

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 **January 1, 2014 through June 30, 2014**
6. Approved Project Period from **January 1, 2014 through June 30, 2014**
7. Author's Name and Telephone number: **Betsy Cain, Assistant Director, Child, Youth and Family Services @ HowardCenter: (802) 488-6701**

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8. Date of report: **August 11, 2014**
9. Comments (if any):

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

1. Major Activities and Accomplishments During this Period

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>Goals for strengthening the systems of care</p>	<p>1: Young adult (YA) leadership is developed in VT. Required activity: <i>Operate in accordance with continuing input from key stakeholders (including youth and family members) within the regional systems of care....</i></p> <p>Built healthy and strong relationship with young adults. Empowered and supported youth driven initiatives.</p> <p>Built connections with other youth service providers and worked together to meet the needs of young individuals.</p> <p>Facilitated trainings and conferences which helped boost the confidence of youth.</p> <p>Jeetan Khadka, our Young Adult Navigator, was recently appointed to the VT State Standing Committee for Children, Youth, Adolescent, & Family Mental Health. This is a prestigious appointment. Jeetan is also a member of various other community groups/organization which provide care, support, and services to our families and children.</p> <p>Conducted intensive redesign of ImpactVT.org online resource website to become more accessible, more mobile friendly.</p> <p>Working with Milton High School to re-introduce skills group that had been offered. Group will be led by Jeetan Khadka and MSW intern who will be starting at the end of August. Topics will include 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, how to look for jobs. Milton High School is interested in starting another group in the fall.</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>15 youth attended Youth Leadership Academy organized by Youth In Transition Grant.</p> <p>4 youth attended the Annual Youth Conference on April 1st in Randolph, organized by Youth Development Program (YDP).</p> <p>27 youth from Diversity Rocks attended one-day retreat at UVM, developing a vision and mission statement and recognizing some young adults for their leadership roles and growth.</p> <p>Advocated and showed the “I am the World” video, which was first featured at</p>
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	<p>the International Peace Day Ceremony at the United Nation Headquarters in New York City in September of 2013. The video has been nominated for several awards: https://www.youtube.com/watch?v=tsulpGxOY78</p> <p>4 youth are attending the Trio Upward Bound program at UVM.</p> <p>Assisted young adults to advocate for themselves in a variety of settings, including school meetings, team meetings, housing programs, other support programs.</p> <p>On January 31, 2014, Chittenden County YIT workers brought approximately 8 young adults to the State House to advocate for continued YIT funding. Several youth spoke on behalf of those served through this grant</p> <p>Allowed young adults to have input on local resources – seeking feedback through focus groups. Worked with local schools to identify potential youth leaders who can help with the resource guide, offer ideas around the system of care and reducing stigma, provide input to website design, participate in focus groups, and attend groups and life skills classes.</p> <p>Provided guidance and support to youth led and organized group, Diversity Rocks!</p> <p>Provided individual support for finding employment, creating resumes and interviewing. Worked with clients to build skills around self-advocacy with employers and fostering a more successful work experience.</p> <p>Our youth have also created connections with the Bennington Teen4change group and have been discussing collaborative projects.</p>
	<p>2: Family/adult allies support young adults...</p> <p>Assisted young adults with housing – families collaborating with service providers and adult supports for treatment plans of the young adults being served. Assisted 1 young adult getting into the Spectrum Housing Shelter and assisted 1 with the transition from the shelter into the Pearl St. Residence as well as assisting 1 with maintaining their housing.</p> <p>Attended regular school meetings to support young adults and their education. Both family members and service providers present. Also attended ACT 264 meetings to offer support and resources to some young adults.</p> <p>Assisted with connecting three clients to DS and making the connection for graduation in spring 2014 with significant family involvement.</p> <p>Assisted one young adult with the help of their parents to enroll in the Jobs Corps post HS graduation.</p> <p>Both case manager and parent assisted a young adult in obtaining a license</p>

	<p>and one adult with connecting to driver's ed.</p> <p>Parent of one client helped young adult secure housing by getting support from Housing Resource Center and agreeing to co-sign lease.</p> <p>One parent had studio apartment built above his garage to be used as housing for his daughter.</p> <p>Bill West, volunteer, continues to help a number of youth prepare for and obtain driver's license.</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 working together to provide support and opportunities for the young adults to learn and grow.</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.</p> <p>Young adults obtained savings and checking accounts with the help and support of their adult allies and adult family members.</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 providers. The team was meeting once a month, which has improved communication and effectiveness of services.</p> <p>VFN had over 60 contacts with families regarding transition during this reporting period. VFN had 984 contacts with families of children and youth with special needs and those who support them in Chittenden County.</p> <p>VFN provided parent support and attended meetings with parents as needed – provide information and resources over the phone, meet with parents, help them prepare for CSP meetings, guardianship and social security issues. The Parent Transition Resource Consultant referred several families to the YIT young adult navigator and partnered with the Young Adult Navigators to provide support and information to young adults within the target population. Also provided on-going support to a New American family, outreached to New American parents through AALV and attended Centerpoint parent groups.</p> <p>The PTRC also assisted with the maintenance of the online resource center, regularly reviewed content and advised young adult navigators on additions/edits.</p>
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3: Workers use caring practices known to be helpful for young adults and families.

