

MEMORANDUM

TO: VSCS Board of Trustees

FROM: Sophie Zdatny, Chancellor



DATE: March 24, 2021

SUBJECT: Board of Trustees Regular Meeting on March 27, 2021

Trustees:

The materials are now available for the upcoming regular Board meeting scheduled to start **around 9:15 a.m.**, immediately following the Finance and Facilities Committee meeting, which is scheduled to start at 9:00 a.m., on Saturday, **March 27, 2021**. The meeting will take place via Zoom and will be livestreamed on YouTube.

The principal focus of the Board meeting will be a **presentation on the Board's authority and responsibilities** by General Counsel, Patty Turley, and me, followed by a question and answer session. It is anticipated that this will take about an hour. Jim Page will also be in attendance and this presentation is part of the Board development activities that Jim will be working on with the Board. To that end, you may wish to review the article from Trusteeship magazine, published by AGB (Association of Governing Boards of Universities and Colleges) titled *Governing Higher Education Systems in Perilous Times*, by Jim Page and Barbara Brittingham, which is included in the meeting materials.

Following this presentation, there will be updates from the various **committee meetings** that have been held since the last full Board meeting: Executive Committee (Lynn Dickinson), Diversity, Equity and Inclusion Committee (Mary Moran), Education, Personnel and Student Life Committee (Megan Cluver), and Finance and Facilities Committee (David Silverman). To be more efficient with everyone's time, much of the substance that would have been covered at the Finance and Facilities Committee will instead be presented directly to the full Board, which is why the Finance and Facilities Committee scheduled for 9:00 a.m. is expected to be short.

Prior to the report from Finance and Facilities, Katherine Levasseur will provide a **legislative update**. As of now, House Appropriations is recommending \$97 million for the VSCS for FY22. The House will vote on the budget by the end of the week, after which the budget will move to the Senate. Included in the meeting materials is the so-called "requirements" language that House Appropriations has included as part of the budget, which is intended to hold the

VSCS accountable and ensure that the VSCS executes on its transformation plans and strategic priorities. Also included in the materials is a spreadsheet showing the \$20.5 million on Critical Occupations Projects the VSCS proposed, which was approved by House Commerce and included in the budget bill.

I will then provide an update on the work currently underway on **transformation planning**. A job posting for the VSC Director of Transformation Projects and a request for proposals for an Internal Program/Project Manager for System Transformation are included in the meeting materials. We are seeking to explore all possible options and so are pursuing both avenues (internal hire and outside consultant) in order to obtain the professional project management that transformation on the scale contemplated requires. Several internal teams are already working on transformation planning including: Marketing, Admissions, Registrars, Financial Aid, and Information Technology. Other groups are continuing to collaborate across the system or are getting ready to do so including Workforce Development/Continuing Education, Disability Services, Development and Alumni Relations, and Student Life. This is in addition to the work already underway on a system-wide virtual library, the ongoing work on the academic program array, VSC Helpdesk, VSC portal project, faculty development, advising model, and career services (graduate survey).

This will be followed by brief updates from each of the **Presidents**.

Finally, there will be an **executive session** to consider two labor relations issues and for an update on some pending and threatened legal issues.

Cc: Council of Presidents
Academic Deans
Business Affairs Council
Student Affairs Council

Vermont State Colleges Board of Trustees Meeting
Zoom Meeting/YouTube Stream
Saturday, March 27, 2021

AGENDA

The Board meeting will commence upon conclusion of Finance & Facilities meeting – estimated start time of 9:15 A.M.

1. Call to order
2. Approval of Minutes
 - a. February 22, 2021 Regular Board Meeting
3. Presentation on Board's Authority and Responsibilities
4. Report from Executive Committee
 - a. Discuss/vote recommendation to suspend the Long Range Planning Committee
 - b. Discuss/vote on proposed policy regarding retention of livestream recordings
5. Report from Diversity, Equity and Inclusion Committee
 - a. Discuss/vote proposed Committee Charter
6. Report from Education, Personnel & Student Life Committee
 - a. Discuss/vote recommendation on Faculty Fellows
 - b. Update on rpk Group
7. Discuss/vote on granting Emeritus status to John Knox (VTC)
8. Legislative Update
9. Report from Finance & Facilities Committee
 - a. Discuss/vote on HEERF Grant Requests
 - b. Pass 2 Budget Update
10. Update from the Chancellor on Transformation Planning
11. Presidential Updates
12. Update regarding Labor Relations
13. Additional Business
14. Comments from the public – sign up here: www.vsc.edu/signup
15. Adjourn

MEETING MATERIALS

- Item 1: February 22, 2021 Meeting Minutes
- Item 2: *Governing Higher Education Systems in Perilous Times*, by Jim Page and Barbara Brittingham, Trusteeship Magazine (AGB)
- Item 3: Diversity, Equity and Inclusion Committee Charter
- Item 4: Faculty Fellow Nominations
Helen Mango
Inge Smith-Luce
Patricia (Pat) Shine
- Item 5: rpk GROUP Memo
- Item 6: VSC Policy 204 Emeritus Status for Faculty and Administrators and Recommendation of Emeritus status for John Knox
- Item 7: Draft Language for Budget on VSC and Critical Occupations Project Ideas
- Item 8: HEERF II Grant Documents
Castleton: Institutional and Student Funds
Vermont Tech Institutional Funds
Northern Vermont University: Institutional and Student Funds
Community College of Vermont: Institutional and Student Funds
- Item 9: VSC Director of Transformation Projects and Request for Proposals for Internal Program/Project Manager for System Transformation

ITEM 1:
February 22, 2021 Meeting Minutes

Minutes of the VSCS Board of Trustees Meeting held Monday, February 22, 2021, at 1:00pm via ZOOM – UNAPPROVED

Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.

The Vermont State Colleges Board of Trustees met on Monday, February 22, 2021, via ZOOM.

Board members present: Lynn Dickinson (Chair), Janette Bombardier, Megan Cluver, Ryan Cooney, Dylan Giambatista, Adam Grinold, Bill Lippert, Karen Luneau, Jim Masland, Linda Milne, Mary Moran, Mike Pieciak, David Silverman, Shawn Tester

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Jonathan Spiro

Chancellor's Office Staff: Donny Bazluke, Network/Security Analyst
 Doug Eastman, Director of Information Technology
 Katherine Levasseur, Director of External & Governmental Affairs
 Katrina Meigs, System Director of HR & Benefits Administration
 Jen Porrier, Administrative Director
 Sharron Scott, Chief Financial/Operations Officer
 Patty Turley, General Counsel
 Meg Walz, Director, Program Manager
 Sophie Zdatny, Chancellor
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Lori Arner, Director of Registrar Services, Castleton University
 Beth Camp, Student Success Specialist, Vermont Technical College
 Kellie Campbell, Chief Technology Officer, Vermont Technical College
 Sarah Chambers, Coordinator of Instructional Technology, Castleton University
 Sky Erskine, Academic Counselor & Coordinator of Grant Data, Vermont Technical College
 Sehgal Falit, Student, Vermont Technical College
 Michele Feiner, Coordinator of Disability Services, Northern Vermont University
 Larraby Fellows, Reference & Instructional Design Librarian, Hartness Library, Community College of Vermont
 Ana Gaillat, Dean of Academic Affairs, Vermont Technical College
 Veronica Golden, Technical Services Cataloger, Hartness Library, Vermont Technical College

Nancy Guild, Assistant to Dean of Students, Vermont Technical College
John Habershaw, Student, Northern Vermont University
Michael Braun Hamilton, Reference and Web Services Librarian, Community College of Vermont
Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
John Kidder, Faculty, Vermont Technical College
Karren Madden, Director of Academic Support Services, Northern Vermont University
Tom Mauhs-Pugh, Provost, Castleton University
Kathleen Mason, Coordinator of Diversity, Equity and Inclusion, Vermont Technical College
Dana Mitchell, Faculty, Vermont Technical College
Curtis Ostler, Associate Dean of Resource Development, Vermont Technical College
Andy Pallito, Dean of Administration, Community College of Vermont
Natalie Searle, Director of Secondary Education Initiatives, Community College of Vermont
Debby Stewart, Academic Dean, Community College of Vermont
Toby Stewart, Dean of Administration, Northern Vermont University
Devin Tingle, Student, Vermont Technical College
Littleton Tyler, Dean of Administration, Vermont Technical College
Beth Walsh, President, VSCUP, Northern Vermont University

From the Public:

Jennifer Bagley, Alumni, Castleton University
Courtney Kramer, Reporter, Local 22
Lyle Jepson, Community Member, Rutland
Dennis Jones, NCHEMS
Joe Kraus, Community Member, Rutland
Jim Page, Chancellor, University of Maine (ret)
Brian Prescott, NCHEMS
Greg Sukiennik, Reporter, Brattleboro Reformer

1. Chair Dickinson called the meeting to order at 1:02 pm.
2. Approval of Minutes
 - a. January 15, 2021 Regular Board Meeting

Trustee Moran moved and Trustee Pieciak seconded the motion to approve the minutes from January 15, 2021. The motion was approved unanimously.

3. Presentation of VSC Marketing Video Materials

Director of External and Governmental Affairs Katherine Levasseur presented an overview of the recent marketing initiative at VSCS. Ms. Levasseur shared this proactive effort to bolster the VSCS's image through a unified system message. This is currently being distributed on tv, radio and the internet and are being well-received, with strong engagement. The Trustees were shown various examples of print and digital ads and one video.

4. Presentation by Brian Prescott and Dennis Jones of NCHEMS on the Select Committee's February 12, 2021 Report

Chancellor Zdatny introduced Brian Prescott and Dennis Jones, both with National Center for Higher Education Management Systems (NCHEMS). NCHEMS was selected by the Steering Group of the Select Committee on the Future of Public Higher Education in Vermont. Brian Prescott provided a brief overview of the [Revised Report of the Select Committee on the Future of Public Higher Education in Vermont](#) with a summary of the recommendations of the Select Committee for the VSCS. Mr. Prescott explained why the Select Committee recommended maintaining Community College of Vermont as a separate institution, including that it is a nonresidential institution, offers exclusively sub-baccalaureate programming, has a significantly different business model to the other institutions, and offers localized workforce development opportunities across the state. CCV has consistently balanced its budget and Vermont needs it to maintain low cost, local sub-baccalaureate programs. Mr. Prescott also explained the continued need for an Office of the Chancellor to provide a policy leadership role, among other tasks. A robust question and answer session with the Trustees followed.

5. Presentation by Chancellor on the Vision of Transformation of the Vermont State Colleges

a. Discuss/vote on proposed resolution

Chancellor Zdatny presented the VSCS Vision of Transformation. As recommended by the Select Committee, the proposal for Transformation is centered on an overall organizational structure with two complementary institutions with significant administrative consolidation. The President of each institution would report to the Chancellor and the Board of Trustees would oversee the Chancellor, the Presidents and the two institutions. Student success remains the singular focus with plans to strengthen academic program offerings while preserving high-touch student support. A physical presence will be maintained at all current primary locations while some operations will be consolidated to reduced needed infrastructure. Through consolidation of administrative services, there will be a strengthening of operational governance, a culture of service and improved reporting, record-keeping and compliance across the system. Details of the transformation timeline can be found on page 12 of the [VSCS Transformation Proposal](#). Chancellor Zdatny asked that the Board approve Resolution 2021-007: Transformation of the Vermont State Colleges System, authorizing the Chancellor to seek a common accreditation for Castleton University, Northern Vermont University and Vermont Technical College, while maintaining a physical presence at their primary locations, and to move forward with aggressive coordination of administrative services system wide. If approved, the Chancellor will move forward with issuing an RFP for a professional Project Manager to assist with implementing the transformation project and an advisory opinion will be sought from NECHE.

Trustee Bombardier moved and Trustee Grinold seconded an addendum to Resolution 2021-007 as follows: The Trustees shall also be provided with the following information on an ongoing basis: (a) financial projections of the revenue and costs from transformation; and (b) identified risks and mitigation actions. The motion was approved unanimously.

Trustee Luneau moved and Trustee Masland seconded the motion to approve Resolution 2021-007: Transformation of the Vermont State Colleges System with the addendum approved previously. The motion was approved unanimously.

6. Report from Audit Committee

- a. Review/approve Resolution 2021-005, extending contract with O'Connor & Drew

Trustee Milne reported the Audit Committee recommends an extension of the current contract with external auditors, O'Connor & Drew, which expires in FY2020. VSCS Policy 429 permits a one-time extension of the contract for no more than three years and Trustee Milne favors extending the contract, because the continuity of auditors adds credibility to financial statements. Continuity will also reduce the burden on staff during a time of flux.

Trustee Milne moved and Trustee Bombardier seconded the motion to approve Resolution 2021-005: Extension of Agreement with O'Connor & Drew, P.C., for Audit Services. The motion was approved unanimously.

7. Report from Finance & Facilities Committee

- a. Review/approve Carroll & Joanne Lawes Engineering Scholarship Fund

Trustee Silverman reviewed the proposal for this new scholarship at Vermont Technical College. VT Tech President Pat Moulton shared that Carroll and Joanne Lawes are making this donation in the hope that more young women will become interested in engineering.

Trustee Silverman moved and Trustee Moran seconded the motion to approve the Carroll and Joanne Lawes Engineering Scholarship Fund. The motion was approved unanimously.

8. Report from Nominating Committee

- a. Review nominations for Board-elected trustees and vote

Trustee Grinold shared that the Nominating Committee recommends Karen Luneau and Janette Bombardier be elected to serve four-year terms on the Board of Trustees.

Trustee Grinold moved and Trustee Masland seconded the motion to approve the election of Karen Luneau and Janette Bombardier to the VSCS Board of Trustees for four-year term(s). The motion was approved unanimously.

9. Additional Business

- a. Addition of regular meeting on May 10, 2021 to Board calendar

Chancellor Zdatny discussed adding a regular Board meeting on May 10, 2021.

Trustee Moran moved and Trustee Milne seconded the motion to add a May 10, 2021 meeting to the Board calendar. The motion was approved unanimously.

Chancellor Zdatny then shared that the first meeting of the Diversity, Equity and Inclusion Committee is scheduled for March 12, 2021. The next EPSL and LRPC meetings are scheduled for March 15th.

10. Comments from the Public

Beth Walsh made a public comment advocating that faculty and staff have seats on the Board of Trustees.

11. Executive Session

At 4:08 Trustee Cluver moved that the VSCS Board of Trustees enter executive session pursuant to 1 V.S.A. § 313(a)(2) to discuss negotiating or securing real estate purchase or lease options; and 1 V.S.A. § 313(a)(1)(A) to discuss contracts; and 313(a)(1)(B) to discuss labor relations agreements with employees; and 1 V.S.A. § 313(a)(1)(F) for the purpose of receiving confidential attorney client communications made for the purpose of providing professional legal services, and because premature general public knowledge of these discussions would place the VSCS at a substantial disadvantage, it was appropriate for the Board to enter executive session. Along with the members of the Board present at the meeting, the Board invited the Chancellor, the Presidents, VSCS Chief Financial Officer, General Counsel, and the Deans of Administration of Vermont Technical College, Community College of Vermont and Northern Vermont University. Upon conclusion of the first portion of the executive session, the Board invites the Chancellor, General Counsel, and James Page to attend the second portion of the executive session. Trustee Milne seconded the motion and it was approved unanimously.

