

### YIT PROGRAM PROGRESS REPORT

1. Grant Number: #C-YIT-FY14-HC
2. Grantee Name and Address: 208 Flynn Avenue, Suite 3J, Burlington, VT 05401
3. Telephone Number: (802) 488-6600
4. Project Title: Implementation of Chittenden Regional Plan for Vermont's Youth in Transition Grant
5. Period of Performance from July 1, 2013 through December 31, 2013
6. Approved Project Period from July 1, 2013 through June 20, 2014
7. Author's Name and Telephone number: Betsy Cain, Assistant Director, Child, Youth and Family Services @ HowardCenter: (802) 488-6701  
  
Gina D'Ambrosio, JOBS Program Coordinator: 864-7423 ext. 337  
Christine Kilpatrick, Vermont Family Network Family Services Director: 802-876-5315 ext. 206
8. Date of report: January 31, 2014
9. Comments (if any):

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The federal Government Performance and Results Act (GPRA) primarily focuses on demonstrating accountability and achieving meaningful outcomes for all federally funded programs. Please make sure to include information on the outcomes of your project activities and the impact of your project on improving the lives of Youth in Transition and their families in the Program Progress Reports submitted.

**Two Program Progress Reports must be submitted for this sub-grant:**

1. one for the time period from July 1 – December 31, 2011 (due by January 31, 2012), and
2. one for the period from January 1 – June 30, 2012 (due by July 30, 2012).

#### **Report Contents**

<b>1. Major Activities and Accomplishments During this Period</b>
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Report both quantifiable and non-quantifiable accomplishments for the General Expectations and Regional Goals listed in Attachment A (see pages 3-5 of the grant award):

- Quantifiable accomplishments include numbers of youth/families served, people trained, support groups established, etc.

- Non-quantifiable accomplishments should be listed in chronological order. Describe any draft/final products in this section.

**Please report major activities and accomplishments for the following goals, outcomes, and indicators as relevant for the sub-grant. [This section of the report may be entered directly into the table below.]**

<p><b>Goals for strengthening the systems of care</b></p>	<p>1: Young adult (YA) leadership is developed in VT.</p> <p><b>Required activity:</b>  <i>Operate in accordance with continuing input from key stakeholders (including youth and family members) within the regional systems of care....</i></p> <p>Young adults from Chittenden County attended the Youth Adult Voice Movement Conference.</p> <p>Worked in collaboration with other organizations as well as with local schools. Advocated for young adults within the community. Empowered, educated, and supported youth and young adults from various different backgrounds.</p> <p>2 young adults being served offered to assist with developing content for ImpactVT website by identifying resources, arranging interviews and gathering information to put on website, as well as making recommendations for links on site. 1 young adult beginning to write and contribute articles. More resources and “how to” articles have been added with the help of young adults. Continuation of website development and editing for online resource guide.</p> <p>Young adults were consulted to offer feedback and promote ideas on the Chittenden County YIT Facebook page as well as the online resource guide. Developed ideas, worked on planning and outreach, gathered information.</p> <p>Independent living skills group continued each Tuesday morning with seven students from Milton High School and was facilitated by Jeetan Khadka (Young Adult Navigator) and Rilea Van Alstyne (intern). Topics included budgeting, identifying local resources, and money management.</p> <p>Provided young adults opportunities to engage in leadership skills through group facilitation and organizing the needs of their peers to seek assistance.</p> <p>Worked with clients to build skills around self-advocacy with employers and fostering a more successful work experience.</p> <p>Supported various different youth-led initiatives through community involvement. Provided guidance and support to youth-led and organized group, “Diversity Rocks”.</p> <p>Provided individual support for finding employment, making resume, and taking to the interview.</p>
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	<p>Provided resources and support to strengthen young adults' ability to be self-sufficient.</p> <p>As per Jeetan, watching someone grow, physically, mentally, and intellectually is very fascinating. After being involved with Diversity Rocks Youth group for three years now, it has been my greatest pleasure to see the development of Young Adult Leadership from beginning to this end. Many youth I met three years ago were very young, quiet, and shy. Now, they are the ones who are leading the group. Now, some are councilors, some are young adult advisors, and some are ahead of their own individual games. They are vocal, confident, and the leader. The group has evolved from being an adult led group with youth participation to Youth &amp; Young Adult led and adult supported &amp; advised model. This has been the most significant accomplishment of the DR! for this year.</p> <p>Our youth have also created connections with the Bennington Teen4change group, and we will organize retreat soon.</p> <p>We are partnering with Big Heavy World for a client to host a live show through their radio station. They will provide DJ training and support to our client to run his program for free. I am working with a client to put together a radio show of his own. These kinds of partnerships will help youth and young adults to express their feelings and opinions to the community and inspire them to do more.</p>
	<p>2: Family/adult allies support young adults...</p> <p>Assisted young adults with housing – families collaborating with service provides for treatment plans of the young adults being served.</p> <p>Assistance of 3 young adults getting into the Spectrum Housing Shelter.</p> <p>Attended regular school meetings to support young adults and their education. Both family members and service providers were present.</p> <p>Assisted with connecting one client to Developmental Services and making the connection for graduation in spring 2014.</p> <p>Assisted one client in accessing adult mental health services for continued support services.</p> <p>Supported families and young adults with transportation to and from places of employment. A select few families had the means to provide vehicles for the young adults (2 families purchased vehicles for young adults working).</p> <p>Bill West, volunteer, continues to help a number of youth prepare for and obtain driver's licenses.</p>

	<p>Continue to work in line with TIP Model practices to include informal supports, as defined by each young adult client, in the treatment process. Supports have included mentors, parents, significant others and siblings. Clients are always given the opportunity to have any adult supports present at their team meetings.</p> <p>With encouragement of staff, family members have attended IEP meetings and advocated for the young adult</p> <p>Continued use of interpreters (both phone interpreters and in person) in situations where parents do not speak English in order to ensure participation by family members.</p> <p>Young adults participated in work experiences with the help and support of Creative Workforce Solutions - many adults worked together to provide support and opportunities for the young adults to learn and grow.</p> <p>Young adults obtained savings and checking accounts with the help and support of their adult allies and adult family members.</p> <p>The father of one client worked diligently on getting the young adult and her boyfriend into services and provided support around communication and identifying support needs.</p> <p>Worked regularly with Ellen Vaut from the Vermont Family Network to provide parent support to several families.</p> <p>A family team continued to thrive for a multi-cultural client; members include client's mother's and siblings' services provider. The team meets once a month which has improved communication and effectiveness of services.</p> <p>Many youth and young adults that Jeetan works with are former refugees and immigrants from around the world. Some of them came here 10 years ago, some 5 years, and some less than a year. They all have unique and challenging pasts that they always share with each other to empower, connect, and energize each other. They have seen the war and lived through the violence; they have experienced injustice and lived through the worst. For many it is still fresh memories and bitter truth of the struggle that can't be forgotten. Despite all this, families and adults have been the big source of inspiration and support for youth and young adults of this community. There is a great amount of respect and trust within the family and the respect toward the adults. Family values and its integrity is considered as the pride, and youth make sure that they are respecting their culture and tradition. I have heard from many youth saying "We don't even do stupid things outside in public, someone who knows our family might be watching us." There is the fear of being caught and the worries that it will affect the family pride. I think this is</p>
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	<p>the moral that many Asian families teach to their children when they are young: "Parents bring them to life, community bring them to the reality of life."</p> <p>Between July and December, VFN had contact with over <b>100</b> contacts with families of <b>transition-age</b> youth (state-wide) during this reporting period. VFN had <b>559</b> contacts with families of <b>children and youth</b> with special needs and those who support them in Chittenden County.</p> <p>The Parent Transition Resource Consultant provided information and resources over the phone, met with parents, helped them prepare for CSP meetings, guardianship and social security issues. The PTRC provided on-going support to several YIT families, including one referred by the Young Adult Navigator, and on-going support to 2 New American parents. The PTRC also outreached to New American parents through AALV, provided a presentation to Bhutanese parents, and attended Centerpoint parent groups.</p> <p>PTRC collaborated regularly with Young Adult Navigator on outreach materials. Regularly reviewed website content and advised on additions/edits to assist with maintenance of the online resource center.</p>
	<p>3: Workers use caring practices known to be helpful for young adults and families.</p> <p><b>Required activity:</b> <i>Provide cross-system case management and individualized service plan development, ensuring that young adults are engaged in planning for their own futures....</i></p> <p>As the Young Adult Navigator, Jeetan served the following: 6 Spectrum clients, 16 Bhutanese soccer team members, and 41 Diversity Rocks members and councilors. The services received included finding a job, making a resume, getting healthcare, getting learner's permit/driver's license, applying for food stamps, etc. Also provided support and guidance for Bhutanese soccer team. According to recent report from Office of Refugee Resettlement, there are 270 Bhutanese youth and young adults living in Vermont, and in Burlington itself there are more than 150 youth and young adults. The challenges these youth and young adults face might not be visible to all service providers and might look different from American born young adults; however, it is important to recognize the pattern of challenges within those differences. Many of these youth seem lost and unsure about what they are doing, so Jeetan helped them navigate through their struggles. He has also been working with Diversity Rocks youth group as a Young Adult Advisor; in his role, he has worked with 11 group councilors, 6 adult advisors, and 34 active members to provide resources and support so that the group could function daily. Services provided included giving rides to the meetings, facilitating council meetings, coordinating food and supplies, writing grants and project proposals, providing college guidance, and helping members</p>