Required activity:

Provide cross-system case management and individualized service plan development, ensuring that young adults are engaged in planning for their own futures....

All young adults served have taken part in creating their own treatment plans and identifying their individual goals.

Jeetan served 8 Spectrum clients. The services received included finding a job, making a resume, getting healthcare, getting learners permit/ Driver's license, applying for food stamps, etc.

He has also been working with Diversity Rocks youth group as a Young Adult Advisor; in his role he worked with a group of 11 young adult counselors, 6 Adults Advisors, and 34 active members to provide resources and support so that group could function in a healthy and productive way. 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 connect to their interests.

Worked with young adults on accomplishing their employment goals. Utilizing CWS, arranged work experiences for 4 young adults to gain some skills in the identified field of preference.

Assisted 6 young adults in exploring different training programs: Sodexo, Community Kitchen, Job Corps.

Helped 2 youth transition from unstable housing to the transitional living program at Spectrum.

Assisted one young adult with the transition into HowardCenter's Adult Services to provide long term case management and care coordination services due to a major and persistent major mental health disorder.

YIT Case manager served 17 clients – provided intensive case management, skills development, job development, school support for the 6 clients in school, family support and housing support

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.

Provided clients with case management, job development, independent living skills support, and collaboration with families and other service providers.

We also used social media for the purpose of outreach and sharing resources. It is very convenient to reach out to young people this way.

	<p>Assisted with connecting three clients to DS and one client with making transition to Adult Services, CRT.</p> <p>Assisted one young adult with the help of their parents to identify plans for his future and enroll in the Jobs Corps post HS graduation.</p> <p>Assisted one young adult who was struggling with their identity go through a name change and fill out all the following documents to make their name change legal as well as changing their name in other areas of their life (ie bank, license, Medicaid, etc).</p> <p>Both myself and parent assisted a young adult in obtaining a license and one adult with connecting to driver's ed.</p> <p>Working towards connecting a young adult with LNA trainings to further her career within the nursing home she is employed.</p>
	<p>4: System of Care partners gain cultural & linguistic competence (CLC)...</p> <p>Hired new multi-cultural clinician, Annie Rosenthal, to focus on providing services to multi-cultural young adults. Annie joins the team with a Master's Degree in Counseling as well as a Master's Degree in Education. She is originally from Venezuela, where Spanish is her first language. She began in her part time capacity in March, has reached out to approximately 25 youth and is currently serving 15 New Americans with job support and independent living skill support. Her resume is attached (Attachment A).</p> <p>Supported all youth involved with Diversity Rocks! Group.</p> <p>Attended CWS and became familiar with all agencies in the local area – as well as becoming familiar with all the different populations being served and appropriate paper work and tools needed in assisting these populations.</p> <p>Worked with CWS to continue to provide progressive employment opportunities for multi-cultural youth, keeping cultural needs in mind.</p> <p>Collaboration with other agencies serving many different populations and understanding their needs, including VRRP, Connecting Cultures, AALV.</p> <p>Improving the multi-cultural components of the Impact VT website was one of the good examples of increased cultural competence. After hearing from a diverse group of youth and young adults, we decided to restructure our resource-mapping site to make it more youth friendly.</p> <p>The Young Adult Navigator set up “drop-in” hours at Winooski High School to address the needs of multi-cultural youth there.</p> <p>Continued to advocate around issues of translation of VCHIP forms for parents of multicultural youth and ways to overcome these challenges.</p>