At 4:48 p.m. the Presidents and Deans of Administration exited the executive session and Jim Page entered the session.

The Board exited executive session at 5:14 p.m. and took no action.

Chair Dickinson adjourned the meeting at 5:16 p.m.

ITEM 2:

Governing Higher Education Systems in Perilous Times, by Jim Page
and Barbara Brittingham, Trusteeship Magazine (AGB)

Governing Higher Education Systems in Perilous Times



Assessing Your Board's Readiness and Capacity for Strategic Change

BY JAMES H. PAGE AND BARBARA BRITTINGHAM



HIGHER EDUCATION GOVERNING BOARDS face a surfeit of challenges. For most institutions, enrollment and financial disruptions add to worsening demographic trends. Competitive pressures grow more intense every year, especially with the dramatic increase in online and remote learning. Now COVID-19 has overturned some of higher education's most deeply rooted operational assumptions while further limiting a board's financial ability to respond.

All higher education boards face these challenges. Boards of public institutions face the additional likelihood of substantially reduced state support in fiscal year 2022 and beyond. But the situation is most complex for boards of public systems, which play an outsized role in assuring the quality of American higher education. Approximately three out of every four college students in the United States attend a public university, and about two of every three public institutions are in a system. Consequently, about half of all students in higher education attend a college or university that is part of a public system.¹

TAKEAWAYS

- Governing boards of public systems face complex challenges. Boards must ensure their system institutions are effectively managed and successfully “add up” in service to the entire state. A series of self-assessment questions grouped under three headings helps boards form a gap analysis to address these challenges: board responsibility, authority, and culture; board capacity; and board planning and accountability.
- Board responsibility, authority, and culture questions assess the board’s readiness to act within its full range of authority. These questions urge boards to discuss their culture of decisiveness, reactions to worst-case scenarios, and ability to act as an aligned organization even when opinions are divided.
- Board capacity questions assess the board’s ability to maintain a diverse, knowledgeable, and productive team. These questions focus on board composition, building board capacity through professional development, and effective communication strategies.
- Board planning and accountability questions assess a board’s strategic planning and effectiveness. These questions focus on resource allocation, metrics, articulations of strategic priorities, and methods of holding management accountable for achieving priorities.

NOT ALL SYSTEMS ARE ALIKE. Most public systems serve an entire state, while some such as a community college district, serve a smaller geographic area. Furthermore, there are two kinds of system boards established in state law: governing boards and coordinating boards. Coordinating boards may coordinate among individual institutions, each of which has its own governing board, or they may coordinate among systems, each with its own governing board, but the authority of the coordinating board is necessarily limited. Beyond that, things get complicated, as illustrated by these examples:

- Some states have multiple public system boards. For example, Maine has one system for its seven public four-year institutions and a second system for its seven community colleges. The Maine Maritime Academy stands alone with its own board.
- Some state systems include the flagship (e.g., California and Iowa), while others do not (e.g., Connecticut and Rhode Island).
- Texas has six systems of public universities, encompassing 34 of its 38 public four-year institutions. The Texas State Technical College includes 10 institutions throughout the state; in addition, there are 50 community college districts. The Texas Higher Education Coordinating Board serves the entire state.
- Some systems, particularly in the community college sector, serve a geographic region that is part of a state. For example, the Maricopa County Community College District consists of nine institutions enrolling 220,000 students in the Phoenix metropolitan district.

Nevertheless, points made here about serving a state apply as well to systems that serve part of a state, and the diagnostic questions presented in this article apply wherever a board has responsibility to address the challenges outlined here.

While there is considerable variation among public systems (see sidebar), their boards all face three challenges beyond those faced more or less by every public higher education system.

First, the fundamental obligation of public higher education to serve the people of the state means that institutions in a system need to “add up” in service to the entire state: institutional mission differentiation and total program array must summatively reflect the state’s and its citizens’ educational needs and opportunities in the broad context of state resources, demographics, geography, and economy.

Second, by definition, system boards face the complexity of overseeing multiple institutions. Yet institutions in a system, while distinct in geography and sometimes in mission, are intertwined; any significant changes in one institution will have consequences for the others. Whether the system has three institutions or more than 60, the

board must ensure the system meets its mission through the work of each institution adding up to success for the whole.

Third, unlike boards of independent colleges and universities, the option for system boards to close a member institution is generally unavailable, even when that institution may no longer be individually viable. Mergers may work, but for now closures are essentially off the table.

Every higher educational institution is now in some process of assessing how it meets its challenges and, indeed, whether its current operational model fits the times. It has always been the responsibility of the board to oversee this assessment, but the challenges are now so pressing and so fundamental that it is incumbent on the board to ensure it has the readiness and capacity (the “will and skill,” to use an older idiom) to do so.

Following is a series of questions to help provide a framework for this self-as-

The questions are fundamental but not exhaustive. They are also interrelated; answers to one will often engage issues called out in others. If a board meets to discuss these questions as a group, a good facilitator can often aid the group in getting beyond surface responses, enabling more in-depth reflection and discussion.

assessment, grouped under three headings: *Board Responsibility, Authority, and Culture*; *Board Capacity*; and *Board Planning and Accountability*. These questions are addressed both to individual board members and to whole boards. Answering them is a form of gap analysis. The easy answers are the ones for which there are clear, unambiguous “yes” responses as they show that the underlying conditions are well understood and met. Outright negative answers at least make clear there is a gap that needs to be filled. The difficult cases are the ones for which there are uncertainties, unknowns, or disagreements. In those cases, there is serious basic work to be done.

The questions are fundamental but not exhaustive. They are also interrelated; answers to one will often engage issues called out in others. If a board meets to discuss these questions as a group, a good facilitator can often aid the group in getting beyond surface responses, enabling more in-depth reflection and discussion.

Board Responsibility, Authority, and Culture. The first question in this section has to do with the board’s scope of responsibility, authority, and action. The others are about a board’s readiness to act within its full range of authority.

1. Does the board understand its full range of responsibilities and authority? Understanding the board’s legally established responsibilities as well as the scope and limits of its authority is fundamental to this exercise. Indeed, there is little point in proceeding until this question has been answered. Our experience is that boards are often invested with all the authority they need but may be unaware of that fact, have chosen not to exercise their full authority, or have had their authority de facto superseded by others.

2. Does the board have a culture of acting decisively when and where it counts? Does a review of board decisions in the last three to five years reflect more than routine actions (e.g., approval of the budget, of tenure, of new degree programs)? Do the decisions demonstrate a deep engagement with the most serious issues? What decisions exemplify this culture of action best? This last question is particularly important as it is designed to draw out differing assumptions or viewpoints.

3. Does the board ensure frank and transparent consideration of worst-case scenarios? Given current uncertainties, it is critical that discussions take into account every parameter and variable for which the board is responsible, especially worst cases and their

root causes.² What exemplifies this ability best? As with #2, this question is intended to draw out fundamental assumptions, differences and disagreements.

4. Is the board forward-looking? One way to answer this question is to review board meetings, many of which have devolved to rote readings of reports and updates that can be better handled in meeting preparation. A useful rule of thumb is that three quarters of a board’s meeting time should be devoted to forward-looking analyses and decision-making.

5. Can the board act as an aligned organization even when it is divided in opinion? A key element of board culture is how it reacts to its own difficulties in reaching decisions and acting on them. True divisions must be acknowledged, but unless there are irreconcilable differences about fundamental principles, a board should always strive to act in alignment. A truly divided board cannot lead change.

Board Capacity. Boards that think of themselves mainly as traditional boosters are mostly gone, but many still have work to do building and maintaining a diverse, knowledgeable, and mutually well-informed group.

6. Does board composition reflect the right mix and depth of expertise and perspectives? Does it include expertise in finances, economics, HR and labor relations, communications, leading complex organizations, broad knowledge of state needs, technology, and other relevant areas.³ If not, what are its plans for closing these gaps (through board rebuilding, staff work, consultants, etc.)?

7. Does the board build capacity through professional development? Does this include attention to immediate issues through the higher education press, for example, or focused professional development using regular education sessions or professional seminars, conferences, and webinars? There are almost as many experiments in change going on as there are systems, with much to learn from one another.

8. Does the board have timely access to necessary data and information? Much if not most of the data required for good board-level decision-making exist, but are too often not available in a timely or useful format. Addressing what needs to change

GOVERNING HIGHER-ED SYSTEMS IN PERILOUS TIMES

There is no silver bullet, and no substitution for strong, effective board leadership.

to make that data and information usefully available may involve staffing, processes, calendars, and even policies. It certainly will involve integrating data and information flow.

9. What partnerships contribute productively to board activities? The board should have an inventory of key partnerships that may include, for example, other public institutions or systems of higher education, business and industry partners, alumni associations, local foundations, and institutional advisory groups. Especially important is the relationship with the institution's accreditors who can be a strategic change partner.⁴ How effectively does the board engage with each?

10. Does the board have an effective communication strategy? Public boards are the public's representatives. All internal and external parties need to have a way of communicating effectively with the board. It is also important that the board is able to convey information between the academy and its outside constituencies, including the public and state government, who often speak past one another.

Board Planning and Accountability. This last set of questions addresses strategic planning and the assessment of its effectiveness.

11. Does the board have a history of effective strategic planning? What recent successes best exemplify effective strategic planning? As was the case with several previous questions, this question (and #14) are about uncovering differing views and assumptions; in this case, about strategic planning and its follow-through.

12. Has the board articulated the right set of strategic priorities with quantitative success metrics for each of its priorities? Strategic plans often conflate priorities, their success conditions, and particular initiatives meant to achieve those priorities. Improving student retention, for example, is an important initiative, but it is a means toward the strategic goal of improving student success. As public institutions, these priorities and metrics should be defined primarily in external terms—i.e., student and state success.

13. Does the board have and exercise appropriate control over resource allocation? Does it have an integrated financial management structure, enabling comprehensive financial analysis, planning, strategic resource allocation and audit? If the answer to these questions is anything other than an unequivocal "yes," start the operational changes here. No board plan that looks to address today's challenges will succeed otherwise.

14. Does the board hold management accountable for achieving those priorities? How? Here too, assessing particular cases will help make clear the board's attention to follow through.

15. Are the priorities and metrics reviewed regularly to ensure they are appropriate for the current and foreseeable situations? The time of the unchanging five-year strategic plan that is only occasionally referenced is gone. There should be long-term goals, plans need to be audited constantly, adjusted as needed, and revisited annually.

To repeat, these questions are diagnostic; addressing any gap they uncover will likely require substantial effort. But closing them will lead to a stronger, more focused, and more nimble board, and therefore a stronger, more focused, and more nimble organization.

The challenges with which we began are actual, not theoretical, and our institutional responses have contributed to the significant decline in public confidence in higher education.⁵ With half of all students enrolled in public systems, the stakes are high and the timing is urgent. While much of today's attention is focused on the COVID-19 pandemic, it is important to remember that when the pandemic subsides the demographic, economic, and other long-term pressures will remain. These are challenges that were long coming, are here now, and will not be easily or quickly resolved. There is no silver bullet, and no substitution for strong, effective board leadership. ■

James H. Page, PhD, is a retired chancellor of the University of Maine System. Email: james.page18@gmail.com.

Barbara Brittingham, PhD, is a retired president of the New England Commission of Higher Education. Email: bbrittingham@neche.org.

Endnotes

- Given credible predictions that individual public institutions will have less autonomy, the role of systems and their boards is more important than ever. See, for example, S. Johnstone, M. Goldstein, and J. Page, "The Fading of the Autonomous Institution" in *Change: The Magazine of Higher Learning*, Vol.52, Number 4, pp. 7-14, July/August 2020.
- It is also important to consider who has responsibility for the items not under board purview.
- In concert with SHEEOs, NECHE, the New England regional accreditor, developed a Statement on Appointment to Governing Boards of Public Systems and Public Institutions of Higher Education. It can be found here: <https://www.neche.org/wp-content/uploads/2020/01/Pp160-Appointment-to-Governing-Boards-of-Public-Systems-and-Public-Institutions.pdf>.
- For more on system / accreditor partnerships, see B. Brittingham and J. Page "Demographic and Economic Data Drive Innovation in Quality Assurance" in the proceedings of the Quality Assurance Association Scotland international enhancement conference, November 2020 (forthcoming).
- See <https://www.insidehighered.com/news/2018/10/09/gallup-survey-finds-falling-confidence-higher-education>. This decline has social and political roots as well, but reversing this trend certainly involves strong leadership by the board in its role as the public's trustee.

ITEM 3:
Diversity, Equity and Inclusion Committee Charter

Diversity, Equity and Inclusion Committee Charter

I. Purpose

The purpose of the Diversity, Equity and Inclusion (or ‘Committee’) of the Vermont State Colleges Board of Trustees (or ‘Board’) is to review the governance and operations of the Vermont State Colleges System (or ‘VSC’) in order to identify ways to improve equitable access to its educational programs and recruitment for employment for those who have been marginalized or underrepresented historically.

II. Organization

The Diversity, Equity and Inclusion Committee shall comprise no fewer than three and no more than seven trustees.

The Chair of the Board shall appoint the Committee members and the Chair of the Committee.

III. Meetings

The Diversity, Equity and Inclusion Committee shall meet a minimum of three times per year, or more frequently as circumstances require.

IV. Responsibilities and Duties

- a. Definitions: Provide a definition of the terms “diversity,” “equity” and “inclusion” as applied to the VSC.
- b. Board: Identify goals for diversity within the Board’s membership.
- c. Student Services: The Committee shall assess the effectiveness of the VSC in adhering to the spirit and intent of equal opportunity and its goals for diversity equity and inclusion in the provision of student services, as well as providing a safe environment that fosters the intellectual and personal development of students.
- d. Faculty and Staff: The Committee shall assess the effectiveness of the VSC in ensuring equal employment opportunity, compatible with its goals for achieving diversity, equity and inclusion among its faculty and staff so that hiring reflects a variety of academic and professional backgrounds, qualifications, training and experience.
- e. Non-discrimination: The Committee shall review the VSC’s policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement so as to support an inclusive atmosphere within the member institutions’ communities that respects and supports people of diverse characteristics and backgrounds.

ITEM 4:

Faculty Fellow Nominations

- Helen Mango
- Inge Smith-Luce
- Patricia (Pat) Shine

February 26, 2021

Sophie Zdatny, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny,

It is my pleasure to nominate Professor of Geology Helen Mango for the Vermont State Colleges System Faculty Fellow award. Professor Mango is an excellent teacher, strong supporter of students outside of the classroom, tireless contributor to the University, active researcher, and a recognized leader among the faculty.