	<p>connect to their interests.</p> <p>Assisted all young adults in creating a treatment plan that fits their individual goals. All young adults served have taken part in creating their own treatment plans and identifying their individual goals.</p> <p>Worked with young adults on accomplishing their employment goals. All youth identified their area of interests and strengths during job searching process. Clients also set their own goals and timeline. Arranged 2 work experiences for young adults to gain some skills in the identified field of preference. Assisted 2 young adults in exploring different training programs of interest.</p> <p>Currently invited over 150 young adults to participate in the VCHIP Common Study.</p> <p>Helped two youth transition from unstable housing to the transitional living program at Spectrum.</p> <p>Transitioned several clients from multi-cultural clinician to JOBS clinician, allowing a seamless transition of services.</p> <p>Work with clients around systems of court diversion, the court process, and developed relationships with probation officers to further collaborate and help young adults move through correctional system successfully.</p> <p>Transitioned 3 more clients who were aging out of services with working on stable housing, information regarding supports and resources available to them, and how to appropriately access health care, connections to adult resources in the community.</p> <p>Served 12 clients – provided intensive case management, skills development, job development, school support for the 4 clients in school, family support and housing support.</p> <p>Supported two clients who were moving out of the area to access services locally.</p> <p>Continued to assist young adults with transportation needs. This includes obtaining bus vouchers, helping clients navigate the bus routes, forming natural supports in the workplace to get rides to work, and getting their license. Transportation has been an ongoing issue and creativity is key in helping young adults successfully move through the community.</p> <p>Provided clients with case management, job development, independent living skills support, and collaboration with families and other service providers.</p> <p>Through Young Adult Navigator position, we have been able to reach out to many former refugees and immigrant youth and young adults.</p>
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	<p>We also use social media for the purpose of outreach and sharing the resources. It is very convenient to reach out to young people this way.</p> <hr/> <p>4: System of Care partners gain cultural &amp; linguistic competence (CLC)...</p> <p>Supported all youth involved with Diversity Rocks! Group.</p> <p>Attended CWS meetings and became familiar with all agencies in the local area as well as all the different populations being served and appropriate paperwork and tools needed in assisting these populations. Worked with CWS to continue to provide progressive employment opportunities for multi-cultural youth, keeping cultural needs in mind.</p> <p>Our Young Adult Navigator, Jeetan Khadka, has a restructured work schedule that has an increased focus on multi-cultural needs and issues.</p> <p>As a follow up to plan developed last reporting period, the Young Adult Navigator was able to set up "drop-in" hours at Winooski High School to address the needs of multi-cultural youth there.</p> <p>Before her departure in August, Linda Li, multi-cultural clinician, continued to meet with a group of 5 Muslim young women to address their challenges in life, e.g. cultural difference in women's roles at home and in society, appropriate behavior, adjusting daily cultural conflict between home and school.</p> <p>Continued to advocate around issues of translation of VCHIP forms for parents of multicultural youth and ways to overcome these challenges Regularly utilized interpreters for young adults with limited English Proficiency and developed unified system to attain interpreters.</p> <p>Collaboration with other agencies serving many different populations and understanding their needs, including VRRP, Connecting Cultures, AALV. Staff received cultural competence trainings regularly offered by the HowardCenter on their Continuing Ed calendar.</p> <p>Successfully hired a new Multi-Cultural Clinician, who will be starting in January 2014. Plan is to have clinician offer mental health training and support for this population, particularly with the Diversity Rocks! group.</p> <p>Brainstormed resources for multi-cultural youth presented in several of the Transition Age Advisory Team Meeting</p> <p>As per Jeetan: Cultural competence is a learning process and we are all in our own phase of learning. I would like to share my own experience with cultural competence after joining Spectrum. When I started to work with Spectrum, I was aware that it is a big organization that serves a multitude of youth and young adults coming through different conditions of life. Having</p>
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	<p>prior experience working with multicultural youth and myself being a young adult, helped me in some extent to understand the needs of the youth that I was serving. I knew and I understand, we all have different challenges and there isn't one quick fix for all the problems. It is very important to understand the nature of the problem and the culture of the person who is facing those challenges. Not only that, it is important for the person who is providing the services to set aside their cultural beliefs when they make observations to their problems. This was something I found to be very difficult when I was working with American born clients. I was viewing their challenges like I view mine, through my own cultural perspective. I was offering them help which in my understanding now wasn't serving their purpose; since I knew this I started looking for different ways to serve their individual purpose. I always keep this three things in my mind 1.Meet the person where they at, 2.Listen, and 3.Believe.</p> <p>There have been some significant changes in Spectrum and increased cultural competency of the organization through the involvement with Diversity Rocks Youth Group and with other underrepresented communities. Having a young adult navigator position has allowed us to work directly with the multicultural youth and young adults which otherwise wouldn't have been possible. Young Adult Navigator also spends time with various different youth communities and provides them with group guidance and support. Through his involvement with groups, he meets youth and young adults who are in need of individual support and he provides them with the support they need. There has been great success with this entire group and multicultural youth are using Spectrum support more frequently. However, looking at the present demography of local youth, it is important to have more diverse workers to meet the increasing need of the population we serve.</p> <p>Through my work with Diversity Rocks, we have been able to build partnerships with local and international organizations this year. In September 2013 we were invited to attend International Peace Day Ceremony at the United Nation Headquarters in New York City. We partnered with Children of Earth International organization that works with youth and young adults to put together training for DR for the preparation of the trip (Attachment A). We also worked with Department of Minority Health Office and local community base organizations to create a video project called "I am the World". The video was featured through United Nation live broadcasting service during the celebration (Attachment B).</p>
	<p>5: Local communities (including young adults) change their perceptions of young adults and of mental health issues, reducing stigma....</p> <p>Continued to utilize the TIP model to help youth build skills and Sequential</p>



	<p>Intercept Model as a means of helping young adults access supports before they were charged with offenses.</p> <p>Worked with Justin Verrette and Mobile Outreach team of HowardCenter's Adult Services to intervene with clients in the community to avoid police involvement.</p> <p>Partnered and collaborated with other service providers who are becoming more and more creative in finding ways to most effectively serve this population and be sensitive to youth voice and cultural needs. Partnered with schools and advocated for the young adults in the community.</p> <p>Collaborated with different systems (school, agencies, employers) to work towards reducing stigma around young adults and providing greater opportunities for young adults to flourish, become more independent, develop confidence and understand what is available to them for support.</p> <p>Developed relationships with community members and employers working towards reducing stigma. Attended regular CWS meetings and provided insight about connections with employers and stigmas around young adults and mental health.</p> <p>Had physical presence of staff person (Jeetan Khadka) at Diversity Rocks Youth group to provide needed support and guidance to multicultural young adults in many ways since many members of DR! have had first-hand experience of being the victim of war, violence, and poverty.</p> <p>Provided pamphlets regarding various mental health disorders to help educate and de-stigmatize mental illness.</p>
	<p>6: Effectiveness of the Vermont System of Care for young adults with SED is evaluated.....</p> <p>Ongoing work with YIT Leadership team to develop a transition plan template to be used for futures planning for all Vermont youth before they exit school. Using TIP informed strategies, developed list of key questions to include in transition planning for young adults. Looking at incorporating the transition plan into area schools and provide support in identifying resources to get there.</p> <p>Facilitation and involvement in the Transition Age Advisory Team, which is a group that meets monthly as a case consult group for transition age youth. The participants are providers from the community who work with this population and present client cases to the group for the purposes of brainstorming resources in the community. Whenever possible, the young adult and his or her allies are present. The group is facilitated by Gina D'Ambrosio, the J.O.B.S. Program and YIT staff Coordinator. The PTRC also attends these meetings.</p>

	<p>Met with evaluators at the YIT Sharing Day to discuss outcomes for young adults in this region. Results indicated that anxiety decreased for those involved in services and improved employment outcomes.</p> <p>The PTRC also participated in Chittenden County Children’s Mental Health Summit and on-going workgroup.</p> <hr/> <p>7: The State supports and sustains regional services for young adults....</p> <p>Continued support and consultation from Mercedes Avila, who was integral in shifting the structure of the Diversity Rocks! group to a youth empowered, youth led forum.</p> <p>Raised awareness from the state regarding the needs of multi-cultural youth through the efforts of those involved in the Youth in Transition Initiative and more focus on this population.</p> <p>State team continues to be extremely supportive in this region’s efforts. Collaboration with YIT state team in providing a larger support system for the young adults.</p>
<p><b>Desired outcomes for young adults of transition-age</b></p>	<p>1. Decreased number of young adults involved in the corrections system (including an increase in the number who are free of incarceration).  <b>Required activity:</b>  <i>Reach out to young adults with SED who are out-of-school at least through teen centers, recovery centers, homeless youth programs, and by intercepting them at critical intervention points with the juvenile and criminal justice systems....</i></p> <p>Collaboration with several probation officers to ensure support and forward movement with young adults in the correctional system.</p> <p>Helped several youth complete conditions of court diversion in order to clear record.</p> <p>Collaborated with the probation officer for the one young adult on case load that was on probation.</p> <p>Connected with Justin Verrette (Office Outreach) regarding clients who were currently homeless with the goal of minimal involvement in the correctional system.</p> <p>Consultation with mental health court case manager to assist young adults in getting supports needed.</p> <hr/> <p>2. Increased number of young adults who are employed....</p>

	<p>Job development with the following employers to foster relationship and possible employment opportunities for young adults: Price Chopper, Hannaford's, Salvation Army, Subway, Green Mountain Concert Services, Wendy's, McDonald's, Shanty Restaurant, Burger King, South Burlington School District, Moe's, Wake Robin, Champlain Lanes, Vermont Hotel, Hertz Rental Cars, Petra Cliffs, Essex School District, Jiffy Mart, The Vermont Teddy Bear Company, Dunkin Donuts, Avis Rental, Bove's Restaurant, Adecco Services, Kmart, Panera, Sneakers-Bistro &amp; Cafe, Burlington Kids Afterschool Program, Henry's Dinner.</p> <p>Maintained a job board featuring applicable help wanted ads from Craigslist, 7Days, JobsInVT, and other community resources. The board is updated several times a week.</p> <p>Continued full participation in CWS (Creative Workforce Solutions) to build rapport and contacts in the community for potential job opportunities, using a progressive work experience model. Regular use of Salesforce database as a tool for identifying employment opportunities in a progressive employment format. Listed as main contacts in several job leads on Salesforce database. Also attended conference sponsored and organized by CWS.</p>
	<p>3. Increased number young adults participating in (or who completed) educational programs....</p> <p>Connected with school teams to assist young adults currently struggling in school and advocated for increased school supports.</p> <p>Built strong partnerships to help support attendance and supports within the schools, particularly Winooski High School, Champlain Valley Union High School, Burlington High School, Mount Mansfield Union High School, Essex High School, and Colchester High School.</p> <p>Helped 4 young adults to re-engage in high school who were at risk of dropping out or had dropped out.</p> <p>Two young adults are looking into food training programs.</p> <p>Maintained relationships with alternative programs to support re-entry and school retention, including OnTop Program, Horizons, Jean Garvin School, BellCate School, Community High School, Colchester Alternative Program, Life Program, ACE Program, Phoenix Program. Worked with schools to allow young adults to gain credits for their efforts in finding employment and engaging in the process.</p> <p>Connected with Vermont Adult Learning for GED testing and credit work for young adults who have dropped out of school.</p> <p>Worked with Community College of Vermont to help enroll four young adults in college courses as well as receiving supports needed to be successful.</p>

	<p>Worked extensively with Winooski High School, Milton High School and Champlain Valley High School to speak to classes from the alternative programs to encourage involvement in YIT activities as well as offering drop-in times.</p>
	<p>4. Increased number of young adults who have access to, and are using, a medical home....</p> <p>Worked with young adults to access the Adolescent Health Clinic as part of the Community Health Center of Vermont for preventative care, pregnancy and HIV testing, and overall medical health.</p> <p>Helped with assisting young adults in identifying and accessing primary health providers. Helped with scheduling of medical appointments and mental health appointments in order to reduce risk of medical and mental health emergencies. Helped multiple youth begin attending therapy.</p> <p>Worked with Fletcher Allen's Child Psychiatry to get psychiatric support and medication management for client.</p> <p>Assisted multiple young adults in applying for benefits and Medicaid.</p> <p>Some young adults served currently visit doctor yearly for physicals. 2 young adults sought regular therapy and attended regular physicals and dental appointments.</p> <p>Helped multiple clients by providing or helping them access transportation to multiple doctor's appointments. Assisted young adults in getting to medical appointments including prenatal care.</p> <p>One young adult sought medical assistance through Fletcher Allen Health Care.</p> <p>Worked with Community Health Center and Connecting Cultures to coordinate care for client.</p>
	<p>5. Increased number of young adults living in safe and stable housing....</p> <p>Assisted multiple young adults in navigating housing (understanding rental terms, applying for housing assistance, looking up affordable rental units, contacting landlords and filling out rental applications).</p> <p>Multiple young adults connected to the Spectrum Shelter.</p> <p>Described the process of looking for and renting an apartment with young adults in the weekly skills class.</p>