	<p>Regularly utilized interpreters for young adults with limited English proficiency and developed unified system to attain interpreters.</p> <p>Staff received cultural competence trainings regularly offered by the HowardCenter on their Continuing Ed calendar.</p> <p>Offered 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 everyone is in their own phase of learning. It is very important to understand the nature of problem and the culture of the person who is facing those challenges. Not only that, it is important for person who is providing the services to set aside their cultural beliefs when they make observation to their problems. 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 regarding cultural competency of the organization through the involvement with Diversity Rocks Youth Group and with other underrepresented community. Having a Young Adult Navigator position continues to allow us to work directly with the multicultural youth and young adults which otherwise wouldn't have been possible.</p> <p>Young Adult Navigator also spends time with various youth in the community and provides them with group guidance and support. Through his involvement with groups, he meets youth and young adults who are in need for individual support and he provides them with the support they need.</p> <p>Reached out specifically to Nepali youth and young adults through various different community events and celebration. Provided support and guidance they need to pursue their interests. Jeetan worked with group of Nepali youth to start monthly Nepali movie series and we successfully organized one past May. It was a huge success and community really loved it. Since 2007, the Chittenden County area now has over 1500 Bhutanese Nepali refugees. The community is increasing every day and there has been a lack of culturally relevant ways to entertain. Especially older parents, teenagers, and some children are homebound. Most of the older individuals don't speak English, some of them are scared to travel on their own, and they end up staying home unless someone takes them out. Teenagers go to school, come back home, and sit in front of a computer screen. And, one of the best ways to get the younger children quiet is turning the TV on. It was different back in Nepal; going to watch movie used to be very special and fun outing for the family. It used to bring community together; now these days' people sit alone in front of VT screen for hours, total disconnection from outside world. The main the reason to host this movie series was to reconnect the community with old memories, cultural preservation, and cultivate sense of community along generations.</p>
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	<p>Over the course of 6 months, Jeetan Khadka, the Young Adult Navigator, served a total of 66 clients (mostly multi-cultural) and the type of service received included:</p> <ul style="list-style-type: none">• Searching for a job, making a resume, practicing interview skills, and keeping a job.• Practice test for learners permit, drove young adults to DMV and if needed provided translations (Specifically to Nepali Client).• Helped with connections, took young adults for college visit, and helped high school age youth sign up for summer enrichment programs.• Life skill classes, trainings, and conferences• Provided resources and technical support to Diversity Rocks youth group and Forum of Bhutanese American Students in Vermont.• Advised and supported Bhutanese soccer team• During the school year, Jeetan reached out to Burlington, Winooski, and Milton schools and meet several youth and young adults who were seeking support. <p>Annie Rosenthal, our Multi-cultural clinician, has been identified as one of the adult advisors to the DR! group and attends meetings regularly. She has been active in providing support and provided an educational presentation regarding her own culture. Annie Rosenthal also provided Salsa lessons to the Diversity Rocks! Group during their retreat. A fun time was had by all.</p> <p>Scheduled meeting with Simon Parlante of Burlington High School to meet on 04/29/14 regarding helping ELL students access services with the multi-cultural clinician. This meeting resulted in meeting with two ELL classes and then meeting individually with 16 youth.</p> <p>The Multi-Cultural clinician reached out to Diane Gotlieb and Karen Fondacaro from Connecting Cultures to discuss collaborating around increased accessibility to services.</p> <p>The Multi-cultural clinician read and incorporated the article, <u>Racial Micro Aggressions in Everyday Life</u> by Derald Wing Sue, et al.</p> <p>Meeting with Mark Redmond, Annie Rosenthal, and Jeetan Khadka regarding increasing accessibility and interest to multi-cultural youth and discussed creating a specific “drop-in” space for youth to access resources and connect that is different from the current drop-in space, as this space does not currently meet the needs of multi-cultural youth. Discussed dynamics around culture and differing needs of this population and efforts for Spectrum to become more culturally competent.</p> <p>The following are events and trainings that Jeetan, our Young Adult Navigator, participated in:</p> <ul style="list-style-type: none">• March 15th: Holi Celebration (The Celebration of Unity & Belongingness Through Color- It is an opportunity to forget all the differences and indulge in unadulterated fun. Holi is mostly celebrated in India and Nepal, but it is very popular in many countries. More than
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	<p>100 people across ages attended this event.) (Attachment B)</p> <ul style="list-style-type: none">• April 6th – 11th : National Network to Eliminate Disparities in Behavioral Health. (Completed training two and half day training on “Preventing Long-term Anger and Aggression in Youth” PLAAY)• April 19th: DR! Retreat (helped put together this day long retreat for Diversity Rocks at UVM. We successfully came up with DR! mission, Vision, and Goal at the end of the day. About 33 people attended this retreat!) (Attachment C)• May 2nd: VT! Folks life center workshops/panel discussion: (I attended this workshop/panel discussion along with two youth and young adults who are interested in music and different forms of art.)• May 14th: Youth Leadership Academy (I took 15 Diversity Rocks member to attend this day long training organized by Youth In Transition Grant at Randolph. I also presented workshop on topic: How to share your story effectively)• May 17th: Nepali Movie Series (The purpose of this event was to create community engagement and cultural preservation by hosting series of Nepali movies. Our goal was to bring Bhutanese/Nepali community living in Vermont under same roof and help preserve our culture through the event like this. Around 150 people came to watch this movie, our next show is on August 23rd) (Attachment D)• June 4th: Parents & Youth for change public action (Parents for Change is a group in Winooski and Burlington, Vermont. We help parents who are not connected to the schools come together and develop their leadership skills - to improve the education system so that ALL kids are prepared for their future. I am also part of this team and we have conducted several research study on issues faced by youth and young adults in the school system and addressed those issues to school officials through public actions) http://www.burlingtonfreepress.com/story/news/local/2014/06/07/students-advising-needed-burlington-high/10065921/• June 20th: DR! Graduation party: (We organized party for Diversity Rocks graduate at Oakledge park!) (Attachment E)
	<p>5: Local communities (including young adults) change their perceptions of young adults and of mental health issues, reducing stigma....</p> <p>Continue to utilize the TIP model to help youth build skills and Sequential Intercept Model as a means of helping young adults access supports before they were charged with offenses. 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>Collaborated and developed relationships with community members and other agencies in Chittenden County to help reduce stigma and create a more seamless system of care.</p> <p>Partnered with schools and advocated for the young adults in the community and provided resources and information for community members along with</p>