Professor Mango is a geochemist who has been teaching both geology and chemistry at Castleton since 1991. A strong researcher, she has published thirty-five professional abstracts and twenty-five articles. She has also been awarded numerous grants, including four years of funding for State of Vermont mapping projects, a Vermont Genetics Network grant, and an EPSCoR grant. She also had four years of funding for Research Experience for Undergraduates (REU) awards from the National Science Foundation. She is a respected and accomplished academic who has served as chair, co-chair, or board member for multiple geologic societies over many years. But her primary accomplishments have been with Castleton's students. As one colleague notes: "Her research projects always include students, which is important because research is the work of a scientist and through these projects she is teaching the students how to be a scientist."

Professor Mango has repeatedly taken on new challenges and devoted herself without hesitancy to engaging with and serving the University and its students. Professor Mango has taken students on travel courses to Costa Rica (seven times) and Iceland (four times). She also regularly travels with students for music and athletic events, even driving the bus on occasion. During her sabbatical leave last year, she volunteered to travel to Sweden on a recruiting trip, meeting with hundreds of prospective students and high school guidance counselors. Despite being on leave, she maintained outdoor plantings on campus, performed in a play with students, continued singing the national anthem for sporting events, supported and sang with campus choral groups, attended all faculty meetings, and participated in numerous activities focused on addressing the challenges facing the University.

It is noteworthy that all members of her academic department jointly and unanimously nominated her for this award and submitted a group letter. Two of those members also submitted individual letters, as did the Music Department Chair, the Associate Dean for Athletics and Recreation, and a former student from the perspective of a teacher and a senior citizen student. It is unusual to get so much unsolicited support for a candidate for this award.

All of the supporting letters from Professor Mango's colleagues speak of her excellence in teaching. A colleague who sat in on her class for the purpose of learning new practices and teaching styles (a testament to her service as a mentor of new faculty) states "Of course, her content

knowledge and pedagogy were spot on, but more impressively, she found a way to engage most of her students.” He also wrote, “How does she do it? She includes exciting demonstrations (the glowing pickle, crushing a paint can, splitting of water, and the triple-point of water, among others). She finds interesting examples to connect chemistry topics to everyday life.” My guess is that the “glowing pickle” alone renders her deserving of this award.

One letter of support came from an alumnus who took Professor Mango’s Chemistry course. She wrote that what makes Helen so effective in the classroom is “the non-measurable stuff of excellent teaching. For example, there is a joy there when she explains the concepts of chemistry. There is a sense of purpose about her in the classroom. She projects the belief that everyone can learn chemistry. And, in turn, students believe they can learn chemistry.”

Professor Mango connects with and relates to her students in a way that fosters learning not only about Chemistry, but about many other aspects of life as well. As one person observed: “A strong faculty member will be an excellent teacher and a constant learner, but the truly exceptional faculty member is one that is remembered by students long after graduation for the example she set and the character she embodied. In this regard, Helen is second to none.”

Professor Sherrill Blodget, Music Department Chairperson, writes: “Her work at Castleton goes far beyond the Science Department, and she has positively impacted faculty, student, and community during her time at Castleton.” Helen regularly participates in the Chorale and has even accompanied them on a regional as well as two international tours. She once told Professor Blodget that she really enjoys getting to know students in these settings as it helps her to develop a stronger understanding of them as people, and to make a greater connection as a teacher. Professor Mango also sings professionally with two musical groups.

Deanna Tyson, Associate Dean for Athletics and Recreation, wrote that “Every student who has had the opportunity to sit in Professor Mango’s classroom knows what an extraordinary person she is. But unless you are a student-athlete you may not really know just how remarkable Helen can be on our campus. The amount of time and energy that she puts forth for our student-athletes is amazing.”

Professor Mango spends countless extra hours in her office tutoring students. She is a devoted fan and regular attendee of athletic events, where she often sings the national anthem. She acts in campus theater productions. She weeds the gardens around the science building in the summer and prunes apple trees on the rail trail. When she learned that international students were struggling to obtain food over semester break she organized a food drive. And she used her talent as an avid knitter to knit a sweater for one of her research students.

Professor Mango is an accomplished scholar, an excellent teacher, and a broadly engaged member of the campus community. She gives without reservation to Castleton’s students, to her colleagues, and to the University. I am therefore delighted to recommend Professor Mango’s appointment as a VSCS Faculty Fellow. Her appointment would be a well-deserved honor for her, and it would be greeted with unanimous enthusiasm on our campus.

Respectfully yours,

A handwritten signature in black ink that reads "Jonathan P. Spiro". The signature is written in a cursive style with a large initial 'J' and a distinct 'P'.

Jonathan Spiro
President

March 3, 2021

Sophie Zdatny, Chancellor
Vermont State Colleges
Office of the Chancellor
P.O. Box 7,
Montpelier, VT 05601

Dear Chancellor Zdatny,

Vermont Tech is pleased to put forward one nomination for VSCS Faculty Fellow for the 2021 AY. Inge Smith-Luce a nursing faculty member and department chair for our Paramedic program and a member of our nursing faculty. She started the paramedic program at VT Tech. Inge Luce is a Paramedic, Registered Nurse, and Assistant Medical Examiner. She holds a Bachelor of Arts from the University of Vermont in Anthropology with a minor in Psychology, a certificate of Paramedicine from the Advanced Life Support Institute, and is a graduate of Vermont Tech's Practical Nursing and Associate Degree of Nursing programs. She obtained her Bachelor of Science in Nursing from Chamberlain College while working full-time in the Emergency Department, and then returned to Vermont Tech in 2012 to become an Assistant Professor of Nursing at the Bennington campus. She completed her Masters of Science in Nursing/Health Care Education through the University of Phoenix in 2014. She currently is a full-time nursing faculty member and the Program Director for Paramedicine. Inge works as a Paramedic, as an RN in the Emergency Department and at a mountain-side medical/ortho clinic in the winter, as an Assistant Medical Examiner for the State of Vermont, and as the EMS Coordinator for VT EMS District #12. Her love of education and supporting the learner keeps her deeply committed to advancing her own knowledge and skills. In addition to Vermont Tech courses, she teaches EMS classes, ACLS, BLS, PALS, and PEPP.

Her proposal is to create multidisciplinary simulation cases that can include Respiratory, Paramedicine, Rad Tech, and Nursing as the initial work to create a collaborative workspace and promote interdisciplinary communication (which is included in the licensure testing). She will need input from the various stakeholders about the content they would like involved, but will create the cases, including x-rays, labs, EKGs, etc. to include as visual aids, as well as moulage instructions. There would also be instructions for simulated patients, simulated family members and "extra" participants who increase the critical thinking for the participant. The goal of this project is to create simulation materials which could be utilized by any of the departments alone, or in any combination of specialties.

One of the things that Inge believes is so special about Vermont Tech is the ability of students to learn to apply their knowledge in a meaningful way. We hear from employers that new graduates struggle with communication, especially handover reports. This is one way we can improve on that, and increase the sense of community and collaboration between disciplines here.

The presentation would be a demonstration of one or more simulations, possibly videotaped, including debriefing, (with student/participant consent) to demonstrate the impact that simulation can have on the learner. It is Ms. Luce's hope that more disciplines (even non-allied health) will start to see the value in our simulation lab and create plans to utilize those resources more in the future.

For these reasons and more, we believe Inge Smith-Luce would be an excellent Faculty Fellow. Her proposal is forward looking and enables collaboration between our health occupations programs and other programs at VT Tech and the VSCS. We have asked Inge to provide more details on her

teaching and learning which we will forward as soon as possible. I hope this is a start to the nomination process.

Thank you and let me know if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Pat M", written in a cursive style.

Patricia Moulton
President



NorthernVermont.edu

Office of the President

Johnson Campus: 802.635.1240

Lyndon Campus: 802.626.6404

February 26, 2021

Sophie Zdatny, Chancellor
Vermont State College Systems
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny:

It is with great pleasure that I write this letter of nomination for Dr. Patricia Shine (Pat) in support of her candidacy as VSC Faculty Fellow for 2021-2022. I have known Dr. Shine for approximately four of the eighteen years that she has served as a faculty member at Lyndon State College, now Northern Vermont University-Lyndon.

Student evaluations consistently depict Dr. Shine as a “really amazing instructor” who keeps students engaged and wanting to learn more. Students appreciate that she clearly explains concepts, is open and understanding, and willing to adapt to what they need. Dr. Shine is described by her students as a serious, passionate, and inspirational professor who brings her enthusiasm for psychology through a social justice lens, and its application in the real world, into the classroom. Dr. Shine clearly presents a safe and comfortable classroom environment in which to question and learn.

Dr. Shine’s background knowledge and experience prepares her well to serve as a Faculty Fellow focusing on social justice best practices. In 2017, she served as a co-trainer for the University of Vermont Health Centers (*Exploring Systemic Racism and its Implication for Our Lives and Our Work*). She also served as a panel speaker for the SURJ/UpperValley Young Liberals (*Confronting Racism Around and Within Us*). And for the VT NASW, she presented a workshop (*Speaking Out and Standing Up for Racial Justice*). In 2018, she provided training to the New England Educational Opportunity Association (*Implicit Bias*). In 2019, she presented to the NVU-Lyndon faculty (*Social Justice Considerations for your Syllabus*) and in 2020, she provided presentations to the Riverside School (*Activating Social Justice in Our Mission & Values*) and Kingdom Autism & Behavioral Health (*Social Justice: The Path to Building Strong Foundations & Bright Futures for our Children, Families, and Communities*). Although well-versed in research methodology, perhaps the greatest strength that she brings to this work is her understanding of the intersection of race, gender, and social class in the university environment.



NorthernVermont.edu

Office of the President
Johnson Campus: 802.635.1240
Lyndon Campus: 802.626.6404

Dr. Shine has consistently been engaged within the campus community, including serving as chair of the NVU-Lyndon F.A.I.R (Promoting Fairness, Awareness, Inclusion and Relationships in our Community) since 2012. She also currently serves as an Advisory Committee Member for the Center for Teaching & Learning and as co-chair for the Psychology & Human Services Department.

I have no doubt that Dr. Shine would excel as a VSC Faculty Fellow working with the VSC Social Justice Partners group, which she established last summer to identify VSC-wide policies that would benefit from review, and to help institutionalize and systematize social justice best practices across the VSC. Dr. Shine has clearly demonstrated her long-standing passion and level of commitment to these endeavors and to the system.

If you should require additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Elaine C. Collins'.

Elaine C. Collins, Ph.D.
President

Enclosure: Dr. Shine's application materials
cc: Yasmine Ziesler, Chief Academic Officer



February 16, 2020

Members of the VSC Board of Trustees:

I am writing to respectfully request your consideration of my nomination for a Faculty Fellowship award for the 2021-2022 academic year.

During my 18 years at NVU-Lyndon, I have worked with my colleagues to bring a social justice lens to all aspects of our community. If awarded a Faculty Fellowship, there is a new area of social justice work I would like to develop further, one which expands our social justice focus from NVU to the entire VSC.

As the Board is aware, this past summer representatives from all of our campuses established the VSC Social Justice Partners group. The purpose of this group is to collaborate and coordinate our resources and expertise in order to further social justice, particularly racial justice, not only throughout our campuses but also at the level of the Board of Trustees and Office of the Chancellor.

It has been exciting and heartening to connect with colleagues from our sister campuses to learn about the efforts in which they have been engaging, and the work they hope to accomplish. Our group also appreciated the opportunity to present our work and recommendations to the Board during two of your fall meetings.

Events of the past year has made it abundantly clear that the VSC needs to make a clear, active, and genuine commitment to racial justice, and all aspects of social justice, throughout the system. Such work can have a tremendous impact on the recruitment and retention of our students, staff, & faculty -- essential aspects of our strategic initiatives. More importantly, as educational institutions and anchors within our respective communities, and throughout Vermont, social justice work is a moral imperative.

As the person who helped to get VSC Social Justice Partners group off the ground, I have taken on an administrative leadership role within the group. Organizing and coordinating our efforts has been and continues to be an ambitious undertaking, particularly doing so while teaching a full course load. Receiving a course release this coming fall would provide me time to help to solidify the group and our ongoing efforts, including advocating for dedicated staffing to support VSC-wide social justice work.



If awarded a Faculty Fellowship, examples of some areas on which I would like to focus would include:

- Each campus is already doing some important and meaningful social justice work. How can we effectively communicate these accomplishments and future programs/events/opportunities to our communities and throughout the VSC? Where are areas for collaboration?
 - Related: As a further unification between VTC, Castleton, & NVU is being considered, should we create a centralized web location for social justice within the VSC? If so, how? How to best include CCV in these efforts?
- What would be the most effective way for our group to support, collaborate and coordinate efforts with the newly formed Board DEI committee?
- What mechanisms could/should be in place to collaborate and coordinate our efforts with the OC? Are there VSC-wide policies/procedures that would benefit from review with a social justice lens in mind? Are there policies that should be developed?
- How can our efforts be institutionalized? How can the work of social justice robustly continue over time?
 - For example, should VSC policies be established addressing pronoun usage? What would need to be in place (training, educational material, etc.) to support the effective implementation of such policies?

A commitment to social justice requires us to be nimble and responsive to what is happening at the time. Thus, what I delineate above is a suggested outline based on what things look like today. However, I hope it provides you with a sense of where I would like to focus my efforts.

I would welcome the opportunity to clarify my proposal and/or respond to any questions you might have.

Thank you for your consideration of my application for a Faculty Fellowship award.

Sincerely,

Patricia Shine

Patricia Shine
Professor, Human Services

Patricia Shine
140 Micah Baker Road
Concord, VT 05824
802-695-2968
patricia.shine@NorthernVermont.edu

EDUCATION

- 1993 - 1995 Doctoral Candidate
 Simmons School of Social Work, Boston, MA
- 1987 M.S.W.
 Simmons School of Social Work, Boston, MA
- 1980 B.A., Speech Pathology & Audiology *cum laude*
 Adelphi University, Garden City, NY

TEACHING EXPERIENCE

- 2003 - Professor, Human Services
 Northern Vermont University - Lyndon, Lyndonville, VT
Courses: Field Work, Field Work Seminar, Internship, Exploring
 Race and Challenging Racism in the U.S., Macro Perspectives,
 Human Interaction, Exploring the Social Sciences
- 1996 - 2002 Adjunct Assistant Professor, M.S.W. Program
 Boston University, Boston, MA
Course: Implications of Racism for Social Work
- 2000 Adjunct Instructor, B.S.W. Program
 Wheelock College, Boston, MA
Course: Methods II
- 1999 Adjunct Instructor, B.S.W. Program
 Wheelock College, Boston, MA
Course: Methods III
- 1996 Adjunct Instructor, B.S.W. Program
 Wheelock College, Boston, MA
Course: Human Behavior and the Social Environment
- 1993 Adjunct Instructor, B.S.W. Program
 Salem State College, Salem, MA
Course: Introduction to Social Welfare

CLINICAL EXPERIENCE

- 2000 - 2003 Program Support Coordinator
 Boston Adult Technical Academy/Boston Public Schools
 Boston, MA

Provided individual therapy, group work, crisis intervention, academic guidance and counseling to a predominantly international student body at this alternative high school for 19 to 22 year-olds. Developed and implemented a variety of guidance programs. Hired, trained and supervised clinical support staff.