	<p>One young adult was assisted in figuring out plans with her father for building an apartment onto his house.</p> <p>Three young adults were assisted in getting their own place to rent.</p> <p>Supported clients touring possible housing resources such as Spectrum's shelter. Also worked with clients to complete public housing application through Winooski Housing Authority.</p> <p>Distributed Affordable Housing List provided by Community Action and worked with clients to find reasonable housing, learn how to access security deposits, build good credit and budget money.</p> <p>Worked with clients in transitional living program to move towards permanent housing by working with landlords and housing authority.</p> <p>Helped multiple youth access Transitional Living Program for youth coming out of custody (Pearl Street Residence) at Spectrum Youth and Family Services.</p> <p>Supported several young adults as they prepared for aging out of transitional services. Focused on supporting the client as they sought stable housing. Worked with the clients to seek subsidized housing and apply for the new Vermont State Housing Subsidy Program.</p> <p>Worked with 2 clients to help them find housing; we explored various different housing options. Also filled out applications for Burlington Housing and Champlain Housing Trust; even though the wait for those housing are longer, it could help in the future. We also explored craigslist and made a few phone calls to set up meetings to visit the place.</p>
	<p>6. Increased number of young adults who have caring &amp; supportive relationships....</p> <p>Some young adults worked on connecting with school personnel.</p> <p>Worked with 4 young adults on creating healthy environments at home and building caring relationships with the adults in their homes.</p> <p>Assisted some young adults in fostering relationships with caregivers and parents with whom they had been previously estranged.</p> <p>Supported clients to identify natural supports and caring relationships in their lives. Worked with client to establish healthy supportive relationships with community members.</p> <p>Intentional building of natural supports in the workplace to help young adults feel more welcome, included and supported.</p>

	<p>Worked with a volunteer in the community to help several clients with driving practice before their test.</p> <p>With several families, provided intensive support through family work in repairing relationships and building more effective communication skills.</p>
	<p>7. Increase in young adults' strengths and protective factors....</p> <p>Referred several young adults to Spectrum Drop-In and classes offered at Spectrum's Drop-In Center, including jobs skills classes and independent living skills classes.</p> <p>Empowered young adults to advocate for themselves in school and communicate with their employers. One young adult built many skills around communication in the work place</p> <p>Assisted young adults in developing independent living skills, cooking skills, understanding and creating budgets, emotional regulation, developing positive coping skills. Helped young adults prepare meals and buy healthy food.</p> <p>Assisted young adults with budgeting plans, including understanding accountability and prioritizing bills, as well as building good credit. Assisted and supported young adults in obtaining their own checking accounts.</p> <p>Assisted young adults with navigating the housing system and working towards obtaining their own housing. Helped a young adult move into their own apartment.</p> <p>As part of initial intake, young adults are asked to talk about their strengths, resources and natural supports. A plan is created, led by the young adult, focusing on building on strengths and interests as well as pulling in natural supports if possible. Utilized the TIP model to help client identify strengths and build on current successes in order to build self-esteem and resilience.</p> <p>Assisted young adults in participating in Life Skills class, job skills class, and Talking SMACK (<u>S</u>exual choices <u>M</u>anaged with <u>A</u>wareness, <u>C</u>onfidence and <u>K</u>nowledge) classes.</p> <p>Assisted young adults in obtaining their learner's permit and license. Assisted young adults with obtaining an ID card.</p> <p>Provided opportunities for young adults to increase their strengths through different opportunities such as a work experience with the help of CWS and VocRehab VT.</p> <p>Regular meetings with a group of Somali young women to build social skills, develop confidence, understand American cultures and system, develop plan</p>

	<p>after high school, and discuss healthy intermit relationships.</p> <p>As per Jeetan, he states that C (his client) is one of the most motivated and inspiring young adults he ever worked with; he is very vocal about things and he likes to plan things out loud. 'We spend hours talking about goals for his future and setting up action steps to reach those goals. He always talk to me about his experience with adults in his life; he always says "I will not let them down." Though he had a rough childhood growing up, many negative adults in his life, but he always holds on to positive that surrounds him. He doesn't want to end up like his uncles, cousins, or friends. Sometimes he spends hours talking to his aunt, who is very supportive of him and checks on him all the time. He also talks to his mom a lot who is in Florida. He wants to go to college, do music, play basketball, and make his family proud.</p> <p>Jeetan goes on to say: Many young adults that I work with from Diversity Rocks are very independent and determined to be successful in their life. After coming to this country, many of them had to struggle from learning the language, navigating through the system, and making friends. Their parents were less of a help in doing all this; they had to find the way for themselves. The challenges have taught them to be strong and determined to follow their dreams and walk the path of unknown with confident.</p>
	<p>8. Improved mental health for young adults.</p> <p><b>Required activity:</b> <i>Improve access to mental health services for the young adults most at risk for poor outcomes and use the power of the courts to increase their likelihood of use of those services....</i></p> <p>One example is a young adult who came to me working in an environment that brought out all her anxieties and fears. We worked on her employment goals and she gained employment in a place she is very happy and expresses she has no anxiety. In the same time we also got her enrolled into the Seneca program which she said helped her tremendously as well. This young adult reports no anxiety anymore and feeling great and has been looking to give back.</p> <p>Support for young adults in crisis with the help of First Call, the crisis line for youth through HowardCenter.</p> <p>Referrals to and collaboration with Spectrum Counseling Program, Centerpoint, HowardCenter, Community Health Center, NFI, and Jean Garvin School and private practices in the community for mental health and substance abuse counseling and assessment.</p> <p>Continued availability for young adults to access the Adolescent Health Clinic, a subdivision of Community Health Center attached to Spectrum's building, which offers free, comprehensive health care to youth, ages 14-24. Works closely with all Spectrum programs to ensure young adults receive the care they need, obtain primary health provider, and minimize use of the emergency room.</p>

	<p>Worked with several youth in getting med check appointments and assisted multiple youth in getting necessary assessments through Fletcher Allen’s Child Psychiatry and HowardCenter. Assisted clients in scheduling and attending mental health appointments with Community Health Center, Spectrum Counseling services, and HowardCenter.</p> <p>Referred two more young adults to HowardCenter’s Developmental Services, including getting functional assessments and making seamless transitions into services.</p> <p>Referred one young adult to Howard’s Adult Services for ongoing case management and support.</p> <p>Young adults being served that have confidently been able to access therapy on their own after some support and guidance. Young adults gaining more confidence and decreasing their mental health problems such as anxiety in the workplace. This has been done through collaborating with employers and providing a supportive working environment for them.</p> <p>Allowing opportunities for young adults to feel supported and build confidence-attending training programs and running the skills groups.</p> <p>Continue to work with and refer client to Connecting Cultures for mental health counseling.</p>
<p><b>System of Care Infrastructure Indicators</b>                  (for federal TRAC):</p>	<p><u>Workforce Development</u>: Organizations or communities implementing mental health-related training programs as a result of the grant. Please enter the number of organizations or communities and briefly describe the training programs....</p> <p>Attended bi-weekly CWS meetings and utilized Salesforce on a regular basis as well as meeting with BAM (Nicole Clements) for individual young adults.</p> <p>Business Account Managers from CWS now regularly attend JOBS and YIT meetings to hear about young adult employment needs and make connections with area employers.</p> <p>As a result of YIT Initiative, several other community organizations have adopted the TIP model and have attending trainings, including Spectrum Youth and Family Services and Northeastern Family Institute.</p> <p>VFN developed leadership training for parents and caregivers and presented the following workshops and webinars:</p> <p><b><u>Workshops on VFN Website</u></b></p> <p><b>Support Parent Training –Williston- 7 Parents were trained</b>  <u>Training Description</u> - Parents who have just learned about their child’s diagnosis often feel helpless and alone. Talking with another parent who</p>



has experienced a similar situation can help parents feel less alone and more hopeful. In this workshop, participants who would like to serve in this role of “Supporting Parent” learn how to support other parents by using listening skills, emotional understanding, information and resources, and shared experiences. Parents will learn to understand and support in a non-judgmental manner, individuals and families with differences in thinking and perceptions, culture, family structure, socio-economic status, education, and heritage. Parents will learn to inform families of available options for advocacy, education and community access involvement.

9/11/2013- **VFN Overview & special education workshop** for Easter Seals professionals – Williston **10 professionals attended.**

10/12/13- **Sibshop-** activities/ support group for siblings of children/ youth with special needs – **11 family members** attended

### Webinars

**Bullying and Harassment in Schools: What do I need to know and what can I do to address these behaviors?** (9/18/13). Children who are bullied and harassed experience real suffering that can interfere with their social and emotional development as well as their school performance. Statistics show that students with disabilities are much more likely to be bullied than their peers without disabilities. This webinar will review the legal differences between bullying and harassment, the most recent changes to the state laws regarding requirements for schools in responding to bullying and harassment, a review of action steps for parents and advocates if a student with disabilities is experiencing bullying or harassment, and if time permits, a look at some effective intervention and proactive prevention strategies for parents and educators. Presenter: Tracey Tsugawa , Vermont Civil Rights Investigator, Vermont Human Rights Commission. **83 views since posting.**

**Rule 4500: The Use of Restraint and Seclusion in Vermont Schools** (10/1/13) Based on federal guidance, the Vermont State Board of Education added this rule to their manual of rules and practices. The rule went into effect on August 15, 2011, with the purposes of maintaining positive and safe learning environments, promoting positive behavioral interventions and supports, and ensuring that students are not subjected to inappropriate use of restraint or seclusion. Join this webinar to learn more about what is permissible and what is prohibited in accordance to this rule, as well as details in the law regarding reporting requirements, debriefing, etc. If time allows, some general information will be provided that summarizes data collected by the Agency of Education over the two years since this rule has been implemented. Presenter: Tracy Harris, Coordinator for the Prevention and Intervention of Challenging Behaviors in Schools, Vermont Agency of Education. **30 views since posting.**

