
COMPETENCIES FOR PROGRAM DIRECTORS

OF EARLY CHILDHOOD AND AFTERSCHOOL PROGRAMS

2012

A Component of Vermont's Unified Professional Development System



TABLE OF CONTENTS

Welcome to Vermont’s Competencies for Program Directors!	1		
		Competencies Tool for Program Directors:	
What are Competencies?	1	Child and Youth Development	5
What are the Key Assumptions?	1	Families and Communities	6
What is the role of a Program Director?	2	Teaching and Learning/Curriculum and Learning Environments	7
Why is it important to establish Competencies for Program Directors?	2	Healthy and Safe Environments	8
How can the Competencies for Program Directors be used?	2	Professionalism and Program Organization	9
		A. <i>Professionalism</i>	
What is the structure of the Competencies for Program Directors?	2	Professionalism and Program Organization	10
		B. <i>Fiscal Management</i>	
How are the Competencies for Program Directors linked to Vermont’s Early Childhood and Afterschool Program Director Credential?	3	Professionalism and Program Organization	11
		C. <i>Legal Issues</i>	
		D. <i>Personnel</i>	
Knowledge Areas	4	Professionalism and Program Organization	12
		E. <i>Leadership</i>	
Definitions of Knowledge Areas	4	Acknowledgements	13

Competencies for Program Directors of Early Childhood and Afterschool Programs became effective on March 1, 2009 and remain in effect until further notice. To ensure continued quality and relevance, this document was updated in February, 2012.

This entire document can also be downloaded at no cost from the Vermont Northern Lights career Development Center website: <http://northernlightscdc.org>

This project has been generously supported by the Child Development Division, Department for Children and Families, Vermont Agency of Human Services.



Welcome to Vermont's Competencies for Program Directors of Early Childhood and Afterschool Programs!

This booklet provides information about the competencies, and can also be used as a self-assessment tool and in professional development planning.

This document is also available on the Northern Lights Career Development Center website.

<http://northernlightscdc.org>

The Northern Lights Career Development Center is Vermont's unified system of professional development for early childhood and afterschool professionals. Its goal is to support and enhance the development of a quality, statewide professional development system. The system strives to be consistent, accessible and comprehensive in meeting the needs of early childhood and afterschool professionals from entry to advanced levels.

What are Competencies?

Competencies refer to the observable skills and dispositions needed by professionals in order to provide high quality care and education to children and their families. They are organized around Core Knowledge Areas, which represent the key knowledge areas of the profession.

Core Competencies for Early Childhood Professionals apply to all professionals working with young children ages birth to six and their families. They align with the Northern Lights Career Ladder, levels I-VI, from entry level to advanced. The Core competencies are detailed as a self-assessment tool, with examples, for Levels I, II and III. Levels IV, V and VI align with Vermont Department of Education teacher licensure with early childhood related endorsements.

Core Competencies for Afterschool Professionals apply to people working with school age children, beginning with the kindergarten year, in before or after school programs. They are designed to serve entry level staff persons and build up to competencies typical of afterschool program administrators. The competencies are foundation of afterschool pathways

that are diverse and integrated with a broad range of vocations.

Competencies for Program Directors of Early Childhood and Afterschool Programs expand the existing core competencies for both for early childhood and afterschool professionals. The Program Director competencies especially build on Level III and above of the Early Childhood Core Competencies and the Developing and Achievement Phases of the Afterschool Core Competencies .

Whereas the Core Competencies for the Early Childhood and Afterschool Professionals describe the knowledge, skills, and attitudes needed to be successful in working with children and families, the Competencies for Program Directors in Early Childhood and Afterschool Programs describe the additional knowledge, skills, and attitudes needed in an administrative role.

What are the Key Assumptions?

Competencies for Program Directors of Early Childhood and Afterschool Programs are anchored to these assumptions that guide their use:

1. Research consistently reports that competent directors are essential to a successful program for children and families.
2. Effective administration of a center requires a strong foundation in child development and education as well as business and management knowledge.
3. Administrative functions include a multitude of tasks and systems designed to carry out the program's mission.
4. Leadership requires that managers have the vision to focus on the larger picture, anticipate trends, and set new goals.
5. The role of the director is multifaceted and dynamic. Though all competencies may not be required in a particular job, directors should strive to acquire all the skills and knowledge reflected in the competencies.
6. Competencies are emergent and develop over time with experience, education, and intention.



