK-3 Pilot	10/1/2014	12/1/2014
23.2.1.1	Subtask 23.2.1.1: Invite school and Early Learning and Development Programs (ELDPs) leaders from across the state and target school districts with larger percentages of children with high needs) as teams to the PreK-3 information session.	9/1/2014	10/1/2014
23.2.1.2	Subtask 23.2.1.2: Create an application for the Vermont PreK-3 school communities that describes roles and responsibilities, requirements, timelines, costs and commitments	9/1/2014	10/1/2014
23.2.2	Task 23.2.2: Develop selection criteria with input from various stakeholders and the RTT-ELC Leadership Team, and distribute the application.	10/1/2014	12/31/2014
23.2.3	Task 23.2.3: Convene a panel to review applications and choose 3-4 PreK-3 school communities	1/1/2015	2/15/2015
23.2.4	Milestone 23.2.4: Notify successful applicants	2/15/2015	4/15/2015
23.3	Milestone 23.3: Offer annual weeklong Summer Institute to PreK-3 pilot school communities	7/1/2015	8/30/2017
23.3.1	Task 23.3.1: Schedule Summer Institute and arrange meeting logistics, including travel and lodging	4/15/2015	8/30/2015
23.3.2	Task 23.3.2: Offer Snapshot training and get assessors to reliability	4/15/2015	8/30/2015
23.3.2.1	Subtask 23.3.2.1: Develop, execute, and administer a Sole Source Contract with Snapshot, Inc. to conduct training on the assessment tool and analyze collected data	4/15/2015	12/31/2017
23.3.2.2	Subtask 23.3.2.2: Recruit and select 4-6 Snapshot data collectors located in close proximity to the pilot sites	4/15/2015	5/15/2015
23.3.2.3	Subtask 23.3.2.3: Develop and execute Personal Service Contracts with Snapshot data collectors to attend trainings and collect Snapshot data	5/15/2015	12/31/2017
23.3.2.4	Subtask 23.3.2.4: Arrange meeting logistics for 3-day Snapshot data collection training #1	5/15/2015	8/30/2015
23.4	Milestone 23.4: Implement Year 1 of the PreK-3 Pilot	7/1/2015	6/30/2016
23.4.1	Task 23.4.1: Conduct bi-monthly Coaching Visits to PreK-3 school communities	9/1/2015	6/30/2016
23.4.2	Task 23.4.2: Collect data using the online Snapshot assessment tool in 25 class settings at each pilot at different points of the year	9/1/2015	6/30/2016
23.4.3	Milestone 23.4.3: Create a PreK-3 Learning Community	1/1/2015	12/31/2017