**Beyond Paralysis: How To Talk To Your Son or Daughter About Sexuality** (10/9/13). Most people find it embarrassing to talk about sex with their parents, and many parents find it equally uncomfortable, not knowing how to have that conversation. But when people don't get their

questions answered, it feels like they are getting brushed aside. Youth need someone they feel comfortable with to talk to about sex but also about things like abuse. Parents of people with disabilities often struggle to understand their role in supporting their child's expression of sexuality. This webinar is designed for parents who want to improve their capacity to support their son or daughter. Participants will examine barriers to talking about sexuality and acquire practical skills in communicating about sexuality. During this session we provide insights into myths about people with disabilities and sexuality and disprove them. This webinar will also give parents an opportunity to ask questions. Presenters: Karen Topper, State Coordinator, [Green Mountain Self-Advocates](#) (GMSA), and Max Barrows, Outreach Coordinator, [Green Mountain Self-Advocates](#) (GMSA). **34 views since posting**

**Common Core Standards: What Parents Need to Know** (11/14/13)  
During this webinar we will discuss the impact of Common Core Standards on students and families. We will describe the changes in classroom instruction for English Language Arts and Mathematics. Additionally, we will offer helpful tips and resources to support families in this transition. Presenters: Laura Baker, Vermont Agency of Education; Lori Dolezal, Elementary Literacy Assessment Coordinator, Vermont Agency of Education; Cindy Moran, Alternate Assessment Coordinator, Vermont Agency of Education; Tracy Watterson, Elementary Mathematics Coordinator, Vermont Agency of Education. **36 views since posting.**

**Archived Webinars:**

- *"What's Next: What Services are available when my teen transitions to adulthood?"* Viewed **97** times since posting 5/12.
- *Voc-Rehab Transition Services for Students with Disabilities-* Viewed **372** since posting 12/11
- *Guardianship-* Viewed times since posting 1/12
- *Restraint and Seclusion in Schools-* Viewed **30** times since posting 2/12
- *Coordinated Services Planning-* Viewed **147** times since posting 2/12
- *Getting and Keeping the First Job-* Viewed **54** times since posting 9/11.
- *Youth with Disabilities and Juvenile Justice System-* Viewed **142** times since posting.
- *"Just Personality? Drawing the Line Between Traits & Illness"* Viewed **134** times since posting 12/12.
- *[Post-Secondary Transition for Students with Disabilities in Vermont](#)* Viewed **213** times since posting 2/13.
- *[Using PBiS at Home to Improve Family Life](#)* Viewed **81** times since posting 6/13.
- *[Smelling the Smoke – Fighting the Fire: Supporting Students with Co-Occurring Substance Abuse & Mental Health Needs](#)* Viewed **139** times since posting 5/13.

VFN also developed PowerPoint on the Children's mental Health System of Care – on VFN website.

	<p><u><b>Organizational Change:</b></u> Organizational changes made to support improvement of mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of changes and briefly describe them....</p> <p>Continued use of the TIP Model to make sure entrance into services is youth driven, strengths focused, and goal oriented.</p> <p>Developing more connections with other mental health providers and a greater understanding of the different needs of youth in the community. Working to become more culturally competent, although admittedly we have a long way to go.</p> <p>Continued maintenance of the “YIT – Chittenden County” Facebook Page to serve as a social media-driven resource hub for young adults in Chittenden County. Posts are made weekly to offer suggestions for positive pro-social events in the community, tips on attaining jobs or accessing other resources, helpful hints on healthy living, general information regarding policies and initiatives in this area.</p> <p>Utilization of the YIT Line messaging service, a phone line available exclusively used for referrals, information, and education of YIT strategies and practices. This line is checked by both YT case managers and the young adult navigator.</p> <p>Regular check in with young adults at intake regarding support needs, short and long term goals, current strengths and protective factors.</p> <p>Regular meeting with HowardCenter New American worker peer support group to share experience and resources.</p> <p><u><b>Partnership/Collaboration:</b></u> Organizations that entered into formal written inter/intra-organizational agreements (e.g., MOUs/MOAs) to improve mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of organizations and briefly describe the agreements....</p> <p>Active participation with Creative Workforce Solutions (CWS) to increase capacity for job development/job resources in the community, on-the-job trainings, and temp-to-hire opportunities</p> <p>Although not a formal written agreement, connected with local libraries, Social Workers, Special Educators and Guidance Counselors at Milton High School, Champlain Valley Union High School and Winooski High School; currently making connections at Colchester High School and Essex High School to utilize their space in order to make services more accessible to young adults.</p> <p>Presented ImpactVT.org and YIT services to Howard Center programs.</p>
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	<p>Continued partnership with Eternity Web Designs for ongoing tech support for ImpactVt website - recent meeting for technical assistance regarding uploading information onto website.</p> <p>Utilizing the extra funding offered by the YIT state team to be used by the end of the grant term, entered into a formal contractual agreement with <b>Spencer March</b>, who is a young adult who will act as consultant to assist with bringing more youth voice to ImpactVt website, analyze usage, create and facilitate focus groups with young adults, improve format and accessibility to site, develop a marketing plan to increase usage of site, see out and negotiate for benefactor to host the site when the grant period ends.</p> <p>Continued relationships with Spectrum Youth and Family Services, VocRehab VT, Vermont Adult Learning, NFI, Lund Family Center, and Fletcher Allen</p> <p>Utilization of Heath Care Navigators, which was a result of Spectrum receiving grant to train new navigators and provide assistance to young adults to access health care through VT Health Access, enabling them to apply for Medicaid and other insurance programs on the Exchange.</p> <p>Entered into several formal agreements with employers to provide a work experience for young adults using the progressive employment model through Creative Workforce Solutions.</p> <p>The Parent Transition Resource Consultant provided outreach to the Community High School and also gave a presentation to Easter Seals.</p>
	<p><u>Types/Targets of Practice:</u> Programs/organizations/communities that implemented evidence-based mental health-related practices/activities as a result of the grant. Please enter the number of programs/organizations/communities and briefly describe the evidence-based practices....</p> <p>Continued to utilize the TIP Model as the evidence based model through which services for young adults are offered. This model is also used by Spectrum across all programs. Representatives from Spectrum and Northeastern Family Institute have participated in the TIP Certification trainings.</p> <p>YIT and JOBS staff utilize principals of Motivational interviewing, narrative therapy concepts, Cognitive Behavioral Therapy and Dialectical Behavior Therapy, ARC Model (Attachment, Self-Regulation and Competency) for trauma based work, and NMT (Neurosequential Model of Therapeutics) for trauma based work.</p> <p>Utilized the principles of the Circle of Courage model, focusing goals on Generosity, Mastery, Independence, and Belonging. This is an integral part of HowardCenter's Child, Youth, and Family Services delivery model.</p>

	<p>Attended YIT Fall Sharing Day- being able to collaborate with State team members as well as members within other counties to assist with increasing productivity and awareness (within the community) with young adults.</p> <p>Participated in Addictions Academy as well as Co-Occurring Academy, developing a greater understanding for co-occurring illnesses and mental health</p> <p>Attended a cultural competence training designed to gain a greater understanding for the different cultures present within VT.</p>
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**2. Problems**

Describe any deviations or departures from the original project plan including actual/anticipated slippage in task completion dates, and special problems encountered or expected. Use this section to describe barriers to accomplishment, actions taken to overcome difficulties, and to advise DMH of any needs for assistance.

Continue to experience many of the same challenges as reported earlier, including:

- Challenges faced have been related to developing and sustaining a Young Adult Advisory Board in general. Young adults have been eager to engage in services but show little desire to be part of a larger group. Many young adults remain focused on their own individual goals and are not available to meet in larger groups
- Housing remains a problem for many young adults who cannot receive support through Spectrum.
- Transportation remains an issue. Transportation and consistency of public bus system and accessing bus passes for youth.
- Lack of contact with youth due to lack of consistent housing and phone number to contact as well as transient nature of youth served.
- Challenges with financial resources to fund food for clients and client activities. Although there is some allotment for this in the budgeting, there are limits to what can be spent.
- Lack of translated consent form for parents who don't read or speak English. Lack of clear instruction on how to obtain consents from parents who don't read or speak English.
- Continued struggles with getting the VCHIP paperwork translated into other languages, allowing multicultural youth who have non English speaking parents to participate in the study.
- Challenges also continue with follow through of youth for Vermont and National studies as well as tracking down clients to do follow-ups due to transitional nature of the population.
- Lack of consistency and follow through with young adults overall.
- Lack of services provided to help young adults with requirements for obtaining licenses including availability for driver's ed, finding support to get driving practice, having a reliable vehicle to practice driving.
- Travel time to get to youth in rural areas can affect the number of young adults we can see on a given day.

- Consistency of interpreters and their ability to understand mental health issues.
- Lack of diagnostic information and assessment of multi-cultural youth. Inaccurate or unknown information regarding age of youth in multi-cultural youth.
- Increased needs for multicultural youth services as VRRP plans to settle about 300 people in Vermont in the coming year, as well as the young children who moved here years ago have now grown into young adults needing support.
- Gap in multicultural clinician services due to staff vacancy since August.
- Creating a parent group continues to be a challenge. *Getting There: Life after High School* was a group originally started by Bob DiMasi in 2011 as a monthly opportunity for parents to come together and share resources and ideas. From January to June 2012, VFN continued to offer this opportunity, publicizing it on their website, listserv and via flyers posted throughout the community. Attendance was poor and no lasting group formed. As an alternative to forming a group, we propose that the Parent Transition Resource Consultant broaden the scope of outreach to parents by cooperating with existing groups, school support staff and youth agencies to identify parents in need of general information and individual assistance. During this reporting period the PTRC has explored ways to strengthen VFN's support of multi-cultural families through connecting with AALV and members of the New American community.
- Families with youth who may be struggling with emotional issues, substance abuse, or other disabilities can be hard to identify and difficult to reach.
- Families can have many events that overshadow the need of the adolescent on a daily basis, priorities can shift quickly. Many families are struggling to meet basic needs such as housing and consistent employment and these often, understandably take priority.
- Young Adult Navigators do not have much success connecting parent to parental support resources through adolescent. Many adolescents are also runaways or experiencing homelessness and as a result their families are not within reach. However, the VFN Transition Resource Consultant maintains open lines of communication with the Young Adult Navigators to encourage family referrals.
- Adolescents and their families in rural areas can be difficult to reach when they are placed out of district.

### **3. Significant Findings and Events**

For special notice to Principal Investigator, State Outreach Team for Youth in Transition, Federal Project Officer, etc. This should include any changes in staffing, including of persons, time spent, and/or responsibilities. Attach resumes and qualifications of new staff.

Jeetan's position as Young Adult Navigator has been evaluated, and it was determined that he would devote more of his time to outreach to multicultural youth and providing support in various ways to this group. He was also given the task of assessing the need for groups within the schools that offered support to multi-cultural students. The description of his role was altered to allow for this and better work to Jeetan's strengths. It also better spoke to the growing needs of the community in Chittenden County.

As stated above, we added the services of Spencer March through the use of the additional grant money awarded from the State YIT team (Attachment C). Spencer is focusing on the

website: its usage, utilization, how to better market it, and finding partners to host and maintain technical aspects of site.