What is the role of a Program Director?

The term “**Program Director**” is used to describe the role of the person or the team responsible for the day-to-day operation, supervision, and administration of the program and for planning, implementing, and evaluating the program. It is a broad role, requiring leadership and oversight of the place, the program, and the people.

Program is inclusive of various environments such as corporate centers, family homes, schools, afterschool programs, and childcare centers.

Director is also inclusive and represents a variety of titles used in programs for children and youth to describe the person on the front line: director, manager, curriculum specialist, supervisor, executive director, coordinator, family childcare provider, or administrator.

The responsibilities of a program director vary according to the needs of the program. Numerous factors shape the work of directors in Vermont: the age and background of the children enrolled, the services provided, the philosophical orientation of the program, the local sponsorship of the center, the size of the program, the accrediting agency, and so on. Depending on the structure of the program, a director may not use all of the core competencies in his/her current job, but all are relevant for continuing professional development as a director in this field.

Why is it important to establish Competencies for Program Directors?

1. Competencies define what an administrator needs to know and do to provide effective services and operate high quality programs for children and youth.
2. Competencies provide a framework for education and training.
3. Competencies establish a standard for directors in settings that serve children and youth.
4. Competencies permit consistency among directors, regardless of the differences in work settings.

How can Competencies for Program Directors be used?

1. Competencies can provide a tool for self-assessment so directors can measure their levels of skill in each competency.
2. Competencies can drive the design of courses, workshops and trainings.
3. Competencies can help create job descriptions for directors.
4. Individual professional development plans can be designed around the competencies.
5. Competencies can be considered as a basis for performance evaluation or compensation incentives.
6. Competencies can be linked to career pathways leading to qualifications, degrees and credentials.
7. Researchers can study the link between director competencies and children’s outcomes

What is the structure of the Competencies for Program Directors?

The Competencies for Program Directors are set up within the following framework:

Knowledge Areas refer to the big chunks- the topics describing the knowledge needed by program directors to effectively manage an early childhood or afterschool program. The Knowledge Areas for Program Directors align with the Core Knowledge Areas from both the Early Childhood and Afterschool Core Competencies.

Some of the Knowledge Areas are also divided into **Sub-Headings**, which identify smaller components within the Knowledge Area.

Competencies describe the knowledge area specifically. They are concrete and achievable. They detail the observable skills, values and attitudes needed by professionals in order to provide high quality service.



How are the Competencies for Program Directors linked to Vermont's Early Childhood and Afterschool Program Director Credential?

The Program Director Credential recognizes early childhood and afterschool professionals who have gained the Program Director Competencies. Achievement of this credential is a sign of quality and leadership in the field.

The credential is for:

- Current program directors working in a variety of early childhood or afterschool settings, and
- Experienced staff who have an interest in program administration and want to gain the Program Director Competencies as part of their ongoing professional development.

The credential offers a three-step sequence of college courses for directors or administrators in the field, and for those aspiring to these roles. Participants will have the opportunity to implement new learning in their professional settings and to develop collegiality with peers from across the state.

The National Association for the Education of Young Children (NAEYC) recognizes Vermont's Early Childhood and Afterschool Program Director Credential as an alternate pathway to achieving the educational qualifications of a Program Administrator for Accreditation.

It is also recognized in the Staff Qualifications arena for STARS (Vermont's STep Ahead Recognition System).

There are three steps to achieving the credential, and you can apply for each step as you achieve it. Each step requires specific coursework and a collection of documents that show evidence of competencies.

Documents are collected in a Program Director Portfolio beginning at Steps 1 and 2, and the portfolio is finalized and reviewed at Step 3.

Higher education courses from any accredited higher education institution may be approved to complete the coursework requirements, as long as they address the required content.

Prior coursework can often count towards credential requirements, and many of the courses are currently offered through the Vermont State Colleges system.

STEP 1 includes completion of approved early childhood or afterschool coursework (3 credits each) in Child Development, Curriculum, and Program Management.

STEP 2 includes completion of approved coursework (3 credits each) in Leadership, Mentoring and Supervision, Human Resources Management and Legal and Financial Issues.