1990 - 2000 Program Director
Big Sister Association of Greater Boston
Boston, MA

Responsible for the development and evaluation of all agency programming and for the training and supervision of all volunteers at one of the largest Big Sister agencies in the country. Hired, trained and supervised clinical staff. Served as liaison to the Greater Boston community for recruitment of volunteers with an emphasis on multi-cultural recruitment. Provided consultation to the corporate community for specialized mentor training.

1987 - 1990 Clinical Social Worker
Concord-Assabet Adolescent Services
Concord, MA

Provided clinical support and interventions for the emergency shelter program. Provided individual therapy through the outpatient program. Helped to develop and staff the foster care program. Provided clinical tracking services to teens in the community.

ADDITIONAL CLINICAL EXPERIENCE

2000 - 2003 Supervisor/Clinical Consultant (part-time)
Big Sister Association of Greater Boston
Boston, MA

1997 - 1998, Field Instructor
2002 - 2003 Simmons School of Social Work, Boston, MA

1990 - 1995, Field Instructor
2000 - 2003 Boston University School of Social Work, Boston, MA

1990 - 2000 Clinical Social Worker (part-time)
Private Practice, Boston, MA

1994 - 1995 Field Instructor
Regis College Department of Sociology and Social Work
Weston, MA

PROFESSIONAL ACTIVITIES AND SERVICES
Presentations/Co-Presentations, Workshops & Trainings (as of 2002)

June 2020	Kingdom Autism & Behavioral Health, St. Johnsbury, VT <i>Social Justice: The Path to Building Strong Foundations & Bright Futures for Our Children, Families & Communities</i>
January 2020	Riverside School, Lyndonville, VT <i>Activating Social Justice in Our Mission & Values</i>
May 2019	Riverside School Public Forum, Lyndonville, VT <i>What do you say after you say, "Don't say that!"?</i>
March 2019	Center for Teaching & Learning, Northern Vermont University, Lyndonville, VT <i>Social Justice Considerations for Your Syllabus: Small Modifications Can Have a Large Impact.</i>
September 2018	Reach-Up Program, St. Johnsbury, VT <i>Nurturing Empathy in Our Relationships with Others and Ourselves.</i>
August 2018	Northeast Kingdom Community Action, St. Johnsbury, VT. Workshop for students on <i>Adversity, Resiliency, & Goal Setting</i>
April 2018	New England Educational Opportunity Association: Sowing the Seeds of Leadership. Stowe, VT. Co-trainer: <i>Implicit Bias</i>
March/April 2018	Northeast Kingdom Community Action, St. Johnsbury, VT. Provided a series of three workshops focusing on job preparedness for students and staff.
May 2017	VT NASW, Montpelier, VT <i>Now is the Time. Speaking Out and Standing Up for Racial Justice</i>
March 2017	Lyndon State College Faculty Professional Development Series, Lyndonville, VT <i>Safety in the Classroom</i>
January 2017	SURJ/Upper Valley Young Liberals, White River Junction, VT Panel Speaker: <i>Confronting Racism Around and Within Us</i>
January 2017	University of Vermont Health Centers, Burlington, VT Co-trainer: <i>Exploring Systemic Racism and Its Implications for Our Lives and Our Work – Part II</i>

October 2017	Epsilon Chapter, Delta Kappa Gamma, Lyndonville, VT Featured Speaker: <i>Kindness & Social Justice</i>
August 2016	Northeast Kingdom Community Action, St. Johnsbury, VT <i>Nurturing Empathy in our Relationships with Others and Ourselves</i>
2016 – 2017	Umbrella, St. Johnsbury, VT Provided a series of facilitated dialogues for staff members at this domestic/sexual violence prevention agency addressing feminism & intersectionality.
May 2016	University of New Hampshire Social Work Department, Durham, NH Co-trainer: <i>Exploring Systemic Racism and Its Implications for Our Lives and Our Work</i>
July 2015	World Fellowship, Conway, NH Co-trainer: <i>I'm a White Progressive. Race Isn't an Issue for Me – Is It?</i>
July 2015	Unitarian Universalist Fellowship, Tamworth, NH Guest Speaker: <i>Whiteness</i>
May 2015	Vermont State Colleges Academic Retreat, Randolph, VT <i>Lyndon's Year of Social Justice: How To Bring Social Justice to Your Campus</i>
March 2015	St. Johnsbury Business & Professional Women/VT Featured Speaker: <i>Women's History Month</i>
December 2013	VT Network Against Domestic & Sexual Violence, Montpelier, VT <i>How Racial Justice Work Strengthens the Struggle Against Domestic & Sexual Violence</i>
May 2013	Vermont State Colleges Academic Retreat, Randolph, VT <i>Social Justice & Inclusion on Campus</i>
January/February 2013	Catamount Arts, St. Johnsbury, VT <i>Pathways to the Beloved Community Parts I & II</i>
August 2012	World Fellowship Center, Albany, NH Co-trainer: <i>Structural Racism in the Age of Obama</i>
November 2011	Lyndon State College, Lyndonville, VT <i>But Race Isn't Really an Issue in Vermont ... is it? Reflections on Racial Justice Work in Vermont</i>
October 2011	Waterford Library, Waterford, VT <i>Making the Invisible, Visible: Exploring and Understanding Race, Racism, & Privilege</i>

June 2011	Cambridge Cooperative Club, Cambridge, MA <i>Building a Framework: Exploring Systemic Racism & Privilege</i>
June 2011	VT NASW, Montpelier, VT <i>But Race Really Isn't an Issue in Vermont... Is It?</i>
May 2011	Working With Youth Conference, Killington, VT <i>Talking About Taboos: Social Class and Classism</i>
May 2011	Central North Supervisory Union, Lyndonville, VT <i>The ABC's of RER – Race, Culture & Religion</i>
March 2011	Cultural Diversity Series of the Racial & Equity Office of the Burlington School District, Burlington, VT <i>Exploring Whiteness in Vermont, Panel Member</i>
February 2011	Central North Supervisory Union Professional Development Day, Lyndonville, VT <i>The ABC's of RCR: Race, Culture & Religion</i>
November 2010	VT Area Agencies on Aging Case Manager Training, Randolph, VT <i>What Do We Really Mean When We Talk About... Diversity?</i>
August 2010	Central North Supervisory Union Professional Development Day, Lyndonville, VT <i>Hmmm... I Never Thought of It That Way ... Exploring Race and Challenging Racism in Our Schools</i>
May 2010	Working With Youth Conference, Killington, VT <i>We Need to Talk: Understanding Race, Racism and Privilege</i>
October 2009	Lyndon State College, Lyndonville, VT Leadership Conference: <i>Exploring Social Class & Classism</i>
October 2009	VT NASW Annual Conference, Montpelier, VT <i>Talking about Taboos: Social Class and Social Classism</i>
January 2009	Northeast Kingdom Youth Services, St. Johnsbury, VT <i>Exploring Communication and Cultural Sensitivity</i>
October 2008	Vermont Women in Higher Education Conference Fairlee, VT <i>Ah...Sure...Yeah. I'm Comfortable Talking about Race, Racism and Privilege....</i>
August 2008	Lyndon State College Kick-Off Event, Lyndonville, VT <i>Talking About Taboos – Class & Classism</i>

- April 2008 Green Mountain College, Poultney, VT
Exploring and Challenging the Matrix of Race, Racism and Privilege
- November 2007 Vermont Women in Higher Education Conference
Fairlee, VT *“Everything You Ever Wanted to Know About Structural Racism... But Were Afraid to Ask!”*
- October 2007 Northeast Kingdom Community Action – NEKCA Day
Burke, VT *I Hadn’t Really Thought of it That Way. Building Relationships Across Differences*
- October 2006 VT NASW Annual Conference
Burlington, VT *Exploring and Challenging Institutional Racism: Living in the Matrix and its Implications for Understanding Racism and Privilege* (co-presented)
- April 2006 MA NASW Symposium
Marlboro, MA *Exploring and Challenging Institutional Racism* (co-presented)
- October 2005 MA NASW Annual School Social Work Conference
Holy Cross College, Worcester, MA *Institutionalized Racism and the Schools* (co-presented)
- October 2005 Lyndon State College, Lyndonville, VT
Cultural Competency Training: Supporting Families and Individuals with Limited English Proficiency (co-presented)
- July 2005 New England School Counseling Practitioner Institute
Lyndon State College, Lyndonville, VT
Juggling the Many Roles of School Counselors
- November 2003 Human Services Training Institute
Lyndon State College, Lyndonville, VT
Tools for Supervisors
- April 2002 Boston University School of Social Work
Professional Education Program, Boston, MA
The Supervisor’s Role in Addressing Issues of Race & Class

College Faculty and Campus-wide Committees and Activities

- 2019 - Co-Chair, Psychology & Human Services Department
- 2018 - Advisory Committee Member, Center for Teaching & Learning
- 2012 - Chair, NVU-Lyndon F.A.I.R. (Promoting Fairness, Awareness, Inclusion and Relationships in our Community)

- 2019 Chair, Search Committee, Psychology & Human Services Department
- 2019 Guest Speaker, Adult Learner Recognition Ceremony
- 2018 – 2019 Chair, Search Committee, Psychology & Human Services Department
- 2018 Member, Search Committee, Director of Athletics
- 2017 – 2018 Member, Search Committee, Graduate Program in Clinical Mental Health Counseling
- 2017 Co-Chair, Diversity & Inclusion Task Force, Strategic Planning Process
- 2016 - 2017 Chair, Psychology & Human Services Department
- 2015 - 2017 Structure & Welfare Committee
- 2014 Lyndon Faculty Federation Representative to the AFT National Convention, Los Angeles, CA
- 2013 - 2014 Member, Strategic Plan for Transformation Committee
- 2012 - 2014 Member, Veterans' Committee
- 2011 - 2015 Member, Curriculum Committee
- 2012 – 2013 Chair, Dean/Provost Search Committee
- 2012 Member, Search Committee, Criminal Justice Program
- 2012 Member, Search Committee, Head Softball Coach
- 2011-2012 Co-Chair, Psychology & Human Services Department
- 2011 Co-Chaperone, Lyndon State College Service-Learning Trip to Guatemala
- 2010 Lyndon Faculty Federation Representative to the VSC Bargaining Team for Contract Negotiations
- 2009 - 2010 Member, Faculty & Staff Scholarship Committee
- 2009 - 2010 Member, Admissions, Orientation and Retention Committee
- 2008 - 2010 Chair, Psychology and Human Services Department
- 2008 - 2010 Coordinator, STAR (Faculty Professional Development)
- 2006 - 2009 Member, Library Committee (Chair 2006-2007)

- 2006 Member, Search Committee, Psychology Department
- 2004 - 2006 Curriculum Committee (Co-Chair 2005-2006)
- 2005 Member, Search Committee, Psychology Department
- 2005 - 2007 Institutional Representative to Vermont Women in Higher Education & Co-Chair of the Lyndon Women's Group
- 2004 - 2007 LEADS (Leadership, Excellence and Development for Success)
- 2004 - 2007 Member, Ad Hoc International Student Support Group
- 2004 Member, Search Committee, Dean of Academic & Student Affairs
- 2003 - 2006 Advisor, Gay/Straight Alliance
- 2003 - 2005 Member, Ad Hoc Honors Committee
- 2003 - 2005 Coordinator, Human Services Training Institute

VOLUNTEER WORK

- 2012 - 2015 Board Member, Umbrella Sexual & Domestic Violence Prevention Agency, St. Johnsbury, VT
- 2012 - 2013 Advisory Board Member, Lyndon Institute Human Services Program, Lyndonville, VT
- 2011 - 2012 Advisory Board Member, Exela Ventures
- 2011 Volunteer, Vermont Girls Collaborative, Program Planning for Presentation: *Retooling Youth Programs for Racial Equity*
- 2010 – 2011 Volunteer, Community Change, Boston, MA
- 2009 Conference Coordinator, VT NASW Annual Conference, Montpelier, VT *Tuning IN to Difference: Toward Culturally Competent Social Work Practice*
- 2008 - 2010 Chair, Diversity Committee
VT NASW
- 2008 - 2009 Founding Member, Social Justice Network
Northeast Kingdom, VT
- 2005 - 2007 Mentor, JUMP Program
Northeast Kingdom Youth Services, St. Johnsbury, VT

- 2006 Conference Coordinator, VT NASW Annual Conference, Burlington, VT *Into the Heart of Whiteness: Exploring and Understanding Race and Privilege in Vermont*
- 2001 - 2003 Book Reviewer
Gustavus Meyers Center for the Study of Bigotry & Human Rights
- 2001 - 2003 Member, Board of Directors & Consultant/Trainer
Irish Immigration Center, Boston MA
(Provided training specific to issues of race/racism)
- 2001 - 2003 Tester, Fair Housing Center of Boston
Boston, MA
- 2000 - 2002 Member, Advisory Board
MSW Program, Wheelock College, Boston MA
- 1999 - 2000 Member, Board of Directors
NASW, MA Chapter
- 1997 - 1999 National Chair, Middle Manager Occupational Group, National Professional Association, Big Brothers Big Sisters of America
- 1995 - 1997 Book Reviewer
Peacework – a publication of New England AFSC
- 1992 - 1998 Group Co-Leader, Home Support Services, AIDS Action Committee, Boston, MA
- 1993 Town Meeting Member, Dedham, MA
- 1989 - 1990 Clinical Social Worker (part-time/volunteer)
Cambridgeport Problem Center, Cambridge, MA
- 1986 - 1999 Social Workers for Peace & Justice
MA Chapter
- 1987 - 1990 Coordinating Committee, Social Workers for Peace and Justice, MA Chapter

PUBLICATIONS

- 2011 *White Professors Taking Responsibility for Teaching White Students about Race, Racism and Privilege*, Journal of Progressive Human Services, Volume 22, Number 1, January-June 2011

PROFESSIONAL AFFILIATIONS

- 2006 - National Organization for Human Services
- 2006 - Social Welfare Action Alliance
- 2003 - American Federation of Teachers
- 1987 - National Association of Social Workers
- 1997 - 2000 National Professional Association, Big Brothers Big Sisters of America

AWARDS

- 2020 Faculty/Staff Recognition Award, Northern Vermont University-Lyndon.
- 2018 Honorable Mention, Vermont Suicide Prevention Symposium, Stowe, VT (For PSY 3080 Service Learning Project at Lyndon focusing on suicide awareness & prevention.)
- 2018 Sabbatical Semester (spring). Focus on racial & social justice and activism.
- 2015 Sister Elizabeth Candon Distinguished Service Award Vermont Women in Higher Education
- 2012 Maida Solomon Distinguished Career Award, Simmons School of Social Work, Boston, MA
- 2012 Engaged Scholar Award Finalist, Vermont Campus Compact
- 2011 Faculty Fellow Award, Vermont State Colleges
- 2010 - 2011 Sabbatical Year. Focus on racial justice education and activism in Vermont and throughout New England.
- 2009 Social Worker of the Year, National Association of Social Workers, Vermont Chapter
- 2007 Domestic Violence Service Recognition Award Umbrella Domestic & Sexual Violence Program/Vermont
- 1997 Middle Manager of the Year, Big Brother Big Sister Tri-Regional National Professional Association
- 1992 Greatest Contribution by a Social Worker with Five Years or Less Experience, National Association of Social Workers, Massachusetts Chapter

1987 Iris MacRae Award, Simmons School of Social Work.

Updated June 2020

ITEM 5:
rpk GROUP Memo

Date: March 10, 2021
 To: Education, Personnel & Student Life Committee
 From: rpk GROUP
 Re: Advance Memo – Introductions and Project Details

In advance of the March 15, 2021 EPSL meeting, we are providing background here on the Vermont State College System (VSCS) project to examine VSCS's academic portfolio. This analysis is in support of the VSCS *Transformation Proposal: A 21st Century Public-Access System of Higher Education for Vermont*, dated February 22, 2021. Within this memo, we address the goals of this project, our project approach, the strategic questions this project will support VSCS in addressing, and rpk GROUP's background.