It should also be noted that at the end of August, Linda Li transitioned out of her position as the Multi-cultural clinician. This clearly left a large gap in the delivery of services to this underserved population and much work was done to fill this role. I am happy to report that I have hired a new clinician who will be starting in January 2014. I will provide information regarding her background and experience in the next progress report.

Jeetan plays a vital role in the structure of the Diversity Rocks! meetings and is using his leadership skills and personal experience to become an effective young adult advisor. This new structure is in large part due to the amazing efforts of Mercedes Avila and the commitment she has put into this group. It has been an asset that the efforts are complemented by the addition of Jeetan on the Chittenden staff.

#### **4. Dissemination activities**

Briefly describe project related inquiries and information dissemination activities carried out over the reporting period. Itemize and include a copy of any newspaper, newsletter, and magazine articles or other published materials considered relevant to project activities, or used for project information or public relations purposes.

- Met with Eternity Web to get tutorial on uploading information on website for new staff.
- Collaborated with Winooski High School, Milton High School and South Burlington High School to create a structure of having drop-in hours for students to meet with the Young Adult Navigator.
- Continued to hand out stickers, pens, pencils, and t-shirts displaying the ImpactVT website logo to various young adults and educated them on the site as a valuable resource in the community.
- Continued to present website to community partners and organizations who work with young adults and families, as well as handing our brochures.
- [www.impactvt.org](http://www.impactvt.org)
- Twitter account
- Facebook account
- Continued running the skills group through the fall semester. Topics included starting a bank account, managing money, how to buy a car, how to search for apartments, how to operate a cash register, how to write a resume, and how to look for jobs.
- Reaching out to local community and community organizations to outreach about the services that Spectrum provides.
- Reaching out to underrepresented community (former refugees, immigrants, low income and urban )
- Events have been advertised in local newspapers, VFN's monthly e-newsletter, VFN list serve (over 200 users), VFN website calendar of events, VFN Facebook page and Twitter account (over 500 FB friends) and then sent to any other individual groups who have a connection to a YIT event by email or by regular mail.



- Post information related mental health and transition age young adults on VFN Facebook page and listserv

**VFN Web data- 7/1/13 – 12/31/13:**

- VFN webpage on Mental Health- **568** visits during reporting period
- VFN webpage on Transition and Mental Health- **72** visits during reporting period
- VFN YIT web information – **160** visits during reporting period
- VFN Juvenile Justice – **247** visits during reporting period
- VFN Positive Behavior Supports **666** visits during reporting period
- VFN Suspensión/Expulsión/Discipline **312** visits during reporting period

**Flyers/Material Attached:**

- Diversity Rocks youth group trip to United Nation (Attachment A)
- Bhutanese Soccer Team Mission/Goal Setting (Attachment D)
- Bhutanese student support group flyers (Attachment E)
- Diversity Rocks DH Grant Report (Attachment F)

**5. Other Activities**

Briefly describe other activities undertaken during the reporting period.

- JOBS and YIT enrolled in both the Co-Occurring Academy and the Addictions Academy which are both a multi-week curriculum focusing on substance abuse and mental health challenges that incorporate various mental health and substance abuse models and theories to best provide services to this population.
- TIPS II training and certification.
- Attended Social Media training in September to discuss use of social media as a viable means of reaching out to young adults.
- Attendance of the premier showing of The Hungry Heart at the Flynn theater in September to highlight substance use and treatment in this community.
- Attended Legal Issues in Mental Health, a training offered by attorney Whit Smith, which focused on legal issues in the work and ethical challenges in case work.
- Facilitated a “Chat-n-Chew” in Spectrum’s Drop-In Center that focused on understanding YIT supports and services.
- Participated in the CWS Transportations Solutions meetings that worked on identifying needs and resources for transportation for young adults, particularly around getting to and from work
- Attended additional Appreciative Inquiry Training, run by Debbie Mintz. Appreciative Inquiry is a collaborative, strength-based approach to both personal and organizational development that is proving to be highly effective. It is a way of bringing about change that shares leadership and learning - fully engaging everyone and focusing on what is “going right” in order to solve problems.
- Attended follow up Green Mountain Care Training that discussed changes in health insurance for Vermonters starting in January. These changes, as a result of ObamaCare, will directly affect a large number of young adults served in the region. Working to become trained in helping young adults re-apply for the appropriate insurance in the Exchange.



- Attendance and participation in the fall sharing day. This was focused on advocacy work to make requests for continued funding for this important work. Materials were used from evaluation studies to and positive outcomes for young adults who engaged in services. This included the creation of a YIT elevator speech (Attachment G).
- Somali girl support group. Regular meeting with a group of 4 Somali young women to provide a safe and trusted space to help understand American cultures, discuss concerns, and build confidence and social skills. Linda Li continued this group until her departure in August.
- In July, Jeetan attended two trainings and states: these two trainings were one the greatest experiences of my life. The first training was "*Free Minds, Free People*" a national conference convened by the Education for Liberation Network that brings together teachers, high school and college students, researchers, parents and community-based activists/educators from across the country to build a movement to develop and promote education as a tool for liberation. The conference was more like an information session where the information was presented in a very interactive and engaging manner. There were many youth and young adults presenters from various states presenting their findings and the work they do in their own state to empower, educate, and inspire their community. I learned a lot from this conference and made some connections and connected Diversity Rocks with their programs. Later, two members of Diversity Rocks received scholarship to attend another conference in Colorado.
- Per Jeetan, attended Social Justice Training Institute for students at University of Massachusetts Lowell. This was one of the intense weeklong conferences for students from different universities and colleges. The conference was very powerful and personal. We explored many topics of injustice and inequality and how can we stand for justice of all. It was lot of internal reflection and asking questions on our own judgment and building trust activity. I found this conference very helpful and I would recommend to every student and the people in the community. We all deserve to live in socially just community.

Parent Transition Resource Consultant and/or VFN staff attended the following on a regular basis:

- Transition Age Advisory Team – Listen to presented case of individuals and act as reference or resource for parent if present. Held at Spectrum monthly.
- Core Team - Connect here with the employment specialist for Chittenden County who shares information and resources regarding employment for transition age individuals. Members include representatives from such groups as Linking Learning to Life, Vocational Rehabilitation Services, Department of Social Security, Department of Labor, school counselors and others.
- Career Start - VFN staff attend this state wide committee meeting that meets quarterly to share information about transition resources and discuss current topics from various contacts around the state.
- Access Team - The PTRC is a member of this group as a parent representative.
- YIT Leadership Team - The PTRC gives updates to this group and receives information on the YIT Grant progress. Currently, the PTRC is involved in planning for sustainability of the YIT program.
- Refugee Immigrant Service Provider Network - VFN staff attend this monthly meeting to keep current on the New American population in Vermont and those agencies that serve them.

- Family Support VFN – PTRC attends these weekly meetings to share information and receive information and referrals from other Family Support staff.

## 6. Activities Planned for Next Reporting Period

Briefly describe the project activities planned for the next reporting period.

- Continue to develop new community connections; continue to reach out to the different area schools and offer information sessions to both young adults and school providers.
- Attend Care Coordinators' conference in March to discuss more effective delivery of services to young adults.
- Attending full day events at State House in Montpelier to advocate for continued funding for YIT services on January 31<sup>st</sup>. Developing display showing work done by YIT workers in this county and bringing several young adults to share their story, time permitting.
- Working to engage more community partners and young adults to more consistently attend monthly YIT leadership meetings
- Continue to develop more community relationships and build a greater understanding around the stigma with young adults and mental health. Continue to provide intensive case management for young adults being served and develop an individual treatment with them and assist them in working towards/accomplishing their identified goals. Continue to advocate for a continuation of the YIT grant.
- Presentation to Howard's Family and Community Programs to provide an overview of the TIP models and the concept of the solutions focused case based review process.
- Continue attending CWS meetings and working towards creating more training opportunities for young adults.
- Connect with more community health providers.
- Continued work on maintenance of resource website. Significant focus on building up website and accessibility and use of it. This will include instructional videos made by youth to assist in independent living tasks. It will also include interviews held by young adults to community members and businesses describing resources and services available. Need to work with State team in helping with marketing and advertising efforts of website. Much of the work will be done by hired consultant (through use of additional funding made available for YIT activities) who will analyze Google analytics and use of website. Working with Spencer March on marketing strategies and identifying a partner to host site.
- Continued training and discussion of TIP Modules in providing effective services to young adults.
- Re-start the Skills Group
- Continue to provide case management for all clients and build on their strengths and independent skills.
- Continue engaging in on-going training opportunities.
- Create outreach plan for school year and schedule drop-in hours in schools to meet with Young Adult Navigator. Provide drop-in hours at the school for the young adults to connect with the young adult navigator.
- Focus group to discuss/update Impact VT websites and update resource on websites and recruitment of more young adults to give voice to the website and facebook interfaces.

- **Student Support Group:** Work on the implementation of Student Support Group for Refugee and Immigrant students in Burlington and Winooski schools. Connect with the resources which are already in the community and also bring new ideas to the room. Connect with more students with the support from guidance counselors and school social worker. Coordinate weekly visit to the schools and meet with the students. Navigate students to the resources that they are looking for.
- **Diversity Rocks:** Help create written documents for councilors and members. Help prepare for next council election which is coming up in February. Each councilor serves for 6 month; we want to come up with the plan for each councilor during their council term. We will be creating written documents with descriptions and requirements for all the positions. After the council election, we are planning to organize a retreat. It will be a great opportunity for all the Diversity Rocks members, councilors, and advisors to come together to discuss successes and challenges and how can we move forward. We will revisit our goal, mission, and group values. We will redefine them if necessary. True purpose of this retreat is to create unity, understanding, and respect toward all the members.
- **Partner with Other Youth program:** Partnering with the organization that is going to receive funding through Office Refugee Resettlement and introduce some of our resources to them. With this partnership, the hope is to reach out to more youth and young adults. Jeetan was on the review committee of this grant application and he thinks a lot of the work that is done here at Spectrum matches to their requirement. Also introduce the ImpactVT website to them since they are interested in using these resources.
- The following two webinars have been scheduled through VFN: [McKinney-Vento and School Discipline Rights](#) and [Transition Assessments](#)
- PTRC will continue to present at Centerpoint parent groups.
- PTRC will continue to work with AALV to provide information/assistance to New Americans.
- VFN will continue to survey families about their training needs and present webinars and other trainings on topics identified by parents of transition age youth. Will also keep VFN website and e-news updated with relevant information for this population.
- VFN conference will include workshops focusing on the transition process.
- Continue to support families of transition age youth with ED in Chittenden County and connecting families with appropriate supports. Also maintain strong connection with ACCESS team, Chittenden County LIT and YIT teams. Continue to promote state support of the YIT program in Chittenden County and across the state.