STEP 3 includes completion of a Culminating Seminar (3 credits) and a Program Director Portfolio Review. Candidates who complete this final step may also be eligible for a recognition bonus through the Child Development Division.

The Northern Lights Career Development Center website <http://northernlightscdc.org> has up to date information about course offerings, scholarships, the Program Director Portfolio, applications for each step of the credential, resources and more.



Knowledge Areas

Competencies for Program Directors of *Early Childhood and Afterschool Programs* are organized around five knowledge areas deemed essential to the position of a director. The five knowledge areas are:

Child and Youth Development
Families and Communities
Teaching and Learning/Curriculum and Learning Environments
Healthy and Safe Environments
Professionalism and Program Organization

All of the competencies included in these knowledge areas are relevant for continuing professional development of directors in this field. Individual job descriptions, however, may not require a director to use all of the competencies. Acquiring most of the competencies and having knowledge of all the competencies promotes growth and development for both the director and the organization.

Definitions of Knowledge Areas

KNOWLEDGE AREA 1:

Child and Youth Development

In order to guide program staff, Program Directors need a strong understanding of how children and youth develop, various factors that influence child development, and how individual children's development varies.

KNOWLEDGE AREA 2:

Families and Communities

Programs thrive when there are strong partnerships with families and communities. Program Directors must know their families, advocate on their behalf, and build alliances to ensure that children and families have the opportunities they need to be successful.

KNOWLEDGE AREA 3:

Teaching and Learning/ Curriculum and Learning Environments

Program Directors must implement and sustain a culturally sensitive, non-discriminatory and inclusive learning environment based on principles of child and youth development and professional standards. Program Directors must have an understanding of curriculum and assessments that are based on principles of child and youth development, professional and research-based standards, and pedagogy

KNOWLEDGE AREA 4:

Healthy and Safe Environments

Keeping children and staff safe and healthy is a fundamental requirement of any facility. Program Directors must ensure that policies designed to promote sound health, safety, nutrition, and exercise practices are effectively implemented.

KNOWLEDGE AREA 5:

Professionalism and Program Organization

Program Directors need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning, and how to manage staff and finances to fulfill the mission of the program.

This Knowledge Area is divided into five **subheadings**:

Professionalism
Fiscal Management
Legal Issues
Personnel
Leadership



COMPETENCIES TOOL FOR PROGRAM DIRECTORS OF EARLY CHILDHOOD AND AFTERSCHOOL PROGRAMS

KNOWLEDGE AREA 1:

Child and Youth Development

In order to guide program staff, Program Directors need a strong understanding of how children and youth develop, various factors that influence child development, and how individual children's development varies.

	COMPETENCIES	New	Emerging	Solid	Examples of how this might look in practice:
1.1	Identifies and responds to the factors that influence children's growth and development from pre-natal through early adolescence.				<p><i>Our enrollment packet includes a child profile that helps us gather information about a child's likes, dislikes, health and developmental history, and family traditions.</i></p> <p><i>I include child guidance policies in my parent handbook, and review them regularly at both staff and parent meetings.</i></p> <p><i>I provide in-service and other professional development opportunities for staff that feature best practices and current research on child and youth development.</i></p>
1.2	Identifies the milestones of children's physical, cognitive, language, aesthetic, social and emotional development.				
1.3	Designs and implements written policies for using appropriate positive child/youth guidance.				
1.4	Is responsive to the impact of organic and environmental influences on children's development.				
1.5	Assists staff in recognizing and responding to differences in children's temperaments, developmental levels and learning styles.				



KNOWLEDGE AREA 2:

Families and Communities

Programs thrive when there are strong partnerships with families and communities. Program Directors must know their families, advocate on their behalf, and build alliances to ensure that children and families have the opportunities they need to be successful.