March 15 EPSL Presentation Focus

Our presentation and dialog on March 15 will focus on the following items:

- Provide overview of project team, goals, and timeline.
- Introduce conceptual framework for the analysis.
- Share the strategic questions which this project will allow VSCS leadership to address.

Project Goals

The goals for this project are to:

- Develop a framework for evaluation of current academic programs within the VSCS portfolio.
- Identify gaps in existing academic portfolio relative to Vermont labor market demand.
- Recommend an ideal portfolio that meets the needs of Vermont students and the work force.
- Design action plans to help VSCS implement the recommended academic portfolio.

To accomplish this work within the proposed timeline we have created two distinct phases of work:

- Frame and Analyze - rpk is partnering with VSCS to capture the strategic questions necessary for system level transformation, conduct the analysis, and create a recommended road map for change.
- Engage and Execute - In this subsequent phase, we will partner with VSCS to create necessary engagement around the recommendations, fine tune recommendations as needed, and create an action plan.

Project Deliverables

The key deliverable for this project is a program matrix to support decision-making. This matrix will look at an "ideal" portfolio of programs that:

- Meet student demand
- Align with state labor market demand
- Deliver on student success
- Achieve financial sustainability
- Are accessible to all Vermont students

In framing the analysis, we will look first at what programs VSCS might offer, based on student demand, alignment with labor market and student success. A second layer of analysis will focus on how and where that portfolio of programs should be offered to achieve financial sustainability and provide needed access to all Vermont students.

Timeline

We are currently conducting data collection and analysis, which will lead to a defined portfolio of academic programs. In April, the team will engage stakeholders across the systems to obtain feedback on our findings. Finally, in May we will complete the action plan to unify programmatic offerings across the system.

What Might We Accomplish Through this Project?

In addition to the analysis and recommendations on the VSCS academic portfolio, several other benefits are likely to result from this project, including:

- Establish and create buy in for an ongoing analytic framework to assess programs.
- Establish clear metrics that support storytelling and decision making.
- Demonstrate an ability to get more for the resources we already have.
- Create a foundation for future deep dives and ongoing evaluations

rpk GROUP Background

rpk GROUP (rpk) is a leading mid-size national consulting firm supporting colleges and universities, systems and nonprofits with their growth and resource allocation (and reallocation) strategies. Founded in 2010, rpk GROUP emerged from over two decades of leadership positions in the higher education sector, where team members developed their expertise in finance, innovation, and higher education from the perspective of State legislatures, higher education commissions, public and private, two- and four-year institutions.

Our firm has worked with institutions and postsecondary education systems nationwide and internationally, helping them to combine cutting-edge research on higher education strategic finance with systems change. rpk GROUP is also a leading voice in developing new business models for higher education, working closely with the State Higher Education Executive Officers Association, the Association of Governing Boards, the Bill and Melinda Gates Foundation, the Lumina Foundation, NACUBO, and others to develop a new language and metrics around sustainable innovation, cost, and efficiencies for the higher education sector. This combination of a research focus around new business models, and an ability to work with higher education institutions and systems to implement best practices emerging from this research makes rpk GROUP unique among consulting practices. rpk GROUP's subject matter expertise is further demonstrated by its published works and activities that have been highlighted in the industry's leading media, including the recent Chronicle of Higher Education collection, "[The Post-Pandemic College](#)," as well as in the Lumina Foundation's publication, "[Improving College Affordability with New Business Models](#)."

rpk utilizes a proven Mission, Market, and Margin® strategy to partner with institutions and systems in connecting resources to mission and student success. Using this approach, institutions and systems have been freed from an emphasis on budget balancing and cutting, to a new focus on return on investment (ROI). A ROI focus emphasizes a reallocation of resources to achieve student success, academic excellence, and sustainable business models, while also highlighting potential of cost savings.

Since our launch in 2010, rpk has worked to help the higher education industry apply a ROI lens to understanding academic portfolios and efficiencies. We serve as a leader in this work, allowing institutions to understand market demand and yield, student success, contribution margins, and opportunities to better utilize available resources. rpk has also developed best practice in streamlining administrative functions, providing both cost savings and improved quality of service. Recent clients that have benefited from our approach include the State University of New York System, the University of Virginia, the University of Kansas, and the Ohio Community College System. Our work with these partners included reviews of the academic portfolio and academic efficiency/productivity at the department level, national benchmarking, market analysis that linked academic programs to national and state labor data, and business model sustainability.

ITEM 6:

VSC Policy 204: Emeritus Status for Faculty and Administrators

Recommendation of Emeritus status for John Knox



Manual of Policy and Procedures

EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS	Number 204	Page 1 of 2
	Date 11/7/80	

PURPOSE

To recognize the outstanding services and contributions of selected faculty and administrators to the Vermont State Colleges, the Board of Trustees may grant such individuals emeritus status.

STATEMENT OF POLICY

Proposal for Granting Emeritus Status

The proposal that an individual be granted emeritus status normally will be initiated by the President of the College to which the nominee is appointed; however, the Board of Trustees may choose to grant emeritus status on its own initiative. Proposals for emeritus status shall be made in writing, shall describe the full history of services and contributions to the Vermont State Colleges, and shall provide full justification for the action. Proposals shall be forwarded to the Board of Trustees through the Chancellor who shall include his/her recommendations for the action.

Criteria for Emeritus Status

The following are the minimum criteria for consideration for the granting of emeritus status. Because an individual meets the minimum criteria should not be considered adequate justification for recommending emeritus status.

1. At least 10 years of full-time employment with the Vermont State Colleges;
2. Clear evidence of outstanding teaching and/or administrative services;
3. Recognized record of professional achievement, growth, and development;
4. Clear evidence of college service beyond the normal or ordinary expectations;
5. Prospects for continuing service to the Vermont State Colleges; and
6. Retired status.

Privileges and Responsibilities of Emeritus Status

Individuals in emeritus status do not receive compensation; however, they are eligible for special assignments by the college for appropriate compensation and/or reimbursement for expenses at the discretion of the President and within guidelines of the Vermont State Colleges. Specifically, the President may grant individuals in emeritus status the following privileges:

1. Use of college facilities, equipment and services on an "available" basis;
2. Access to college activities on a basis comparable to faculty and administrators;
3. Recognition of emeritus status in appropriate college publications;
4. Use of college identification with emeritus status in communications with official groups/organizations; and
5. Opportunities to be designated as a college representative to specified groups/organizations.

Individuals in emeritus status are responsible to the Vermont State Colleges as follows:

1. Support the mission and purposes of the Vermont State colleges;
2. Maintain the professional standards which reflect credit on the Vermont State Colleges; and
3. Willingness to assist in the development of the Vermont State Colleges within the scope of individual capabilities.

Term of Emeritus Status

Emeritus status is granted at the pleasure of the Board of Trustees and may be withdrawn by action of that Board.

Signed by: Charles I. Bunting Chancellor

January 14, 2021

Ms. Sophie Zdatny, Chancellor
Vermont State Colleges
Sent via email: sophie.zdatny@vsc.edu

Dear Sophie,

Vermont Technical College respectfully asks you to recommend to the Board of Trustees granting Emeritus status to John H. Knox.

John Knox started teaching at Vermont Technical College in the Fall of 1972, and he retired at the end of the Spring 2020 Semester. Several of John's faculty colleagues wrote letters of recommendation to ask that he be considered for the distinction of Professor Emeritus. Below I have listed the criteria for Professor Emeritus status as stated in VSC Policy 204 and comments specific to his credentials related thereto. Because I have been the President of Vermont Technical College for just a fraction of John's tenure, much of the following information comes from the letters that were written on his behalf.

1. At least 10 years of full-time employment with the Vermont State Colleges

John served the College for almost a half-century! He was the mathematics mainstay through decades of College transition, and he has taught generation after generation, very successfully, of our now-graduates/alumni.

2. Clear evidence of outstanding teaching and/or administrative services

John was always known to faculty and students as a great teacher. According to one colleague who wrote a recommendation for John, "Historically, given choices among sections of the same course, students wanted to be in John's. As an advisor, I know that if a student asked me who the instructor was in a course and I replied, 'Professor Knox,' the student response was always 'Sign me up!'"

His teaching ability was recognized formally with the highest faculty honor that Vermont Tech offers – The Harry G. Wirtz Master Teacher Award. He was the very first recipient. His being bestowed that honor surprised no one. His not being bestowed that honor would have shocked everyone. John also served as chair of the mathematics department for decades – for decades! – through many transitions and changes in curriculum.

A colleague of John's noted, "I personally remember his attempts to provide a different Calculus course that might be more effective for my students in particular (it was a well thought out experiment; it did not work out). John was integral in discussions since 2000 about mathematics instruction and the integration (pun intended?) of mathematics into core courses in the majors."

John was among the first four division heads selected by President Robert Clarke. He was a member of College Council, the First Semester Experience Task Force, and the Admissions Placement Committee.

3. Recognized record of professional achievement, growth, and development

John's personal academic credentials are strong, and he continually evolved his methods of instruction to accommodate Vermont Tech and student needs. John was a pioneer in Vermont Interactive Television (VIT) instruction of mathematics. He was the first faculty member to teach a class on VIT. A reporter from the *Boston Globe* came to that class and wrote an article about it. He taught Vermont Tech classes to high school students via VIT, and he taught Calculus from 7 a.m. until 9 a.m. on VIT for six weeks every summer for many years. Moreover, his provision of "taped" lectures allowed many students, especially over summers, to take and pass mathematics courses that would not have otherwise worked into their schedules. Thus, he was a pioneer in "accessible education" as well.

John was the Math Department Chair who worked alongside the Science Department Chair and the Academic Dean to create the Transition to Technology (T3) program for students who were underprepared to enter Engineering Technology programs at Vermont Tech. He helped create the Summer Bridge Program for underprepared students and he taught in the program for many years.

For many years, John attended the American Mathematical Association of Two Year Colleges (AMATYC) conference and served as a presenter on topics such as Vermont Tech's T3 program and teaching on Vermont Interactive Television. He attended The Chair Academy (Leadership in Higher Education) for five years.

4. Clear evidence of college service beyond the normal or ordinary expectations

One of John's colleagues stated, "The list would be shorter to mention things John has not done than to list the service he has provided to the college. This letter just touches the tip of the iceberg of his service and accomplishments. I'm sure his personnel file must take up an entire drawer in a file cabinet."

John was an academic advisor to the Architectural & Building Engineering Technology department for many years. His tenure as math department chair has already been mentioned. John served as a great mentor to his successor as math department chair as well. He has been involved in many College activities. Perhaps one of the most important has been John's "water-cooler chats" and their effects on the College. John was known for catching a faculty member or administrator in the hallways to talk over an issue or concern; this would often result in an action or outcome. One of his colleagues wrote, "When I was Moderator of the Faculty Assembly for many years early in my professorship, John and I would talk about mathematics issues in the curriculum to a level beyond the typical instructor's input."

John served on several task forces where Vermont Tech math and engineering faculty met with Vermont high school teachers to discuss improving math instruction to better prepare students for college.

5. Prospects for continuing service to the Vermont State Colleges

A faculty colleague writes, “John freely lends his time for the good of the cause. I live in the same town as John, and despite COVID, he and I had an informal chat about the state of the college and math instruction. I think John would be part of the VSC’s future, either voluntarily or if asked. His wisdom and experience in instruction should not be allowed to go to waste now that he is retired.”

6. Retired status

Professor Knox officially retired at the end of the Spring 2020 semester.

To conclude this recommendation letter requesting that John Knox be granted the status of Professor Emeritus as outlined in VSC Policy 204, I submit the following quotes from the recommendations I received from some of his faculty colleagues.

“I’m writing you to recommend that Vermont Tech raise retired Prof. John Knox to the rank of Professor Emeritus. John is also generous with his colleagues. When I started teaching here in the fall of 2004, he shared with me the resources he had created for the courses that I was going to teach that semester. Whenever I’ve had a question or needed some guidance relating to my work, he has always been available. He is dedicated to the success of the students at Vermont Tech, to the success of his colleagues, and to the success of the institution. He is a model for all of us. “

“I teach an engineering field that is highly mathematical. I spent hours talking with John about both mathematics instruction and the integration of mathematics into my course. He was always pleased when he would see that I was having the students apply what they learned in a mathematics course. John would also occasionally discuss a mathematics puzzler...in one case, a problem that he had not solved (nor have I ever...yet) that appeared paradoxical.” It is this type of academic inquiry and interest that makes him a role model for faculty, and thus I believe the status of Professor Emeritus is warranted.

“John has a photography page on Facebook. It is called *Vermont by a Vermonter*. Search for his page and scroll down to his June 5 post where he announced his retirement from Vermont Tech. The post has nearly 200 comments, many of them from administrators, faculty, staff, and students whose lives he touched at VTC. The comments speak far louder than anything I can write in this letter. Congratulations to John for a job well done and best wishes from all of us who are better for having shared some time with him. It is my distinct pleasure to recommend John for the honor of Professor Emeritus. I can’t think of anyone who could possibly deserve it more.”

I thank you for your consideration and that of the Board of Trustees. We are hopeful for an affirmative decision as soon as feasible.

Sincerely,



Patricia Moulton, President

CC: Ana Gailatt, Academic Dean

ITEM 7:
Draft Language for Budget on VSC
Critical Occupations Project Ideas

(draft 5.1)
3/17/2021 - JDM – 03:06 PM

Page 1 of 5

1 Draft Language for Budget on VSC
2 For Rep. Fagan

3
4 Sec. E.500.X. VERMONT STATE COLLEGE SYSTEM

5 (a) The Vermont State College (VSC) system shall transform itself into a
6 fully integrated system that achieves financial stability in a responsible and
7 sustainable way in order to meet each of these strategic priorities.