**DMH only:**

Date received: \_\_\_\_\_

Approved by: \_\_\_\_\_

Date approved: \_\_\_\_\_

Approved by: \_\_\_\_\_

Date approved: \_\_\_\_\_

Attachment A:

### News

We are a community of multicultural youth who speak multiple languages, practice different faiths, celebrate different festivals, have different cultures, yet we work together to build a better future for ourselves, our community, and for the next generations. We are an example of true Unity and youth empowerment because although we have been victims of war, violence, and inequality we still stand strong and encourage each other and help one another. We are all aiming for the same direction "to change the world for better" but how can we do this without education? We need a better world, better education, a good environment to live in and a better community that is just, equal, and sustainable. Thus we have created this video project call "I AM THE WORLD" to share our message to the world.

Our project has been selected as top three among all the submissions from around the world. It will be telecasted live at <http://www.peaceday.tv> on September 21.

Diversity Rocks  
International Youth Group

### Training Agenda

14<sup>th</sup> September, 2013

Time (PM)	Activity
12:00-12:45	Lunch BHS Cafeteria
12:45-1:00	Opening Activity
1:00-1:15	Greating of PEACE
1:15-1:25	History of the PEACE
1:25-1:55	Small Group Discussion. <i>What is Peace?</i>
1:55-2:15	Large Group Discussion. <i>Inner peace &amp; Outer peace?</i>
2:15-2:35	How to have or make peace when we are all surrounded by Injustice and Inequality?
2:35-2:45	BREAK
2:45-2:55	How can you Increase your heart?
2:55-3:05	Compassionate Listening!!
3:05-3:35	Brainstrom project Ideas!!

## Diversity Rocks

### International Youth Group

### International Day of Peace 2013

#### Sept 18<sup>th</sup>

### Who We Are:

We are a group of multicultural youth and young adults who are former refugees and immigrants. We speak various languages, practice different faiths and celebrate different festivals. Many opportunities that were opened to us allow us to strengthen our leadership skills and build knowledge and understanding about the world around us.

### Our Accomplishments:

Diversity Rocks has been a group for about three years. In the past, we've done several community projects and have organized educational field trips, which empowered us to be active community members.

This is what we've accomplished in the past years:

1. Educational trip to Washington D.C.
2. Attended 2012 UN Peace Day Conference
3. Participated in Young Adult Voice Movement conference
4. Community Service Projects
5. Cultural Celebration

### What's Next?

Diversity Rocks is organizing a trip to the United Nation's for the International Day of Peace with the support and collaboration of Children Of The Earth, Department of Minority Health, and Vermont Federation of Families for Children's Mental Health, Youth In Transition Grant, and Bay & Paul Foundations.

Before the trip there will be a training lead by youth and young adults trainers of Diversity Rocks on *Saturday September 14, from 12 to 4 p.m.* at Burlington High School.

### What Is Children of the Earth?

Children Of The Earth, a UN recognized NGO provides youth with leadership skills that are necessary to build peace in the world. It fosters international networks of multicultural understating, spiritual values and ethical living skills.

Visit them: <http://www.coeworld.org/>

### For more info...

**Nina Meyerhoff**  
Director of COE  
[nina@coeworld.org](mailto:nina@coeworld.org)  
Call: (802) 578-6990

**Jeetan Khadka**  
Young Adult Advisor  
[jkhadka@spectrumvt.org](mailto:jkhadka@spectrumvt.org)  
Call: (802) 324-7076

**Jeanine Bunzigiye**  
Adult Advisor  
[jbafica2013@gmail.com](mailto:jbafica2013@gmail.com)  
Call: (802) 399-4144

### Important Dates

**UN Training**

**When: Sept. 14<sup>th</sup> 2013**

**Where: BHS Cafeteria**

**Time: 12:00pm-4:00pm**

**UN Visit**

**When: Sept. 18<sup>th</sup> 2013**

**Pick Up: ECHO Center 1  
College St, BVT**

**Time: 11:00pm**

Attachment B:

Diversity Rocks Youth Group Video Report

**DR! Agrees to: "Video Project"**

1. Develop and produce a music video entitled "I Am the World" and enters it into the U.N. contest for presentation at the International Peace Day's "Education for Peace."
2. Look for opportunities to present the video at community affairs/activities as appropriate.

1. **The final report will include:**

- a. **Description of the process for the development of the video (i.e., describe how the message of the video was reached by the group) and partners in the making of the video.**

When we created this video we wanted the community to know the importance of education for peace, by starting to embrace people's differences, which will bring peace to our diverse schools and state. This message was reached to the community because it went viral on YouTube and was shown everywhere in our schools. Some teachers used this as workshop and prompt to class. This video raised awareness of what Diversity Rocks is and what it is trying to do. Because of our video we're being called from different schools to lead assemblies and discuss the importance of education for peace. This was truly an inspiring video, which deeply impacted our group and others.

This Video wouldn't be possible without the help of these following organizations:

- ✚ Diversity Rocks Youth Group
- ✚ State of Vermont Department of Health
- ✚ Vermont Federation of Families for Children's Mental Health

### Diversity Rocks Youth Group Video Report

- 🚩 Youth In Transition Grant
- 🚩 Children of Earth
- 🚩 -Vocal recorded by: David Cooper
- 🚩 Creamy Goodness Production
- 🚩 Directed & Edited by: Jean Luc Dushime

(Thanks to Google Earth & VCAM for gear)

Our video was shown everywhere. We had over 3,000 views on YouTube; it also went viral on Facebook, and in our community including schools.

**b. Description of the trip to the United Nations and messages that were empowering and how this will support the community's development.**

Our Trip to United Nations in New York City was one of the most memorable experiences we've had a chance to witness. This trip was empowering because being in a place where most decisions are made and being in a place where every country is represented is just an amazing experience. Also it was an opportunity not every teen get. This will help support the community's development because we will bring what we learned from many presentations we witnessed and cooperate those projects from different communities to our community in order to make change.



### Diversity Rocks Youth Group Video Report



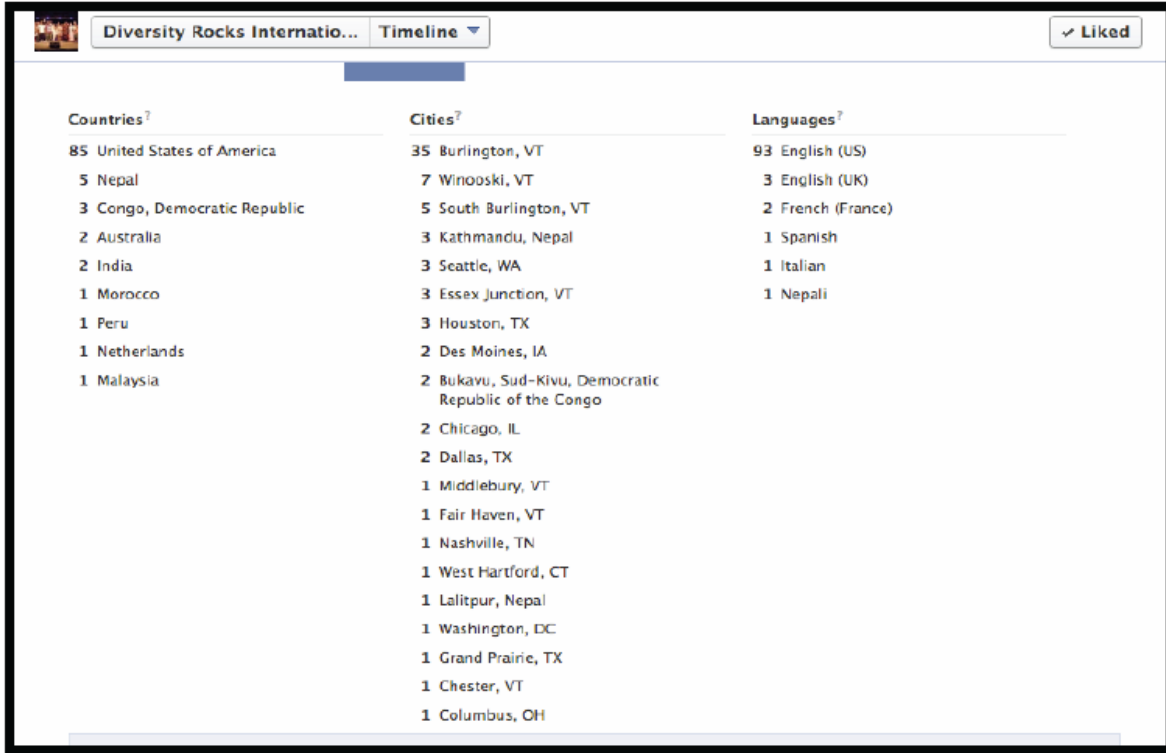
~ Diversity Rocks featured Live on UN WEB TV.

**c. Describe at least three venues where the video can be presented.**

**Facebook:** We have Facebook page and we make more than 250 followers from many parts of the country. We share all our work there and it circulates the message that we want to convey to the local community and beyond. Facebook has become very popular among youth and young adults now these days and it has become a major form of communication for Diversity Rocks.

FB Link: - <https://www.facebook.com/pages/Diversity-Rocks-International-Youth-Group/116115261810575?ref=hl>

### Diversity Rocks Youth Group Video Report



~ Diversity Rocks Facebook popularity Statistic by Countries, Cities, and Languages.

**Schools:** Members of Diversity Rocks presented the video in their classes to facilitated conversation around culture, differences, and appreciation. We have heard from the public that this video nicely articulates the message that can be easily understood for all ages. Some teachers and educators have also used this video as the conversation starter in their classes. We have been asked to facilitated conversation about the culture and difference at Hunt Middle School by using the video as the tool, the date for the event for hasn't been decided yet.



## Diversity Rocks Youth Group Video Report

**YouTube:** We have created YouTube channel " I am the world" where we have uploaded our video. We have so far 3,400 views on the video, the video went viral within the first month we uploaded.

YouTube Link: - <http://www.youtube.com/watch?v=tsulpGxOY78>

### **Description of the Video "I am the World"**

Diversity Rocks! Youth group is the gateway to the community for youth and young adults those who are former refugees and immigrants in greater Burlington area in Vermont. In Diversity Rocks! We are the community of multicultural youth who speaks multiple languages, practice different faith, celebrate different festivals, have different cultures, and we are working together to build the better future for our self and the generations to come. This is the third year we have been together as group and in this short amount of time we have been able to accomplish many things by working together as one. We are the example of true Unity and youth empowerment. Most of the Diversity Rocks! Members are former refugees and immigrants and were victims of war, violence, and inequality. When you ask each of us, what do you want to do in future? The answer you will receive will be "I want to change the world for better" this is the inspiration that we all have in common. We hope that this project will add one step toward making our dream of creating the world peace a reality. This is 100% youth lead effort and we all worked really hard to bring "I AM THE WORLD" project to this level

**Individual Reports:**

**Pierrette Lumumba**

The production of the video that was submitted to the United Nations was important because it let each of us get our voices heard. The main focus of the video was on education; what we believe it is and what limits us, or prevents us from getting the best out of it. In the process I learned everyone's different views on education and it isn't something that can only be taught in school. Education is something we must be willing to make a part of our life because it can get us far.