	COMPETENCIES	New	Emerging	Solid	Examples of how this might look in practice:
2.1	Identifies community services available to children and families, including education, health, mental health, nutrition, social services, and family support and can assist families in accessing these services.				<i>We post information about community resources on our parent board, and have fliers available on how to use Vermont 2-1-1. *</i>
2.2	Develops collaborations with agencies and community resources to meet the needs of children and families.				<i>Our afterschool program held a Community Resources Fair for families, inviting agencies and individuals to attend and showcase their services.</i>
2.3	Maintains oversight of consultants, specialists, and community teams working on behalf of enrolled children and families.				<i>We have a sign-in log that records each visit to our classroom by our collaborating consultants and specialists. This helps me to keep track of our support services.</i>
2.4	Provides comprehensive services that incorporate the cultural diversity of the community.				<i>We provide child care and a light supper during our monthly Parent Meetings.</i>
2.5	Designs and use multiple strategies to involve families in the program.				<i>I invite our elementary school Principal to a Parent Meeting every Spring. This face-to-face opportunity to meet and share questions/concerns has really supported families transitioning to Kindergarten.</i>
2.6	Explores key issues, barriers, and resources for working with families and local schools to develop school readiness and transition strategies.				<i>I make schedule modifications for a child who does better with a shorter day.</i>
2.7	Models effective communication techniques and selects appropriate methods to build trusting relationships with children, staff and families.				
2.8	Implements administrative practices that promote the inclusion of children with special needs.				

***Vermont 2-1-1** is a simple number to call for information about health, education and human services in your community. It is a local call from anywhere in Vermont and is available during business hours. The website <http://www.vermont211.org/> is available 24 hours a day, 7 days a week.



KNOWLEDGE AREA 3:

Teaching and Learning / Curriculum and Learning Environments

Program Directors must implement and sustain a culturally sensitive, non-discriminatory and inclusive learning environment based on principles of child and youth development and professional standards.

	COMPETENCIES	New	Emerging	Solid	Examples of how this might look in practice:
3.1	Selects and implements curriculum based on principles of child development, best practices, and early learning and afterschool standards.				<i>I review weekly lesson plans and do a classroom observation once a month to evaluate curriculum implementation.</i>
3.2	Evaluates the implementation of curriculum by staff and volunteers.				<i>I provide training on our assessment tool as part of my orientation to new staff, and offer ongoing guidance during meetings with staff.</i>
3.3	Selects appropriate informal and formal child/youth assessments and guides staff in their use.				<i>I use an Environmental Rating Scale twice a year for both indoor and outdoor environments.</i>
3.4	Uses child/youth assessments to guide and inform curriculum implementation.				<i>There is a system in place to assure that staff have the necessary supplies, materials and equipment needed to carry out their curriculum plans.</i>
3.5	Plans and evaluates indoor and outdoor learning environments.				<i>We rotate materials and equipment, and plan activities and experiences that can include a variety of ages and developmental levels.</i>
3.6	Manages the purchase of curriculum supplies, materials, and equipment.				
3.7	Establishes and maintains learning environments that are responsive to and meets the needs of children at different ages and developmental levels.				



KNOWLEDGE AREA 4:

Healthy and Safe Environments

Keeping children and staff safe and healthy is a fundamental requirement of any facility. Program Directors must ensure that policies designed to promote sound health, safety, nutrition, and exercise practices are effectively implemented.

	COMPETENCIES	New	Emerging	Solid	Examples of how this might look in practice:
4.1	Evaluates the facility and equipment for meeting county, state, and national standards of health and safety.				<i>We use a health and safety checklist once a month to make sure the facility and equipment are in good shape.</i>
4.2	Adheres to health and safety requirements and maintains necessary records as defined by state codes and regulations for children and staff.				<i>I post a notice to families when a child in my program has contracted a contagious illness.</i>
4.3	Develops and implements written policies and procedures to ensure a healthy and safe environment for children and staff.				<i>I coordinate our emergency plans with those of our host agency and notify town officials so that we can be added to the Town Emergency Plan.</i>
4.4	Develops and implements an emergency preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and the continuation of services.				<i>I make sure there is a comfortable space for moms to come in and breastfeed their child.</i>
4.5	Develops procedures to ensure that state and federally mandated Child Abuse and Neglect regulations are followed.				<i>I joined the Child Care Food Program, and attended training about USDA meal requirements with my staff.</i>
4.6	Assures that food served by the program provides variety and complies with nutritional standards and regulations.				<i>Gross motor activities are a regular part of our daily schedule.</i>
4.7	Plans and monitors a system for sanitary preparation and food service in compliance with all health regulations.				
4.8	Plans and monitors a system to ensure regular physical activity for all children.				



KNOWLEDGE AREA 5:

Professionalism and Program Organization

Program Directors need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning, and how to manage staff and finances to carry out the mission of the program.