8 (1) Affordability. Ensure that student costs and debt obligations are not
9 barriers to student access.

10 (2) Accessibility. Ensure that each VSC student has a supported
11 educational pathway to meet the student’s educational goals.

12 (3) Relevance.

13 (A) Ensure that each VSC student is prepared for lifelong career and
14 personal success in the global 21st century.

15 (B) Ensure that it offers educational programs that are:

16 (i) aligned with State workforce needs;

17 (ii) offered in a fiscally responsible manner; and

18 (iii) delivered in a manner that is relevant to current student and
19 employer needs.

(draft 5.1)
3/17/2021 - JDM – 03:06 PM

Page 2 of 5

1 (b) VSC shall meet the following requirements during the transformation of
2 its system required under subsection (a) of this section to achieve these goals
3 and to accommodate oversight by the General Assembly.

4 (1) VSC shall reduce its structural deficit by \$5,000,000.00 per year for
5 five years through a combination of annual operating expense reductions and
6 increased enrollment revenues, for a total of \$25,000,000.00 by the end of
7 fiscal year 2026. These reductions shall be structural in nature and shall not be
8 met by use of one-time funds. The VSC Board of Trustees, through the
9 Chancellor or designee, shall report the results of these structural reductions to
10 the House and Senate Committees on Education and the House and Senate
11 Committees on Appropriations annually during the Chancellor’s budget
12 presentation.

13 (2) The VSC Board of Trustees shall develop and implement a 10-year
14 strategic plan for managing its physical assets that is fiscally sustainable,
15 maintains reasonable net asset value, and meets the needs of Vermont learners.
16 On or before March 1, 2022, the Chancellor shall present this Board approved
17 plan to the House Committee on Corrections and Institutions and the Senate
18 Committee on Institutions.

19 (3) VSC shall maintain its present campus locations as educational and
20 student-support centers, recognizing that changes in governance and

(draft 5.1)
3/17/2021 - JDM – 03:06 PM

Page 3 of 5

1 operational structures as well as program and service offerings may change as
2 circumstances require.

3 (4) Beginning in fiscal year 2022, the VSC Board of Trustees, acting
4 through the Chancellor or designee, shall brief, as part of the Chancellor’s
5 annual budget proposal, the House and Senate Committees on Appropriations
6 and the House and Senate Committees on Education on:

7 (A) enrollment levels in courses offered by VSC, reported on the
8 basis of courses with fewer than five students, courses with five to nine
9 students, courses with 10 to 14 students, and courses with 15 or more students,
10 along with relevant information about these enrollment data;

11 (B) in order to demonstrate accessibility, the percentage of courses
12 and programs offered by VSC on a statewide basis and on the formats in which
13 they are offered;

14 (C) an assessment of affordability and accessibility within VSC and
15 recommendations on how to improve them;

16 (D) retention statistics with corresponding trend lines and
17 benchmarks;

18 (E) enrollment statistics with relevant industry benchmarks that
19 pertain to the student enrollment efforts authorized by the fiscal year 2022
20 Vermont budget bill with the net student revenue generated and discount rate
21 applied in order to enroll the students, aggregated by cohort; and

(draft 5.1)
3/17/2021 - JDM – 03:06 PM

Page 4 of 5

1 (F) demographics of student enrollments aggregated by full-time and
2 part-time students.

3 (5) To help optimize student opportunities, VSC shall complete
4 implementation of seamless general education credit transfer between all of its
5 constituent institutions by the end of fiscal year 2023.

6 (6) To ensure that VSC is meeting its responsibilities to Vermont
7 businesses and communities, beginning in fiscal year 2022, the VSC Board of
8 Trustees, through the Chancellor or designee, shall report to the House
9 Committee on Commerce and Economic Development and the Senate
10 Committee on Economic Development, Housing and General Affairs, as part
11 of the Chancellor’s annual budget presentation, on advances in workforce
12 readiness and meeting employer needs, including:

13 (A) employer and institutional partnerships with VSC;

14 (B) progress in meeting critical employer needs; and

15 (C) the number of degrees and credentials of value awarded.

16 (7) The VSC Board of Trustees, through the Chancellor or designee,
17 shall provide, in a summary form, to the House and Senate Committees on
18 Education and the House and Senate Committees on Appropriations, as part of
19 the Chancellor’s annual budget presentation, VSC’s profit and loss statement
20 based upon its annual October financial statement.

(draft 5.1)
3/17/2021 - JDM – 03:06 PM

Page 5 of 5

1 (8) The Chancellor shall ensure all VSC Board of Trustees policies are
2 adhered to unless a process for an exception to a Board policy is used to
3 situationally and temporarily amend a specific Board policy. The Chancellor
4 shall establish policies and procedures to implement the Board approved
5 transformation plan as developed by the Select Committee on Higher
6 Education. The Chancellor shall report the status or progress of these Board
7 policies, as part of the Chancellor’s annual budget presentation, to the House
8 and Senate Committees on Education.

9 (9) Report by institution the overall net student revenue and institutional
10 discounting of tuition metrics with relevant trends.

11 (10) Regarding the deficit reduction plan, report the activities that have
12 generated expense cuts as well as activities that will result in enhanced
13 revenues as well as future plans that will continue both efforts. Demonstrate
14 the status with trends and relevant industry benchmark information.

Program Title	Description	Population Served	Institution	Est. # Students Served	Est % New Student	Total Program Cost	Est. Net New Revenue to VSCS FY22-FY24
Welcome Home Scholarships	\$5,000 year / \$2,500 semester for full-time (12+ credits) \$3,000 year / \$1,500 for part-time enrollment (6+ credits)	Scholarships to Vermonters transferring from out-of-state institutions or returning to school after exiting in 2020-2021. This program's mission is to incentivize students to come home to Vermont by transferring to VSCS institutions and to complete their degree if they left school without finishing in 2020-2021.	All	575	20%	4,000,000	1,250,000
Degree Completion Program	Target adult learners with some credits who have not yet achieved an undergraduate degree. Eligibility would be those with at least 40 credits who have a gap in attendance of at least two years. Scholarship provides up to 30 credits.	Vermont has a significant population of adults who left school without completing a degree. The goal of this program is to increase the percent of adults with a credential of value to further their career opportunities and to work toward meeting the state's goals of 70% of adult Vermonters obtaining a credential of value by 2025.	All	200	75%	3,000,000	1,750,000
Critical Occupations Graduate Internship Scholarships	Scholarships to support the graduate credits required to support the internship/practicum (up to 12) plus compensation (\$15/hr for up to 240 hours per semester) for the required internships	Graduate Students in high need, lower-paying fields of study - Education & Mental Health Counseling - would be eligible for this internship scholarship. These programs have an internship/practicum requirement that the students are not paid for. Paying for the internship credits and providing hourly compensation to the students reduces barriers to access and incentivizes more students to pursue these critical occupations in the future.	CU/NVU	100	0%	2,000,000	-
Critical Occupations Undergraduate Internship Scholarships	Scholarships to compensate for required internships for undergraduate students in allied health and education program (\$15/hr up to 240 hours per semester)	Compensation to undergraduate students in Allied Health and Education for their internships and practicums. Compensating students for the hours worked reduces barriers to access and enables students to pursue their studies in these critical occupations. It also enables students who need income to support themselves and their families during school to draw that from their required internship work.	All	300	0%	1,000,000	-

Program Title	Description	Population Served	Institution	Est. # Students Served	Est % New Student	Total Program Cost	Est. Net New Revenue to VSCS FY22-FY24
Free Tuition for Critical Occupation Careers	Free Last Dollar Tuition for specific critical occupation careers for one year	Undergraduate students pursuing Certificates/Associates in Critical Occupation Career Paths would receive last dollar tuition for one year in the following programs (includes the McClure Best Bets): Bookkeeping Certificate (CCV) IT Service Desk Specialist Certificate (CCV) Certified Production Technician (CCV) Graphic Design Certificate (CCV) Software & Web Dev Program (VTC) Practical Nursing Program (VTC) Electrical & Plumbing Apprenticeships (VTC) Childcare (CCV associates, NVU & CU Bachelor's) Allied Health Certificate (CCV) Nursing Programs – (CU, VTC, or the Allied Health Certificate at CCV) Mental Health Counseling (NVU) Paramedicine (VTC) Dental Hygiene (VTC) Certificate in Accounting (CU/NVU) Small Business Management (NVU) Radiologic Science (VTC) Respiratory Therapy (VTC)	All	500	15%	5,500,000	630,000
SUBTOTAL NEW PROGRAM IDEAS				1,675		15,500,000	3,630,000
Workforce Development 2.0	Up to 6 credits or two courses including wrap-around services.	Anyone whose employment was impacted by COVID since March 13, 2020 would be eligible for this program. This could also be a lead-in to the Critical Occupations Free Tuition program.	All	2,000	100%	3,000,000	375,000
Long-Term Care Facility PN Program	Tuition & wraparound services for 40 students in this partnership program	Undergraduate Certificates / Associates in High Value Career Paths	VTC	40	100%	2,000,000	250,000
TOTAL - ALL PROGRAM IDEAS				3,715		20,500,000	4,255,000

ITEM 8:

HEERF II Grant Documents

- Castleton: Institutional and Student Funds
- Vermont Tech Institutional Funds
- Northern Vermont University: Institutional and Student Funds
- Community College of Vermont: Institutional and Student Funds

The Higher Education Emergency Relief Funds II (HEERF II) is a program created under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). The US Department of Education (USDOE) is responsible for administering these grants and providing all compliance supplements. Each institution within the Vermont State Colleges System will be awarded HEERF II money. A designated portion of the funds must be used for student aid, and the remainder may be used for institutional needs.¹

Overview

The [Consolidated Appropriations Act, 2021](#) approved on December 27, 2020 included additional COVID-19 relief through the [Coronavirus Response and Relief Supplemental Appropriations \(CRRSA\) Act](#). The COVID stimulus bill included \$23 billion for higher education institutions and students, using the same Higher Education Emergency Relief Fund (HEERF) model established in the Coronavirus Aid, Relief and Economic Security (CARES) Act.

Allowable Uses

Unlike the original CARES Act, the CRRSAA does not require that 50% of an institution's funds be spent on student grants. It does, however, require that institutions spend at least the same dollar amount on student grants as they were required to spend under the CARES Act. In addition, the allowable uses of funds are more flexible than in the CARES Act. Additionally, any unused CARES Act funds that an institution did not spend prior to December 27, 2020 may be spent in accordance with the allowable uses of the HEERF II Funds. However, institutions are still required to adhere to the 50/50 institutional/student share split for CARES Act funds spent after December 27, 2020.

Student Funds

Institutions may award student grants for:

- any component of their cost of attendance
- emergency costs that arise due to coronavirus, such as:
 - tuition
 - food
 - housing
 - health care (including mental)
 - child care

Institutional Funds

¹ Source: [National Association of Student Financial Aid Officers and Administrators \(NAFSAA\)](#)

Institutions may use the funds to:

- defray expenses associated with coronavirus, including:
 - lost revenue, reimbursement for expenses already incurred
 - technology costs associated with a transition to distance education
 - faculty and staff trainings
 - payroll
 - carry out student support activities authorized by the HEA that address needs related to coronavirus
- make additional financial aid grants to students

Department of Education Awards

The USDOE is awarding HEERF II funding on an institution-by-institution basis as noted below. The institutions collectively seek approval to accept and distribute these grants.

<u>Institution</u>	<u>Institutional Funding</u>	<u>Student Funding</u>
Castleton University	2,195,923	878,417
Vermont Technical College	1,327,806	485,703 ²
Community College of Vermont	3,826,354	740,325
<u>Northern Vermont University</u>	<u>2,564,011</u>	<u>966,171</u>
Total	9,914,094	2,104,445

² VTC's HEERF II student funding falls below the threshold for Finance and Facilities review. Therefore information regarding this portion of the grant is not included in this packet.

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Laura Jakubowski
E-mail Address	laura.jakubowski@castleton.edu
Institution	Castleton University
I am:	Other: Administration
Title of Proposal	HEERF II
What type of funding is this?	Federal
Name of Primary Funder	HEERF
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425F
Project Start Date	01/01/21
End Date	05/03/21
List how you'd like this grant titled on the general ledger (limit of 25 characters).	CRF-HEERF II

BUDGET

Total Project Cost	2195923
Direct Costs	2195923
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/758373938/103281342_gan_institutional_heerf_ii_000.jpg
Upload copy of signed grant agreement.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/758373938/103283630_gan_institutional_heerf_ii_000.jpg

Approvals

Approval Status

Approved

Approved By

Jonathan Spiro

Approval Date

February 12, 2021 2:58 PM

Comments

[Feb 12, 2021 2:58 PM] Jonathan Spiro APPROVED

[Feb 12, 2021 2:58 PM] Jonathan Spiro: Essential to our operations.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Castleton University 62 Alumni Drive Castleton, VT 05735	2	AWARD INFORMATION PR/AWARD NUMBER P425F200540 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																										
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Laura Jakubowski (802) 468-6072 laura.jakubowski@castleton.edu EDUCATION PROGRAM CONTACT SARA STARKE (202) 502-7688 SARA.STARKE@ED.GOV EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425F Higher Education Emergency Relief Fund - Institution - Castleton University																										
5	KEY PERSONNEL N/A																												
6	AWARD PERIODS <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td>05/04/2020 - 05/03/2021</td> </tr> <tr> <td style="text-align: right;">FEDERAL FUNDING PERIOD</td> <td>05/04/2020 - 05/03/2021</td> </tr> </table> FUTURE BUDGET PERIODS N/A			BUDGET PERIOD	05/04/2020 - 05/03/2021	FEDERAL FUNDING PERIOD	05/04/2020 - 05/03/2021																						
BUDGET PERIOD	05/04/2020 - 05/03/2021																												
FEDERAL FUNDING PERIOD	05/04/2020 - 05/03/2021																												
7	AUTHORIZED FUNDING <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">CURRENT AWARD AMOUNT</td> <td>\$2,195,923.00</td> </tr> <tr> <td style="text-align: right;">PREVIOUS CUMULATIVE AMOUNT</td> <td>\$878,417.00</td> </tr> <tr> <td style="text-align: right;">CUMULATIVE AMOUNT</td> <td>\$3,074,340.00</td> </tr> </table>			CURRENT AWARD AMOUNT	\$2,195,923.00	PREVIOUS CUMULATIVE AMOUNT	\$878,417.00	CUMULATIVE AMOUNT	\$3,074,340.00																				
CURRENT AWARD AMOUNT	\$2,195,923.00																												
PREVIOUS CUMULATIVE AMOUNT	\$878,417.00																												
CUMULATIVE AMOUNT	\$3,074,340.00																												
8	ADMINISTRATIVE INFORMATION <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">DUNS/SSN</td> <td>071097745</td> </tr> <tr> <td style="text-align: right;">REGULATIONS</td> <td>EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td style="text-align: right;">ATTACHMENTS</td> <td>N/A</td> </tr> </table>			DUNS/SSN	071097745	REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	N/A																				
DUNS/SSN	071097745																												
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE																												
ATTACHMENTS	N/A																												
9	LEGISLATIVE AND FISCAL DATA <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td style="text-align: right;">PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td style="text-align: right;">CFDA/SUBPROGRAM NO:</td> <td>84.425F</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: left;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>STT</td> <td>425</td> <td>4101C</td> <td>\$2,195,923.00</td> </tr> </tbody> </table>			AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425F	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$2,195,923.00
AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT																												
PROGRAM TITLE:	EDUCATION STABILIZATION FUND																												
CFDA/SUBPROGRAM NO:	84.425F																												
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT																				
0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$2,195,923.00																				



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425F200540 - 20A

RECIPIENT NAME: Castleton University

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Recipient's Funding Certification and Agreement for the Institutional Portion under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Grantee may charge reasonable direct administrative costs to the supplemental funds made available under this award.