In the process of developing our video, I learned the limitations everyone has. Going to different schools we all have different experiences, but through this whole project we could all connect with at least one thing. All members of Diversity Rocks agree that education is opportunity, but racism and other things can get in the way. I believe that overall the message of the video is what matters most but the whole process was interesting. While I have been in videos before, going to a recording studio was something different and opened my eyes to all the various ways in which people can express themselves.

Developing the video I learned all the work that is put into recording, shooting and planning for a video. This whole process took a lot of listening to one another, patience and preparation. With these skills we were all able to work with one another and make a successful video. Our video ended up winning, thus Diversity Rocks International Youth Group was well represented and our message is out in the world. Not only did I learn different skills but I learned how to work well with a team and incorporate everyone's

### Diversity Rocks Youth Group Video Report

ideas. This skill is very significant because it can be applied to many other aspects of life.

In order to bring the message of education and its impact on our lives I would plan some sort of public gathering or event. At this event the video can be played and some members from the group can explain the meaning in more detail. I believe having students talk to the community about what we believe is important but struggle with can impact many and inspire them to bring change.

**By: Ajeing Dau, Shania Bunbury and Goma Chhetri**

When I saw the video "I am the world" I immediately realized the importance of the video and the message behind it. The goal of the video is to show how the various communities and groups of young people from different cultures come together to make a change. In this case, it's important that our voices are heard. The youth group that I am involved in, called "Diversity Rocks," made the video. I think the video benefits both youth and adults, because it speaks to young people to create an increased self-esteem and sense of personal control. The video promotes greater development of life skills such as leadership, reliability and responsibility of the work, less engagement in risky behaviors, such as drug use, and improved academic performance.

Having the opportunity to be in the video was an honor, because as a result of that, I got to influence many young people. I think it has a lot of important aspects in it. Sometimes I think to myself and say "I'm doing all this for a reason" or ask "Will I be able to recreate the communities that break, because of racism and discrimination?" These are the things that get in the way of where I could find success in my community. In this youth group, I am able to show my true self to everyone around me. I hope that in future generations, children learn that setting limits within you is just not enough. Being able to

### Diversity Rocks Youth Group Video Report

put aside all the hatred and just live with your community is an important life skill. To get opportunities means to be able to get the chance to prove you to the world. I hope for a day when people will stop judging, not just me, but everybody. For a day where everyone will just love and appreciate me, for whom I am. I am so glad that I joined "Diversity Rocks," because it has helped me in this process.

#### Isra Kassim

The "I'M THE WORLD" video was very important for us to create because we wanted to let our community and the world know the kind of work we are doing. By creating this video, helps me recruit more members in our community who do not know about Diversity Rocks and would like to join. I have learned that receiving equitable education is one of the many important things that Diversity Rocks members strive for. Education is very important to us and we wanted to take the opportunity to go to the UN Education for Peace day in NYC. I also learned that members with like-minded will not be able to make any kind of changes because we all think alike. But when we have members who differ from our way of thinking and challenge us in a positive way, together we are able to make any kind of change and make the community we live in a better community before we can change the world. Because we have experienced injustices, racism action, discrimination, we wanted the world to know that we as Diversity Rocks members are against racism, injustices and any kind of isms that negatively impacts people's lives. This video was an inspiration for me and positively had impacted me in so many ways.

Thank You

Diversity Rocks Youth Group

Date Submitted: 11/28/2013

Attachment C:



**HowardCenter, Inc.  
Professional Services Agreement  
for an  
Independent Contractor  
(Non-Clinical)**

This agreement ("Agreement"), entered into this \_\_\_28th\_\_\_ day of \_October\_, 2013, is between HowardCenter, Inc., a Vermont non-profit corporation, having a place of business and notice address at 208 Flynn Avenue, Burlington, Vermont (the "Agency") and \_\_\_\_\_ Spencer March \_\_\_\_\_, having a place of business and notice address at \_\_\_\_\_49 Cumberland Rd. Burlington, VT 05408\_\_\_\_\_ ("Contractor"). It includes the following attachments, which are incorporated herein by reference:

**Attachment A:** Description of professional services to be provided by the Contractor and payment provisions.

WHEREAS, the Agency wishes to contract with the Contractor to provide services to the Agency (hereinafter "Agency"), as further described in this Agreement; and

WHEREAS, the Contractor wishes to provide services to the Agency on a time-limited basis and in accordance with the terms and conditions of this Agreement;

NOW THEREFORE, in consideration of the premises above and the payment and other provisions of this Agreement, the parties agree as follows:

**1. TERM AND RENEWAL**

**A. Term of Agreement.** Unless extended or sooner terminated as provided herein, this Agreement shall commence on \_10/28/13\_ and shall expire on \_\_09/30/14\_\_\_. As used in this Agreement, the word "term" refers to the period described in the preceding sentence and, if this Agreement is renewed or extended, includes the period of renewal or extension.

**B. Renewal.** This Agreement may be renewed or extended only by a writing signed by the parties. Neither party is obliged to renew. A party wishing to renew or extend shall notify the other party not fewer than 30 days prior to the expiration of the term. Any renewal shall contain

such modifications to Attachment A as the parties may agree and shall be deemed to incorporate all applicable changes in regulations and administrative requirements imposed by the State or federal government.

## **II. SERVICES**

**A. Services to be provided.** Subject to all the terms and conditions of this Agreement, the Contractor shall develop, plan, and provide the services described in Attachment A (the “Services”).

## **III. REPORTS**

**A. Reporting.** The Contractor acknowledges that the Agency is required to report certain data to various State agencies or departments which must be obtained from the Contractor. The Contractor shall collect, organize, and provide such data to the Agency at the times specified by the Agency. All such data shall be accurate, shall be supplied on forms provided by either a State agency or department or by the Agency, and shall comply with all applicable governmental regulations and guidelines.

## **IV. AGENCY RESPONSIBILITIES**

**A. Payment.** In consideration of the performance of the Services, the Agency shall pay the Contractor in accordance with the terms of Attachment A.

**B. Compliance with Law.** The Agency shall carry out its obligations under this Agreement in a manner consistent with the Agency’s obligation under applicable State and federal law.

## **V. TERMINATION**

**A. Termination without Cause.** Either party may terminate this Agreement without cause effective as of a date specified in a written notice mailed to the counterparty at the counterparty’s notice address specified in the first paragraph of this Agreement. Such date shall be not fewer than 30 days after the date of mailing of such notice.



**B. Immediate Termination or Suspension.** At its option, and without prior notice, the Agency may immediately suspend or terminate this Agreement if the Agency reasonably believes that the Contractor has misappropriated Agency funds, goods, or services.

**C. Obligation to Return Agency Records.** Promptly upon termination of this Agreement, Contractor shall return to the Agency all Agency records, if any, then in Contractor's possession.

## **VI. ADDITIONAL PROVISIONS.**

**A. Independent Contractor Status.** The parties intend that the Contractor shall have the status of an independent contractor in connection with performance of the Services and all other provisions of this Agreement. The Contractor understands and agrees that the Agency will not provide to Contractor any retirement benefits, group life insurance, group health and dental insurance, vacation or sick leave, or any other voluntary benefits and/or services available to Agency employees, nor will the Agency withhold any federal or State income or payroll taxes from payments falling due to the Contractor. In further confirmation of the Contractor's status as an independent contractor, the parties agree that (1) the Contractor shall control the means and manner of providing the Services, and (2) the Contractor warrants to the Agency that he or she holds himself or herself out to the general public as a provider of services such as the Services, and does not work exclusively for the Agency. The Contractor understands that the Agency shall provide information as to payments made under this Agreement to the Internal Revenue Service and the Vermont Department of Taxes. The Contractor warrants to the Agency that Contractor shall pay all federal and State income and self-employment taxes arising from payments made pursuant to this Agreement, and shall file all applicable tax returns, as and when the same fall due.

**B. Contractor's Duty to Indemnify.** Contractor shall indemnify the Agency, its directors, officers, and employees for, and hold them harmless from, any loss, cost, or expense incurred by the Agency, including reasonable attorney fees, on account of the Contractor's failure to pay any tax arising or file any tax return due because of payments made to Contractor pursuant to this Agreement, or on account of any false representation or breach of warranty by the Contractor. In the event of suit to recover any such loss, cost, or expense, the Agency shall be entitled to recover all expenses reasonably incurred by the Agency in connection with the prosecution of such suit including, without limitation, reasonable attorney fees.

**C. Governing Law.** This Agreement shall be governed by and interpreted in accordance with the law of the State of Vermont.

**D. Parties.** This Agreement shall be binding upon the parties and their respective legal successors and assigns. It is intended for the exclusive benefit of the parties and their respective legal successors and permitted assigns. Nothing in this Agreement shall give rise to any third party beneficiary rights. In particular, but without limitation, nothing in this Agreement shall create or give rise to any right of any applicant, client, or recipient of services, or other contractor of either of the parties.

**E. Assignment.** The rights and obligations of either party to this Agreement may not be assigned or delegated, and no subcontract may be entered into by either party for the performance of any portion of this Agreement, except upon the express written consent of the counterparty.

**F. Amendments.** This Agreement may be amended only by a written agreement dated and signed by the parties.

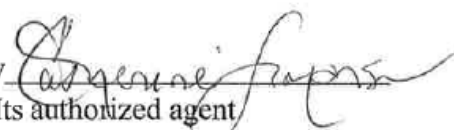
**G. Notices.** Any notice required or permitted by this Agreement shall be deemed delivered when mailed certified mail, return receipt requested, postage prepaid, and addressed to a party at that party's notice address specified in the first paragraph of this Agreement, or such other address as a party may specify by notice to the other party. Any notice to the Agency must be directed to the attention of \_\_\_\_\_ or such other person as the Agency may specify by notice to the Contractor.

IN WITNESS WHEREOF, the parties have subscribed their names to this Agreement.

CONTRACTOR:



HowardCenter, Inc.

By   
Its authorized agent



**HowardCenter, Inc.**  
**Professional Services Agreement**  
**For an Independent Contractor**  
**Young Adult Resource Guide and Social Media Consultant**

**FY14 Attachment A**

Description of professional services to be provided:

1. Become familiar with, develop, and maintain the young adult resource guide, ImpactVT. This would include, but is not limited to: Learning how to navigate site, understanding features, target population, and a general knowledge of youth culture and ongoing needs of young adults. Become competent in editing existing resources and information on website, uploading new mapped resources, how-to's, articles, new, events, and other useful content. Regular contact with resources on website in order to update information.
2. Facilitate focus groups consisting of young adults in order to get feedback, input, and ideas for website and identifying ongoing needs.
3. Promotion of the site in various venues, including the use of promotional materials and social networking as a means to increase awareness and use of website
4. Using Google Analytics, assess usage and trends of website as well as developing strategies for increased utilization.
5. Meet with existing and potential partners in the community to identify an organization or program that can maintain site and offer technical assistance for effective sustainability. Ideally, these functions would be integrated into existing programming or curriculum.
6. Organize and assist young adults in meeting with new resources using interview questions or videotaping to gather information.
7. Submit all required documentation of duties performed via HowardCenter reimbursement request forms and invoices.
8. Work closely with Chittenden County Youth In Transition Grant staff to ensure young adult input for website.
9. Report and complete all outcome data as determined by the state reporting guidelines covering a predetermined time period and work within the agreed upon budget.
10. Workers Compensation Provision: Contractor warrants to Agency that (1) Contractor has no employees, and (2) Contractor has not contracted with any other independent contractor with respect to the professional services to be provided. Contractor understands that Contractor has

the right to purchase workers compensation insurance coverage and has either purchased such coverage, intends to purchase such coverage, or has elected not to purchase such coverage.