	COMPETENCIES	New	Emerging	Solid	Examples of how this might look in practice:
A.	Professionalism				
5A.1	Creates an inclusive, bias-free, and diverse environment that values respect, reflective thinking and an open exchange of professional ideas.				<i>I've hired a floating substitute to provide coverage during individual staff supervision.</i>
5A.2	Establishes and follows effective communication and decision-making structures with program staff and stakeholders.				<i>I attend monthly meetings with our Board of Directors, and post the minutes on our staff bulletin board.</i>
5A.3	Employs effective skills in group process, team building, and conflict resolution.				<i>We survey families and staff once a year, and use this information to guide our program planning.</i>
5A.4	Conducts ongoing program evaluations and includes input from families and staff.				<i>I include the NAEYC Code of Ethical Conduct brochures in my new employee packets.</i>
5A.5	Develops a strategic plan for the program and implements goals and objectives into daily practice.				<i>I use the BFIS Course Calendar to search for professional development opportunities.</i>
5A.6	Models and integrates the national code of ethical conduct into policies and practices.				<i>All of my staff have a Quality and Credential Account, and use the Bright Futures Information System (BFIS) to track their professional development.</i>
5A.7	Uses safe and effective technology for communications and program management.				
5A.8	Develops effective marketing strategies and materials using a variety of media.				
5A.9	Seeks out and engages in ongoing professional development and learning.				



KNOWLEDGE AREA 5: Professionalism and Program Organization (Continued)

B. Fiscal Management	New	Emerging	Solid	Examples of what you might see in practice:
5B.1 Develops written fiscal policies and procedures following generally accepted business practices and basic accounting principles and assures compliance with applicable guidelines.				<i>I compare monthly revenue with expenses, and complete a budget report each month.</i>
5B.2 Develops and operates within a balanced budget.				<i>We have added a late-fee policy to our parent handbook.</i>
5B.3 Prepares and presents budget and business reports to appropriate entities.				<i>I frequent the Resources page on the Vermont Northern Lights Career Development Center website for information about financial support for professional development.</i>
5B.4 Applies concepts of budgetary projection, including enrollment, tuition and late fee policies.				<i>I attended a public forum about developing strong and sustainable partnerships between public schools and private child care around ADM funding/Act 82.</i>
5B.5 Develops a compensation structure and manages payroll.				<i>Our annual fundraising event supports tuition scholarships for families.</i>
5B.6 Manages the purchase and maintenance of program supplies, materials, and equipment.				
5B.7 Manages county, state, and federal reimbursement funds.				
5B.8 Identifies available financial resources at federal, state, and regional levels.				
5B.9 Engages in effective grant writing, grant management, and fiscal evaluation.				
5B.10 Develops and implements a fundraising plan driven by program needs and philosophy.				



KNOWLEDGE AREA 5: Professionalism and Program Organization (Continued)

C.	Legal Issues	New	Emerging	Solid	Examples of what you might see in practice:
5C.1	Adheres to all applicable federal, state, and county laws, codes, and regulations as they relate to children, families, and employees.				<i>We follow program policy and procedures for reporting suspicion of child abuse and neglect.</i>
5C.2	Complies with program policy, liability, and licensing regulations.				<i>I include non-discriminatory practices in my hiring policies.</i>
5C.3	Implements strategies for working cooperatively with regulatory agencies.				<i>I initiate contact with my assigned licensor when I have a question about child care regulations.</i>

D.	Personnel	New	Emerging	Solid	Examples of what you might see in practice:
5D.1	Develops and implements written personnel policies that comply with applicable laws and regulations and align with best practices.				<i>I have a written staff schedule that shows evidence of adequate coverage for staff to child ratios.</i> <i>I put a file maintenance checklist on the inside cover of staff personnel records, and use this system to monitor and update staff files.</i> <i>Our performance evaluation includes a self-assessment tool found in Vermont's Core Competencies documents.</i>
5D.3	Develops and maintains staffing patterns that provide consistency and continuity of care.				
5D.4	Develops a system to manage and maintain personnel records.				
5D.5	Writes effective job descriptions using core competencies and uses these in recruiting, hiring, supervising, and evaluating personnel.				
5D.6	Creates a positive and proactive work environment that supports staff and volunteers.				
5D.7	Implements policies and procedures for recruiting, hiring, evaluating, and terminating staff.				
5D.8	Engages staff in developing and supporting the program's mission and philosophy.				
5D.9	Provides program orientation and ongoing professional development opportunities for staff and volunteers.				