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23.4.3.1	Subtask 23.4.3.1: Create and maintain an online PreK-3 Learning Community on Vermont Educator Exchange (VE2)	1/1/2015	12/31/2017
23.4.3.2	Subtask 23.4.3.2: Provide educators in PreK-3 Pilots with professional development in new Vermont Early	8/15/2015	12/31/2015
23.4.3.3	Subtask 23.4.3.3: Provide educators in PreK-3 Pilots with professional development in Teaching Strategies	8/15/2015	12/31/2015
23.4.3.4	Subtask 23.4.3.4: Provide educators in PreK-3 Pilots with professional development in Classroom Assessment Scoring System (CLASS) assessments, and gather baseline CLASS data	8/15/2015	12/31/2015
23.5	Milestone 23.5: Develop and implement an evaluation plan of the PreK-3 Pilot to determine efficacy of approach and inform plan to sustain and expand the approach	3/1/2015	12/31/2017
23.5.1	Task 23.5.1: Work with FirstSchool and partners to develop an Evaluation Plan for the PreK-3 Pilot	3/1/2015	6/30/2016
23.5.2	Task 23.5.2: Collect and analyze Year 1 data identified in the Evaluation Plan	7/1/2015	9/30/2016
23.6	Milestone 23.6: Implement Year 2 of the PreK-3 Pilot	7/1/2016	6/30/2017
23.6.1	Task 23.6.1: Offer annual weeklong Summer Institute to PreK-3 pilot school communities	9/1/2016	6/30/2017
23.6.2	Task 23.6.2: Offer 3-day Snapshot reliability training/refresher	7/1/2016	8/30/2016
23.6.3	Task 23.6.3: Conduct bi-monthly Coaching Visits to PreK-3 pilot school communities	7/1/2016	6/30/2017
23.6.4	Task 23.6.4: Collect data using the online Snapshot assessment tool in 25 class settings at each pilot at different points of the year	9/1/2016	6/30/2017
23.6.5	Task 23.6.5: Collect and analyze Year 2 data identified in the Evaluation Plan	7/1/2016	9/30/2017
23.7	Milestone 23.7: Implement Year 3 of the PreK-3 Pilot	7/1/2017	12/31/2017
23.7.1	Task 23.7.1: Offer annual weeklong Summer Institute to PreK-3 pilot school communities	7/1/2017	8/30/2017
23.7.2	Task 23.7.2: Offer 3-day Snapshot reliability training/refresher	7/1/2017	8/30/2017
23.7.3	Task 23.7.3: Conduct bi-monthly Coaching Visits to PreK-3 pilot school communities	9/1/2017	12/31/2017
23.7.4	Task 23.7.4: Collect data using the online Snapshot assessment tool in 25 class settings at each pilot at different points during the year	9/1/2017	12/31/2017
23.7.5	Task 23.7.5: Collect and analyze Year 3 data identified in the Evaluation Plan	7/1/2017	12/31/2017
23.8	Activity 23.8: Expand PreK-3 approach to other PreK-3 school communities	7/1/2017	12/31/2017
23.8.1	Milestone 23.8.1: Review all data to determine efficacy of the PreK-3 Pilot on improving outcomes for children and educators. In consultation with stakeholders and lead agency heads, decide whether to scale-up PreK-3 in Vermont	7/1/2017	12/31/2017
23.8.2	Task 23.8.2: If expanding PreK-3 is supported by the results, develop a scale-up plan that utilizes the in-state capacity developed in the pilot sites	9/1/2017	12/31/2017

Promise Communities (Project 24)

Project Goals/Desired Outcomes:

Goal: Mobilize rural communities with a concentration of children with high needs and other challenges indicated by data to work towards the transformation of every aspect of the environment that supports young children and families in order to achieve a high level of school readiness and success. Desired outcomes: The successful implementation of a sustainable Promise Community Plan to support children and families from PreK - Grade 3, Reduce the achievement gap between children with high needs and their peers in Promise Communities

Narrative: The majority of Vermont's children (70%) live in rural areas. Too many of those children are poor. Children in Vermont have the highest rates of poverty of any age group. Vermont will work with its community partners to assure it addresses the needs of children in rural areas, particularly children with high needs, through a new targeted initiative, Vermont Promise Communities.

Key Performance Measures: Improve Ready Kindergarteners Survey results by at least 25% in every domain in every Promise Community in Vermont.

Reduce the achievements gap indicated on standardized tests of grade three reading and math between children eligible for free and reduced lunch and more affluent peers by at least 10% in every Promise Community in Vermont.

Selection Criterion Addressed: Competitive Priority 5 - Addressing needs of children in rural areas, (B)(4) Promoting access to high-quality programs for children with high needs, (E)(1) Kindergarten entry assessments, (C)(3) Health promotion, (C)(4) Family engagement

Code	Outcomes and Subtasks	Start Date	End Date
24	Project 24	4/1/2014	12/31/2017
24.1	Milestone 24.1: Hire a Promise Communities Project Director	3/15/2014	5/1/2014
24.1.1	Task 24.1.1: Write job spec and RFR	2/1/2014	2/10/2014
24.1.2	Task 24.1.2: Recruit for position	3/30/2014	5/1/2014
24.1.3	Task 24.1.3: Interview and hire staff	5/1/2014	5/15/2014
24.2	Milestone 24.2: Hire Promise Community Specialists (community facilitators)	4/15/2014	6/15/2014
24.2.1	Task 24.2.1: Write job specs and RFRs	2/1/2014	2/10/2014
24.2.2	Task 24.2.2: Recruit for positions	4/15/2014	5/15/2014
24.2.3	Task 24.2.3: Interview and hire staff	5/15/2014	6/15/2014
24.3	Activity 24.3: Support intensive training to project staff.	4/10/2014	10/1/2014
24.3.1	Task 24.3.1: Identify relevant training opportunities	5/1/2014	10/1/2014