**Payment provisions:**

HowardCenter will compensate at the rate of \$15.00 per hour for services provided upon receipt of invoice and required paperwork. HowardCenter will compensate the consultant for mileage at the current agency rate, as well as work related supplies as needed. Consultant will work with HowardCenter to ensure that expenses do not exceed the project budget. Consultant will invoice HowardCenter on a monthly basis, with payment due within 30 days of billing. This project will end at either the aforementioned term date or when total project expenses reach \$25,000, whichever comes first.

Invoices and paperwork should be sent to:

Gina D'Ambrosio  
HowardCenter, CYFS  
1138 Pine Street  
Burlington, VT 05401

  
Catherine Simonson  
HowardCenter, Inc.  
Child, Youth and Family Services Director

10.24.13  
date

  
Spencer March

11/4/13  
date

Attachment D:

# Vermont Bhutanese Soccer Club

## **Mission**

To Inspire

Motivate and empower

Bhutanese Youth & Young adults

To foster positive and healthy choices through sports

## **Vision**

We envision the community where Bhutanese Youth and Young Adults are active community partners having shared responsibility to uplift one another and be the role model for new generation to come.

## **Our Motta**

Community

Collaboration

&

Commitment

Attachment E:

## Who We Are

### Mission

"Extending mutual help and cooperation among the members and facilitating the growth and development through the involvement in educational and leadership activities."

### Vision

"To be the platform for all Bhutanese students living in Vermont so that they can share and learn different leadership and educational experiences that create engaged and independent students who are prepared to be active members and leaders within their communities."

### Our Core Values

Coordination  
Cooperation  
and  
Collaboration

We are a group of Bhutanese students living in Vermont who come together as a group to share their knowledge and experiences, and extend their mutual help and support for the growth and development of one another.

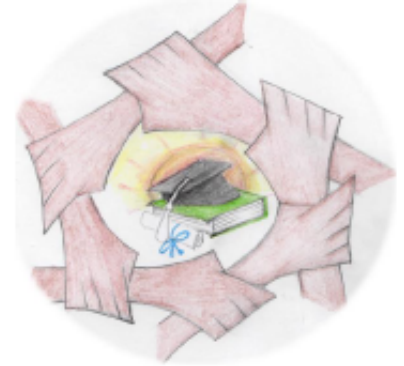
We meet together in regular basis (fortnightly) and share our knowledge and ideas on different educational, social, national and international issues. We do our research and share it among our team members. We often invite the expertise on certain topic and discuss about it. This way we can enhance skills and knowledge. We also organize different events (cultural, educational and recreational) that contribute to the growth and development of our team members.

Contact Us

Email: [info.fbsv@gmail.com](mailto:info.fbsv@gmail.com)

Facebook:

<https://www.facebook.com/pages/Forum-of-Bhutanese-Students-In-Vermont/142598955909905>



**FORUM OF  
BHUTANESE  
STUDENTS  
IN  
VERMONT**



A Hindu festival, Holi has various legends associated with it. The foremost is the legend of demon King Hiranyakashyap who demanded everybody in his kingdom to worship him but his pious son, Prahlad became a devotee of Lord Vishnu. Hiranyakashyap wanted his son to be killed. He asked his sister Holika to enter a blazing fire with Prahlad in her lap as Holika had a boon which made her immune to fire. Story goes that Prahlad was saved by lord himself for his extreme

devotion and evil minded Holika was burnt to ashes, for her boon worked only when she entered the fire alone. Since that time, people light a bonfire, called Holika on the eve of Holi festival and celebrate the victory of good over evil and also the triumph of devotion to god.

Some also celebrate the death of evil minded Pootana. The ogress tried to Lord Krishna as an infant by feeding it poisonous milk while executing the plan of Kansa, Krishna's devil uncle. However, Krishna sucked her blood and brought her end. Some who view the origin of festivals from seasonal cycles believe that Pootana represents winter and her death the cessation and end of winter.

(Source: [www.holifestival.org](http://www.holifestival.org))

The Holi Celebration is supported by:



**Vermont Bhutanese Association**

**Coming Up Soon**



(Art By: Hom Pradhan)

**Past Portrayed in  
Canvas: Story of  
Bhutanese Refugees  
(Art Exhibition)**

We meet fortnightly and discuss about different educational and community based issues. You can support us in any of the following ways:

- Sharing your expertise
- Giving rides to the participants
- Helping us to buy the refreshment for the meeting.
- Providing space for the meeting.

Please let us know if you would like to support us in any ways.

Attachment F:

*Diversity Rocks Youth Group DH Grant Report*

**Work Products/Deliverables:**

**DR! Will submit a final report to the State by January 15, 2013, including electronic copies of the following:**

**1. The final report will include:**

- a. Description of trainings for the Young Adult Advisors and the trainers.

Three days before the departure to the UN's day of peace, Diversity Rocks exemplified a fine training that was conducted by the young adults advisors and few selected member of Diversity Rocks to lead a peacefulness and empowering training .The training was conducted with the collaboration of Children Of The Earth to give diversity rocks member a perspective understanding of what the UN' day of Peace is and why Education For Peace was our model for the UN trip.

- b. Description of pre and post trainings sessions provided for Diversity Rocks youth and the names of the trainers.

**The leadership training:** The training was intended to help each other learn and know the meaning of peace. Through harmony and balance they for formed a comfortable life for themselves, family, community and ultimately society. Yet every person's individual ideal of peace varies. Often it depended on their environmental conditions. For example a person growing or surviving in a conflict zone may desire shelter and protection from violence. An Indigenous tribe forced to flee their homes due to commercial logging may desire preservation of their natural habitat. All the above varies and Diversity rocks member collaborated with each other to exemplify what peace is all about because they themselves intended to benefit the values of peace.

**Date and day the training was held:**

Saturday, September 14, 2013

From 12:00PM- 4:00PM

**Trainers:** Kabura Onesime, Isra Kassim, Goma Bhattarai, Jeetan Khadka, and Cadoux Dzingou

**Number of participants who receive the trainings/workshops and their race/ethnicity and age.**

43 Youth and Young adults ages (15-23) and 3 Adult Advisors received the training/workshop.



*Diversity Rocks Youth Group DH Grant Report*

**African/ African American:** Congo (DRC), Congo (RC), Burundi, South Sudan, Somalia, Kenya, Rwanda, Tanzania, or Descendants of African

Kabura Onesime

Jacques Okuka

Abdullahi Mayange

Khadija Mayange

Khadijo Ibrahim

Pierrette Lunumba

Ajing Dau

Adout Nyal

Moses Kabelu

Shania Bunbury

Yvonne Nigena

Aden Hassan

Aden Haji

Fabiola Mujomba

Baudouin Felekeni

Fama Abukar

Fama Haji

Safia Haji

Isra Kassim

Francine Bahati

Ali Maalim

Merci Irakoze

Aimee Kasongo

Zahra Mohamed

Gabby Kasongo

Fardowsa Ibrahim

**Asian:** Nepal, Bhutan, and Vietnam

Harish Bhattarai

Harka Tamang

Ghrita Timsina

Prakash Chamlagai

Pabitra Bhattarai

Angela Khadka

Goma Bhattarai

Gita Bimila Bista

Binod Pradhan

Jeetan Khadka

Susmita Dhakal

Manoj Magar

Bhim Luitel

Mamta Nepal

Chandra Luitel

Thong Nguyen

Uyen Bui

**Adult advisor:** European American/  
European Descendant, and African

Kyle silliman-smith

Jeanine Bunzigiye

Lauren Berrizbeitia



*Diversity Rocks Youth Group DH Grant Report*

These are the participants who devoted their time to attend the training in the embodiment of true friendship and unity that they hold to be self-evidence. Through the passionate and caring they have for each other they as a whole exemplified and facilitated with respect for each other no matter where each individual was coming from. But rather they reserved and respected each other's qualities and personal feelings.

Diversity Rocks is truly an inspiration. It has exemplified the true meaning of Diversity. Such a notion of contrast it has presented what leadership through peace is all about. Truly it's a blessing to be among such fine compassionate teenager who wants to lift the lives of many. With so much to see and so much to learn, Diversity Rocks has greatly infused the qualities of humanitarian and values of human dignity.

- d. Dates, time, and place of each session and the number of participants in attendance.

**Train the Trainer**

On Saturday, September 7th Diversity Rocks Youth leader received the training from Children of the Earth, a UN recognized NGO that provides youth with leadership skills that are necessary to build peace in the world. It fosters international network of multicultural understanding, spiritual values, and ethical living skills. This one-day training was held at Spectrum Youth and Family Services office and five youth and young adult successfully completed this training.



*Photo: September 7<sup>th</sup> Train the trainer workshop*

*Diversity Rocks Youth Group DH Grant Report*

**Pre-trip training**

On Saturday, September 14th forty three members and three adult advisors of Diversity Rocks attended pre-trip training organized and lead by youth and young adults leaders of the group. This one-day training was held at Burlington High School. At this training we discuss about various aspects of Peace making process and how education can be the only way to bring justice to the world.



*Photo: - Pre-trip Training at Burlington High School*

**Post-Trip Retreat**

After the return Diversity Rocks Youth group came together once again to discuss and process the information we acquired through this experience. We meet at First United Methodist Church and conducted follow up retreat with the participants and non-participants. We shared our experience and inspiration with the group.

2. The final report will be submitted electronically to: [pat.nelsonjohnson@state.vt.us](mailto:pat.nelsonjohnson@state.vt.us)

Attachment G:

Elevator Speech

“The Youth-In-Transition Grant has allowed us to bridge gaps in service between the world of children’s and adult services that young people between the ages of 16 and 22 very often fall into. The term “Transition-age Youth” refers to this demographic. The YIT Grant has helped us to work directly with this largely underserved population through in-depth and client-centered futures planning, services tailored to address challenges typical to this age group, and support in connecting with other young adults in similar situations. It is youth driven and solution focused. The tools we use to do this are specific to youth culture and developed by their participation such as social media, resource mapping websites, and youth-led advocacy groups. The Youth-in-Transition Grant has allowed us to empower a generation to help themselves, which is invaluable when working with young adults.”