KNOWLEDGE AREA 5: Professionalism and Program Organization (Continued)

E.	Leadership	New	Emerging	Solid	Examples of what you might see in practice.
5E.1	Develops a personal philosophy of leadership.				<i>I adapt my leadership style to be effective with different people and in different situations.</i>
5E.2	Articulates the program’s vision, mission, and values, and creates a culture built on diversity, continuous improvement, and ethical conduct.				<i>We save 10 minutes at the end of each staff meetings to clarify and summarize action steps and responsibilities.</i>
5E.3	Demonstrates supervisory strategies for effective management of group dynamics, including problem-solving, decision-making, prioritizing, delegating, reporting and motivating.				<i>We have an early release day once a month so that teachers can meet and plan together.</i>
5E.4	Conducts, documents, and evaluates meetings using effective communication and facilitation skills.				<i>My professional development plan includes completing Step 2 of my Program Director Credential.</i>
5E.5	Demonstrates effective teambuilding strategies.				<i>I schedule individual supervision with my staff twice a month, and provide funds for community based professional development opportunities.</i>
5E.6	Engages in self-assessment, sets personal and professional goals, and models lifelong learning.				<i>I am an active member of the Vermont Association for the Education of Young Children.</i>
5E.7	Provides staff with resources, support, opportunity, direction, and guidance in meeting their job descriptions.				<i>I bring parents to Early Childhood Day at the Legislature so that their voices can be heard.</i>
5E.8	Participates in professional organizations at the local, state and national level.				
5E.9	Demonstrates leadership in self-selected initiatives at the local, state and national level.				
5E.10	Expands sphere of influence to bring needed change to the program, the community, and the profession.				
5E.11	Implements strategies to influence public policy on behalf of children/youth and families.				

Acknowledgements

Vermont's Competencies for Program Directors are based on local and national research, and draw from work done in several states including Florida, Missouri, Montana, Oregon, and Pennsylvania.

Similar competencies developed by universities and professional organizations committed to early care and education, such as the National Association for the Education of Young Children, were examined. Competencies in the general area of Management were explored.

Vermont's Early Childhood and Afterschool Program Director Credential Committee leads this project, with the goal of promoting and recognizing high quality program directors. They seek to expand alternate pathways to achieving the credential.

Vermont's Early Childhood and Afterschool Program Director Credential Committee:

Carol Barbierri, Arlington Area Childcare, Bennington Quality Task Force
Anne Gleason, Mary Johnson Children's Center
Heather Mattison, Child Development Division
Sue Ryan, Vermont Child Care Industry and Careers Council
Jennifer Severance, Greater Burlington YMCA
Jan Walker, Child Development Division
Maureen Young-McCarthy, Northern Lights Career Development Center

The following dedicated individuals and workgroups throughout the state helped to select, shape, and build consistency in the original set of Program Director Competencies:

Carol Ames, CABA Evening Child Care
Kathi Apgar
Linda Dean-Farrar, Sunrise Family Resource Center
Cathy Hagadorn, The Learning Tree
Peggy Hanson, Happy Days Playschool
Didi Harris
Kate Johnson, Vermont Achievement Center @ Pico Mountain
Tammy Lynch, LEAP /Summer Daze, Vermont School Age Childcare Network
Mentor for Quality
Ruth Matthews
Nancy Noel, The Learning Tree
Betsy Rathbun-Gunn, United Counseling Services, Head Start
Sonja Raymond, Apple Tree Learning Center
Jack Russell, Center for Self-Sustaining Leadership
Amy Smith, LEAP and 21st Century
Janice Stockman, Head Start State Collaboration Office
Students in CCV's Program Management for Early Childhood and Afterschool Professionals Course-Fall 2008
Nancy Sugarman, Northern Lights Career Development Center





Vermont Northern Lights Career Development Center

Of the Community College of Vermont and the Vermont Child Care Industry and Careers Council.
Funded by the Child Development Division, Vermont Agency of Human Services.

<http://northernlightscdc.org>