INDIRECT COSTS: Grantee may charge indirect costs to supplemental funds made available under this award consistent with its negotiated indirect cost rate agreement. If grantee does not have a current negotiated indirect cost rate with its cognizant agency for indirect costs, it may appropriately charge the de minimis rate of ten percent of Modified Total Direct Costs (MTDC).

3-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 3 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in black ink that reads "Christopher J. McCaghren".

**Christopher J McCaghren
Acting Assistant Secretary**

01/17/2021

AUTHORIZING OFFICIAL

DATE

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Laura Jakubowski
E-mail Address	laura.jakubowski@castleton.edu
Institution	Castleton University
I am:	Other: Administration
Title of Proposal	CRF-HEERF II
What type of funding is this?	Federal
Name of Primary Funder	HEERF II
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425E
Project Start Date	01/01/21
End Date	04/27/21
List how you'd like this grant titled on the general ledger (limit of 25 characters).	CRF HEERF II

BUDGET

Total Project Cost	878417
Direct Costs	878417
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/758376468/103281342_heerf_ii_student_portion_000.jpg
Upload copy of signed grant agreement.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/758376468/103283630_heerf_ii_student_portion_000.jpg

Approvals

Approval Status	Approved
Approved By	Jonathan Spiro
Approval Date	February 12, 2021 2:56 PM
Comments	[Feb 12, 2021 2:56 PM] Jonathan Spiro APPROVED [Feb 12, 2021 2:56 PM] Jonathan Spiro: Essential to our operations.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Castleton University 62 Alumni Drive Castleton, VT 05735	2	AWARD INFORMATION PR/AWARD NUMBER P425E201471 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																										
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Laura Jakubowski (802) 468-6072 laura.jakubowski@castleton.edu EDUCATION PROGRAM CONTACT Carmen Gordon (202) 453-7311 carmen.gordon@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425E Higher Education Emergency Relief Fund - Castleton University																										
5	KEY PERSONNEL N/A																												
6	AWARD PERIODS <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td>04/28/2020 - 04/27/2021</td> </tr> <tr> <td style="text-align: right;">FEDERAL FUNDING PERIOD</td> <td>04/28/2020 - 04/27/2021</td> </tr> </table> FUTURE BUDGET PERIODS N/A			BUDGET PERIOD	04/28/2020 - 04/27/2021	FEDERAL FUNDING PERIOD	04/28/2020 - 04/27/2021																						
BUDGET PERIOD	04/28/2020 - 04/27/2021																												
FEDERAL FUNDING PERIOD	04/28/2020 - 04/27/2021																												
7	AUTHORIZED FUNDING <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">CURRENT AWARD AMOUNT</td> <td>\$878,417.00</td> </tr> <tr> <td style="text-align: right;">PREVIOUS CUMULATIVE AMOUNT</td> <td>\$878,417.00</td> </tr> <tr> <td style="text-align: right;">CUMULATIVE AMOUNT</td> <td>\$1,756,834.00</td> </tr> </table>			CURRENT AWARD AMOUNT	\$878,417.00	PREVIOUS CUMULATIVE AMOUNT	\$878,417.00	CUMULATIVE AMOUNT	\$1,756,834.00																				
CURRENT AWARD AMOUNT	\$878,417.00																												
PREVIOUS CUMULATIVE AMOUNT	\$878,417.00																												
CUMULATIVE AMOUNT	\$1,756,834.00																												
8	ADMINISTRATIVE INFORMATION <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">DUNS/SSN</td> <td>071097745</td> </tr> <tr> <td style="text-align: right;">REGULATIONS</td> <td>EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td style="text-align: right;">ATTACHMENTS</td> <td>N/A</td> </tr> </table>			DUNS/SSN	071097745	REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	N/A																				
DUNS/SSN	071097745																												
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE																												
ATTACHMENTS	N/A																												
9	LEGISLATIVE AND FISCAL DATA <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td style="text-align: right;">PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td style="text-align: right;">CFDA/SUBPROGRAM NO:</td> <td>84.425E</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: left;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$878,417.00</td> </tr> </tbody> </table>			AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425E	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$878,417.00
AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT																												
PROGRAM TITLE:	EDUCATION STABILIZATION FUND																												
CFDA/SUBPROGRAM NO:	84.425E																												
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT																				
0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$878,417.00																				



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425E201471 - 20A

RECIPIENT NAME: Castleton University

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c)(3) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Certification and Agreement for Emergency Financial Aid Grants to Students under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Institutions are NOT allowed to charge any administrative costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

INDIRECT COSTS: Institutions are NOT allowed to charge any indirect costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

15-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 15 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in black ink that reads "Christopher J. McCaghren".

**Christopher J McCaghren
Acting Assistant Secretary**

01/17/2021

AUTHORIZING OFFICIAL

DATE

FORM C

- NEW FUNDING SOURCE DOCUMENT - GRANTS ONLY

Vermont Technical College
(College Name)

Submit to Chancellor's Office for all activities based upon a new funding source.
Place copy in front of any applicable master file.

1) Name of grant: 84.425F HEERF Institutions

2) Granting agency/donor/other funding source: (attach support info)

2a) CFDA # 84.425F 2b) State Revenue Code: _____
2c) Award # P425F20144

3) Purpose of activity:
Higher Education Emergency Relief Funding to support the institution in addressing costs as

4a) <u>Proper accounting fund:</u> Entity Gasb Code _____ Activity Code _____	4b) Funding Source Federal <u>US Dept of Education</u> State _____ Other: (Name) _____
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

5) Related Grants and their funding sources: all CARES; US Dept of Ed.

6a) <u>Beginning date:</u> May 6, 2020	6b) <u>Ending date:</u> May 5, 2021	6c) <u>Duration:</u> 1 year
-------------------------------------------	----------------------------------------	--------------------------------

7) Reporting requirements (format/to whom/frequency/other)
TBD per Feds; likely once/year

8a) <u>Funding amount:</u> 1,327,806	8b) One-time <input checked="" type="checkbox"/> X Ongoing funding (indicate timeframe:) _____ _____
Board Approval Required Y or N	

11) <u>President:</u> <i>Patricia Moulton</i>	12) <u>Date to Ch's Ofc:</u>	13) <u>Date Board Approved:</u>
------------------------------------------------------	------------------------------	---------------------------------



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Vermont Technical College PO Box 500 Randolph Center, VT 05061	2	AWARD INFORMATION PR/AWARD NUMBER P425F201445 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																				
3	PROJECT STAFF RECIPIENT STATE DIRECTOR David Rubin (802) 595-9185 david.rubin@vsc.edu EDUCATION PROGRAM CONTACT Everardo M Gil (202) 453-7712 everardo.gil@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425F Higher Education Emergency Relief Funding to support the institution in addressing costs associated with measures taken in response to the 2020 COVID-19 pandemic.																				
5	KEY PERSONNEL N/A																						
6	AWARD PERIODS BUDGET PERIOD 05/06/2020 - 05/05/2021 FEDERAL FUNDING PERIOD 05/06/2020 - 05/05/2021 FUTURE BUDGET PERIODS N/A																						
7	AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$1,327,806.00 PREVIOUS CUMULATIVE AMOUNT \$485,703.00 CUMULATIVE AMOUNT \$1,813,509.00																						
8	ADMINISTRATIVE INFORMATION DUNS/SSN 807840608 REGULATIONS EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS N/A																						
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT PROGRAM TITLE: EDUCATION STABILIZATION FUND CFDA/SUBPROGRAM NO: 84.425F <table border="1" data-bbox="100 1816 1554 1932"> <thead> <tr> <th>FUND CODE</th> <th>FUNDING YEAR</th> <th>AWARD YEAR</th> <th>ORG. CODE</th> <th>CATEGORY</th> <th>LIMITATION</th> <th>ACTIVITY</th> <th>CFDA</th> <th>OBJECT CLASS</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>STT</td> <td>425</td> <td>4101C</td> <td>\$1,327,806.00</td> </tr> </tbody> </table>			FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$1,327,806.00
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT														
0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$1,327,806.00														



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425F201445 - 20A
 RECIPIENT NAME: Vermont Technical College

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Recipient's Funding Certification and Agreement for the Institutional Portion under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Grantee may charge reasonable direct administrative costs to the supplemental funds made available under this award.

INDIRECT COSTS: Grantee may charge indirect costs to supplemental funds made available under this award consistent with its negotiated indirect cost rate agreement. If grantee does not have a current negotiated indirect cost rate with its cognizant agency for indirect costs, it may appropriately charge the de minimis rate of ten percent of Modified Total Direct Costs (MTDC).

3-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 3 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in black ink that reads "Christopher J. McCaghren".

Christopher J McCaghren
Acting Assistant Secretary

01/19/2021

AUTHORIZING OFFICIAL

DATE

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Toby Stewart
E-mail Address	toby.stewart@northernvermont.edu
Institution	Northern Vermont University
I am:	Staff
Title of Proposal	CARES Higher Ed Emergency Relief for Institutions
What type of funding is this?	Federal
Name of Primary Funder	Toby Stewart
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425F
Project Start Date	01/01/21
End Date	12/31/21
List how you'd like this grant titled on the general ledger (limit of 25 characters).	HEERF II - Institutional

BUDGET

Total Project Cost	2564011
Direct Costs	2564011
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/782431797/103281342_gan_p425f202363-20a.2.1-nvu_institutional_heerf2.pdf

VSCS Board of Trustees
Upload copy of signed grant agreement. https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/782431797/103283630_gan_p425f202363-20a.2.1-nvu_institutional_heerf2.pdf March 27, 2021

Approvals

Approval Status	Approved
Approved By	Elaine Collins
Approval Date	March 23, 2021 2:50 PM
Comments	[Mar 23, 2021 2:50 PM] Elaine Collins APPROVED



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Vermont State Colleges DBA Northern Vermont University 337 College Hill Johnson, VT 05656	2	AWARD INFORMATION PR/AWARD NUMBER P425F202363 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																										
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Toby Stewart (802) 635-1211 toby.stewart@northernvermont.edu EDUCATION PROGRAM CONTACT Tara Lawrence (202) 260-1475 Tara.Lawrence@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425F CARES Higher Ed Emergency Relief for Institutions																										
5	KEY PERSONNEL N/A																												
6	AWARD PERIODS <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td>05/07/2020 - 05/06/2021</td> </tr> <tr> <td style="text-align: right;">FEDERAL FUNDING PERIOD</td> <td>05/07/2020 - 05/06/2021</td> </tr> </table> FUTURE BUDGET PERIODS N/A			BUDGET PERIOD	05/07/2020 - 05/06/2021	FEDERAL FUNDING PERIOD	05/07/2020 - 05/06/2021																						
BUDGET PERIOD	05/07/2020 - 05/06/2021																												
FEDERAL FUNDING PERIOD	05/07/2020 - 05/06/2021																												
7	AUTHORIZED FUNDING <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">CURRENT AWARD AMOUNT</td> <td>\$2,564,011.00</td> </tr> <tr> <td style="text-align: right;">PREVIOUS CUMULATIVE AMOUNT</td> <td>\$966,170.00</td> </tr> <tr> <td style="text-align: right;">CUMULATIVE AMOUNT</td> <td>\$3,530,181.00</td> </tr> </table>			CURRENT AWARD AMOUNT	\$2,564,011.00	PREVIOUS CUMULATIVE AMOUNT	\$966,170.00	CUMULATIVE AMOUNT	\$3,530,181.00																				
CURRENT AWARD AMOUNT	\$2,564,011.00																												
PREVIOUS CUMULATIVE AMOUNT	\$966,170.00																												
CUMULATIVE AMOUNT	\$3,530,181.00																												
8	ADMINISTRATIVE INFORMATION <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">DUNS/SSN</td> <td>081256604</td> </tr> <tr> <td style="text-align: right;">REGULATIONS</td> <td>EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td style="text-align: right;">ATTACHMENTS</td> <td>N/A</td> </tr> </table>			DUNS/SSN	081256604	REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	N/A																				
DUNS/SSN	081256604																												
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE																												
ATTACHMENTS	N/A																												
9	LEGISLATIVE AND FISCAL DATA <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td style="text-align: right;">PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td style="text-align: right;">CFDA/SUBPROGRAM NO:</td> <td>84.425F</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: right;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>STT</td> <td>425</td> <td>4101C</td> <td style="text-align: right;">\$2,564,011.00</td> </tr> </tbody> </table>			AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425F	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$2,564,011.00
AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT																												
PROGRAM TITLE:	EDUCATION STABILIZATION FUND																												
CFDA/SUBPROGRAM NO:	84.425F																												
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT																				
0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$2,564,011.00																				



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425F202363 - 20A
 RECIPIENT NAME: Vermont State Colleges DBA Northern Vermont University

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Recipient's Funding Certification and Agreement for the Institutional Portion under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Grantee may charge reasonable direct administrative costs to the supplemental funds made available under this award.

INDIRECT COSTS: Grantee may charge indirect costs to supplemental funds made available under this award consistent with its negotiated indirect cost rate agreement. If grantee does not have a current negotiated indirect cost rate with its cognizant agency for indirect costs, it may appropriately charge the de minimis rate of ten percent of Modified Total Direct Costs (MTDC).

3-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 3 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in cursive script that reads "Michelle A. Cooper".