Project Plan Report
2014 - Vermont Agency of Human Services
PR Award #: S412A130038

Project Plan Version: Baseline
Effective Date: 5/15/2014

Code	Outcomes and Subtasks	Start Date	End Date
24.3.2	Task 24.3.2: Ensure staff complete training	4/10/2014	11/1/2014
24.4	Milestone 24.4: Convene a Promise Communities State Team (PC State Team) to advise on community selection and project	7/1/2014	7/31/2014
24.4.1	Task 24.4.1: Identify members from health, education and human services agencies, the BBF Statewide Council, content experts and other stakeholders	6/1/2014	7/1/2014
24.5	Milestone 24.5: Develop and Implement Promise Communities Selection Process	12/1/2014	12/31/2017
24.5.1	Task 24.5.1: Finalize selection criteria for Promise Community participation	7/1/2014	9/30/2014
24.5.2	Task 24.5.2: Develop a process to select 6 Supervisory Unions for each year of the grant to become Promise Communities	7/1/2014	9/30/2014
24.5.3	Task 24.5.3: Assemble and analyze relevant data to prioritize Supervisory Unions in Vermont for participation	7/1/2014	9/30/2014
24.6	Milestone 24.6: Contract with an evaluator	6/1/2014	12/1/2014
24.6.1	Task 24.6.1: Develop RFP	6/1/2014	7/15/2014
24.6.2	Task 24.6.2: Release RFP	7/15/2014	8/1/2014
24.6.3	Task 24.6.3: Review RFP with team to select vendor	8/1/2014	8/14/2014
24.6.4	Task 24.6.4: Negotiate vendor contract	8/8/2014	9/1/2014
24.6.5	Task 24.6.5: Execute contract	10/15/2014	10/15/2014
24.6.6	Task 24.6.6: Develop evaluation plan with contractor	10/15/2014	12/1/2014
24.6.7	Task 24.6.7: Begin collecting data for evaluation	1/1/2015	4/1/2018
24.6.8	Task 24.6.8: First semi-annual evaluation report received and reviewed	7/30/2015	8/15/2015
24.6.9	Task 24.6.9: Second semi-annual report received and reviewed	1/30/2016	2/15/2016
24.6.10	Task 24.6.10: Semi-annual evaluation report received and reviewed	7/30/2016	8/15/2016
24.6.11	Task 24.6.11: Semi-annual evaluation report received and reviewed	1/30/2017	2/15/2017
24.6.12	Task 24.6.12: Semi-annual evaluation report received and reviewed	7/30/2017	8/15/2017
24.6.13	Task 24.6.13: Final project evaluation report received and published	4/1/2018	7/1/2018
24.7	Milestone 24.7: Recruit Promise Community cohort 1	10/1/2014	12/31/2014
24.7.1	Task 24.7.1: Build local coalition and create local Promise Community Team under auspices of BBF Regional Council	1/1/2015	4/1/2015
24.7.2	Task 24.7.2: Provide training to team members	1/1/2015	4/1/2015
24.7.3	Task 24.7.3: Local coalition and team, under direction of State Promise Community Specialist, develops community plan	4/1/2015	7/1/2015
24.7.4	Milestone 24.7.4: Local plan implemented	7/1/2015	12/31/2017
24.8	Milestone 24.8: Recruit Promise Community Cohort 2	7/1/2015	9/30/2015
24.9	Milestone 24.9: Recruit Promise Community Cohort 3	10/1/2015	12/31/2015
24.10	Activity 24.10: Create Promise Community learning network to share success and best practices	7/1/2015	12/31/2015
24.11	Activity 24.11: Analyze potential to sustain existing Promise Communities and expand statewide	7/1/2015	12/31/2015