Michelle A Cooper
Acting Assistant Secretary

03/20/2021

AUTHORIZING OFFICIAL

DATE

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Tanya Bradley
E-mail Address	tanya.bradley@northernvermont.edu
Institution	Northern Vermont University
I am:	Staff
Title of Proposal	CARES Higher Ed Emergency Relief for Institutions
What type of funding is this?	Federal
Name of Primary Funder	U.S. Department of Education
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425E
Project Start Date	01/01/21
End Date	12/31/21
List how you'd like this grant titled on the general ledger (limit of 25 characters).	HEERF II - Student

BUDGET

Total Project Cost	966171
Direct Costs	966171
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/782434186/103281342_gan_p425e203859-20a.2.1-nvu_student_heerf2.pdf

YSCS Board of Trustees
Upload copy of signed grant agreement. https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/782434186/103283630_gan_p425e203859-20a.2.1-nvu_student_heerf2.pdf March 27, 2021

Approvals

Approval Status	Approved
Approved By	Elaine Collins
Approval Date	March 23, 2021 2:49 PM
Comments	[Mar 23, 2021 2:49 PM] Elaine Collins APPROVED



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Vermont State Colleges DBA Northern Vermont University 337 College Hill Johnson, VT 05656	2	AWARD INFORMATION PR/AWARD NUMBER P425E203859 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																										
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Tanya Bradley (802) 626-6216 tanya.bradley@northernvermont.edu EDUCATION PROGRAM CONTACT Shakir Davy (202) 453-7792 shakir.davy@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425E CARES Higher Ed Relief Fund for Students																										
5	KEY PERSONNEL N/A																												
6	AWARD PERIODS <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td>05/05/2020 - 05/04/2021</td> </tr> <tr> <td style="text-align: right;">FEDERAL FUNDING PERIOD</td> <td>05/05/2020 - 05/04/2021</td> </tr> </table> FUTURE BUDGET PERIODS N/A			BUDGET PERIOD	05/05/2020 - 05/04/2021	FEDERAL FUNDING PERIOD	05/05/2020 - 05/04/2021																						
BUDGET PERIOD	05/05/2020 - 05/04/2021																												
FEDERAL FUNDING PERIOD	05/05/2020 - 05/04/2021																												
7	AUTHORIZED FUNDING <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">CURRENT AWARD AMOUNT</td> <td>\$966,171.00</td> </tr> <tr> <td style="text-align: right;">PREVIOUS CUMULATIVE AMOUNT</td> <td>\$966,171.00</td> </tr> <tr> <td style="text-align: right;">CUMULATIVE AMOUNT</td> <td>\$1,932,342.00</td> </tr> </table>			CURRENT AWARD AMOUNT	\$966,171.00	PREVIOUS CUMULATIVE AMOUNT	\$966,171.00	CUMULATIVE AMOUNT	\$1,932,342.00																				
CURRENT AWARD AMOUNT	\$966,171.00																												
PREVIOUS CUMULATIVE AMOUNT	\$966,171.00																												
CUMULATIVE AMOUNT	\$1,932,342.00																												
8	ADMINISTRATIVE INFORMATION <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">DUNS/SSN</td> <td>081256604</td> </tr> <tr> <td style="text-align: right;">REGULATIONS</td> <td>EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td style="text-align: right;">ATTACHMENTS</td> <td>N/A</td> </tr> </table>			DUNS/SSN	081256604	REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	N/A																				
DUNS/SSN	081256604																												
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE																												
ATTACHMENTS	N/A																												
9	LEGISLATIVE AND FISCAL DATA <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td style="text-align: right;">PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td style="text-align: right;">CFDA/SUBPROGRAM NO:</td> <td>84.425E</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: left;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$966,171.00</td> </tr> </tbody> </table>			AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425E	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$966,171.00
AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT																												
PROGRAM TITLE:	EDUCATION STABILIZATION FUND																												
CFDA/SUBPROGRAM NO:	84.425E																												
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT																				
0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$966,171.00																				



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425E203859 - 20A
 RECIPIENT NAME: Vermont State Colleges DBA Northern Vermont University

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c)(3) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Certification and Agreement for Emergency Financial Aid Grants to Students under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Institutions are NOT allowed to charge any administrative costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

INDIRECT COSTS: Institutions are NOT allowed to charge any indirect costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

15-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 15 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in cursive script that reads "Michelle A. Cooper".

Michelle A Cooper
Acting Assistant Secretary

03/20/2021

AUTHORIZING OFFICIAL

DATE

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Ryan Dulude
E-mail Address	ryan.dulude@ccv.edu
Institution	Community College of Vermont
I am:	Staff
Title of Proposal	HEERF II Institutional Funds
What type of funding is this?	Federal
Name of Primary Funder	Ryan Dulude
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425F
Project Start Date	03/22/21
End Date	03/21/22
List how you'd like this grant titled on the general ledger (limit of 25 characters).	CCV HEERF II Inst Funds

BUDGET

Total Project Cost	3826354
Direct Costs	3826354
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/782126076/103281342_ccv_gan_institutional_aid_3-22-21.pdf
Upload copy of signed grant agreement.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/782126076/103283630_ccv_gan_institutional_aid_3-22-21.pdf

Approvals

Approval Status	Approved
Approved By	Joyce Judy
Approval Date	March 23, 2021 8:08 AM
Comments	[Mar 23, 2021 8:08 AM] Joyce Judy APPROVED [Mar 23, 2021 8:08 AM] Joyce Judy: I approve this submission.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Vermont State Colleges 660 Elm St Montpelier, VT 05602	2	AWARD INFORMATION PR/AWARD NUMBER P425F201444 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																				
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Ryan Dulude (802) 654-0515 ryan.dulude@cev.edu EDUCATION PROGRAM CONTACT Everardo M Gil (202) 453-7712 everardo.gil@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425F Institutional aid portion of the CARES Act																				
5	KEY PERSONNEL N/A																						
6	AWARD PERIODS BUDGET PERIOD 05/06/2020 - 05/05/2021 FEDERAL FUNDING PERIOD 05/06/2020 - 05/05/2021 FUTURE BUDGET PERIODS N/A																						
7	AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$3,826,354.00 PREVIOUS CUMULATIVE AMOUNT \$740,325.00 CUMULATIVE AMOUNT \$4,566,679.00																						
8	ADMINISTRATIVE INFORMATION DUNS/SSN 884901661 REGULATIONS EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS N/A																						
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT PROGRAM TITLE: EDUCATION STABILIZATION FUND CFDA/SUBPROGRAM NO: 84.425F <table border="1" data-bbox="100 1814 1549 1929"> <thead> <tr> <th>FUND CODE</th> <th>FUNDING YEAR</th> <th>AWARD YEAR</th> <th>ORG. CODE</th> <th>CATEGORY</th> <th>LIMITATION</th> <th>ACTIVITY</th> <th>CFDA</th> <th>OBJECT CLASS</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>STT</td> <td>425</td> <td>4101C</td> <td>\$3,826,354.00</td> </tr> </tbody> </table>			FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$3,826,354.00
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT														
0251M	2021	2021	EP000000	B	DVA	STT	425	4101C	\$3,826,354.00														



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425F201444 - 20A
 RECIPIENT NAME: Vermont State Colleges

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Recipient's Funding Certification and Agreement for the Institutional Portion under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Grantee may charge reasonable direct administrative costs to the supplemental funds made available under this award.

INDIRECT COSTS: Grantee may charge indirect costs to supplemental funds made available under this award consistent with its negotiated indirect cost rate agreement. If grantee does not have a current negotiated indirect cost rate with its cognizant agency for indirect costs, it may appropriately charge the de minimis rate of ten percent of Modified Total Direct Costs (MTDC).

3-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 3 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in cursive script that reads "Michelle A. Cooper".

Michelle A Cooper
Acting Assistant Secretary

03/22/2021

AUTHORIZING OFFICIAL

DATE

FORM C: INFORMATION ABOUT THE AWARD

Principal Investigator/Project Initiator (PI)	Ryan Dulude
E-mail Address	ryan.dulude@ccv.edu
Institution	Community College of Vermont
I am:	Staff
Title of Proposal	HEERF II Funds
What type of funding is this?	Federal
Name of Primary Funder	Ryan Dulude
Is this funding passed through from another source than the funder above? (Example: a state agency passing through federal funds.)	No
CFDA Number	84.425E
Project Start Date	03/22/21
End Date	03/21/22
List how you'd like this grant titled on the general ledger (limit of 25 characters).	CCV HEERF II Student Fund

BUDGET

Total Project Cost	740325
Direct Costs	740325
Indirect Costs	0
Will matching funds be used for this project?	No
Upload copy of budget.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103281342/782125435/103281342_ccv_gan_student_portion_3-22-21.pdf
Upload copy of signed grant agreement.	https://s3.amazonaws.com/files.formstack.com/uploads/4182355/103283630/782125435/103283630_ccv_gan_student_portion_3-22-21.pdf

Approvals

Approval Status

Approved

Approved By

Joyce Judy

Approval Date

March 23, 2021 8:08 AM

Comments

[Mar 23, 2021 8:07 AM] Joyce Judy: I approve this submission.

[Mar 23, 2021 8:08 AM] Joyce Judy: I approve this submission.

[Mar 23, 2021 8:08 AM] Joyce Judy APPROVED



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Vermont State Colleges 660 Elm St Montpelier, VT 05601	2	AWARD INFORMATION PR/AWARD NUMBER P425E203169 - 20A ACTION NUMBER 2 ACTION TYPE Revision AWARD TYPE Formula																										
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Ryan Dulude (802) 654-0515 ryan.dulude@cev.edu EDUCATION PROGRAM CONTACT Rebecca Ell (202) 453-6348 rebecca.ell@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.425E CCV Application for the student aid portion of the Emergency Stabilization Funds in the CARES Act.																										
5	KEY PERSONNEL N/A																												
6	AWARD PERIODS <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td>04/28/2020 - 04/27/2021</td> </tr> <tr> <td style="text-align: right;">FEDERAL FUNDING PERIOD</td> <td>04/28/2020 - 04/27/2021</td> </tr> </table> FUTURE BUDGET PERIODS N/A			BUDGET PERIOD	04/28/2020 - 04/27/2021	FEDERAL FUNDING PERIOD	04/28/2020 - 04/27/2021																						
BUDGET PERIOD	04/28/2020 - 04/27/2021																												
FEDERAL FUNDING PERIOD	04/28/2020 - 04/27/2021																												
7	AUTHORIZED FUNDING <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">CURRENT AWARD AMOUNT</td> <td>\$740,325.00</td> </tr> <tr> <td style="text-align: right;">PREVIOUS CUMULATIVE AMOUNT</td> <td>\$740,325.00</td> </tr> <tr> <td style="text-align: right;">CUMULATIVE AMOUNT</td> <td>\$1,480,650.00</td> </tr> </table>			CURRENT AWARD AMOUNT	\$740,325.00	PREVIOUS CUMULATIVE AMOUNT	\$740,325.00	CUMULATIVE AMOUNT	\$1,480,650.00																				
CURRENT AWARD AMOUNT	\$740,325.00																												
PREVIOUS CUMULATIVE AMOUNT	\$740,325.00																												
CUMULATIVE AMOUNT	\$1,480,650.00																												
8	ADMINISTRATIVE INFORMATION <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">DUNS/SSN</td> <td>884901661</td> </tr> <tr> <td style="text-align: right;">REGULATIONS</td> <td>EDGAR AS APPLICABLE 2 CFR AS APPLICABLE</td> </tr> <tr> <td style="text-align: right;">ATTACHMENTS</td> <td>N/A</td> </tr> </table>			DUNS/SSN	884901661	REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE	ATTACHMENTS	N/A																				
DUNS/SSN	884901661																												
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE																												
ATTACHMENTS	N/A																												
9	LEGISLATIVE AND FISCAL DATA <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">AUTHORITY:</td> <td>PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT</td> </tr> <tr> <td style="text-align: right;">PROGRAM TITLE:</td> <td>EDUCATION STABILIZATION FUND</td> </tr> <tr> <td style="text-align: right;">CFDA/SUBPROGRAM NO:</td> <td>84.425E</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: left;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0251M</td> <td>2021</td> <td>2021</td> <td>EP000000</td> <td>B</td> <td>DVA</td> <td>000</td> <td>425</td> <td>4101C</td> <td>\$740,325.00</td> </tr> </tbody> </table>			AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT	PROGRAM TITLE:	EDUCATION STABILIZATION FUND	CFDA/SUBPROGRAM NO:	84.425E	FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$740,325.00
AUTHORITY:	PL 116-136 TITLE VIII CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT																												
PROGRAM TITLE:	EDUCATION STABILIZATION FUND																												
CFDA/SUBPROGRAM NO:	84.425E																												
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT																				
0251M	2021	2021	EP000000	B	DVA	000	425	4101C	\$740,325.00																				



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: P425E203169 - 20A
 RECIPIENT NAME: Vermont State Colleges

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) NEW CRRSAA FUNDS: The grant funds awarded herein pursuant to Section 314(a)(1) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, are governed by Section 314 of CRRSAA and the terms and conditions of the Supplemental Agreement attached to this GAN. BY DRAWING DOWN THESE GRANT FUNDS, YOU AGREE TO BE BOUND BY THESE CONDITIONS SET FORTH ON THE BEHALF OF THE INSTITUTION YOU REPRESENT AND YOU WARRANT THAT YOU HAVE THE AUTHORITY TO BIND THE INSTITUTION TO THESE CONDITIONS.

PREVIOUS CARES ACT FUNDS: Unliquidated (unspent) grant funds awarded previously pursuant to Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116-136, pursuant to CRRSAA Section 314(d)(2), may be used consistent with the provisions of CRRSAA Section 314(c)(3) for obligations incurred on or after December 27, 2020, subject to the requirements in CRRSAA Section 314(d)(5). All other grant terms, conditions, and requirements from the Certification and Agreement for Emergency Financial Aid Grants to Students under the CARES Act, Section 18004(a)(1) of the CARES Act, and the GAN issued pursuant to that award remain in force.

REQUIRED NOTIFICATION TO THE DEPARTMENT IF ENDOWMENT TAX PAID: Pursuant to the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Pub. L. 116-260, Section 314(d)(6), any institution that was or will be required to remit payment to the Internal Revenue Service for the excise tax paid or tax that will be paid on investment income of private colleges and universities under Section 4968 of the Internal Revenue Code of 1986 for tax year 2019 must notify the Department it was or will be required to remit payment as described in the Supplemental Agreement attached to this GAN. The form to provide the required notification to the Department is also attached to this GAN.

ADMINISTRATIVE COSTS: Institutions are NOT allowed to charge any administrative costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

INDIRECT COSTS: Institutions are NOT allowed to charge any indirect costs to any funds under this grant because the allocation in this grant award represents the minimum amount of funds that must be distributed to students.

15-DAY DRAWDOWN AND CASH MANAGEMENT REQUIREMENTS: Consistent with 2 CFR 200.305, grantee must minimize the time between drawing down funds from G5 and paying incurred obligations (liquidation). Grantees that draw down funds and do not pay the incurred obligation (liquidate) within 15 calendar days may be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's Office of the Inspector General (OIG). Grantees that return funds pursuant to mistakes in drawing down excessive grant funds in advance of need may also be subject to heightened scrutiny by the Department, Recipient's auditors, and/or the Department's OIG. Grantee must maintain drawn down grant funds in an interest-bearing account, and any interest earned on all Federal grant funds above \$500 (all Federal grants together) during an institution's fiscal year must be returned (remitted) to the Federal government via a process described here: <https://www2.ed.gov/documents/funding-101/g5-returning-interest.pdf>.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A handwritten signature in cursive script that reads "Michelle A. Cooper".

Michelle A Cooper
Acting Assistant Secretary

03/22/2021

AUTHORIZING OFFICIAL

DATE