	<p>young adults.</p> <p>Attended regular CWS meetings and provided insight about connections with employers and stigmas around young adults and mental health.</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.</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>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.</p> <p>Provided pamphlets regarding various mental health disorders to help educate and de-stigmatize mental illness.</p> <p>Jeetan participated in the Governors Forum on Opiate Addiction on June 16: I was invited to join day long retreat with community member, system of care professionals, and government official to address the issue of illegal drugs use in our community.</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 providing 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.</p>
	<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>Support from Matt Wolf to our Young Adult Navigator to offer direction around empowering youth in our region.</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>Collaboration with YIT state team in providing a larger support system for the young adults. Brenda Bean led the efforts in raising awareness to legislators regarding the need for continued funding for YIT services, and offered significant support in ways to advocate at the state level. State team continues to be extremely supportive of this region's efforts.</p>
<p>Desired outcomes for young adults of transition-age</p>	<p>1. Decreased number of young adults involved in the corrections system (including an increase in the number who are free of incarceration). Required activity: <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>Collaborated with the probation officer for the one young adult on case load that was on probation to help him meet his probation requirements.</p> <p>Connected with Justin Verrette (Howard 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> <p>Assisted one young adult who was looking for a more productive lifestyle and healthy outlets in obtaining a gym membership to decrease criminal involvement.</p> <p>2. Increased number of young adults who are employed....</p> <p>Four young adults employed with Burlington Parks & Rec summer job, Burlington kids afterschool program and Namaste Asian Market with the help of the Young Adult Navigator.</p> <p>Job development with the following employers to foster relationships and possible employment opportunities for young adults: Price Chopper, Hannaford's, Shaw's, Hot Topic, TJ Maxx, Home Goods, Lowe's, Christmas tree Shops, Salvation Army, Subway, Green Mountain Concert Services, Wendy's, McDonald's, Burger King, South Burlington School District, Moe's, Wake Robin, Petra Cliffs, Essex School District, Jiffy Mart, The Vermont</p>

	<p>Teddy Bear Company, Dunkin Donuts, Avis Rental, Bove's Restaurant, Adecco Services, Kmart, Home Depot, , Brownell Library, Panera Bread, Kmart, Applebee's, Ethan Allen Nursing Home, SecurShred.</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 and volunteered for a job fair sponsored by CWS.</p>
	<p>3. Increased number young adults participating in (or who completed) educational programs....</p> <p>9 youth attended one day workshop on video editing and studio production at Vermont Community Access Media (VCAM).</p> <p>23 Diversity Rocks members recently attended one day team building activities at Northern Lights rope course.</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. Worked with Winooski High School, Milton High School, Burlington 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>Helped 3 young adults to re-engage in high school who were at risk of dropping out or had dropped out, as well as helped two begin with Vermont Adult Learning.</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 with VSAC to get non-degree grants.</p> <p>Helped two youth apply for financial aid for full time college.</p> <p>Helped one youth transition to the Succeed Program, which is a college program through Developmental Services to provide support while going to UVM.</p> <p>Helped youth begin the following programs: Jobs Corps, LNA Training Programs through Burlington Health and Rehab as well as Starr Farm and Birchwood Terrace, CCV, Community Kitchen, Driver's Ed, PCA Training.</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.</p> <p>Worked with Fletcher Allen's Child Psychiatry to get psychiatric support and medication management for client. Collaborated with Fletcher Allen Health Care for clients in crisis and in need of hospitalization.</p> <p>Assisted multiple young adults in applying for benefits and Medicaid as well as connecting with the Navigators to enroll in health care benefits through the Health Exchange.</p> <p>Some young adults served currently visit doctor yearly for physicals. Assisted young adults in scheduling and attending yearly physicals.</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 and baby wellness care.</p> <p>Assisted multiple young adults become connected with therapy. Assisted in connecting young adults to outpatient programs such as Seneca.</p> <p>Several young adults sought regular therapy and attended regular physicals and dental appointments.</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>Described the process of looking for and renting an apartment with young adults. 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>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, as well as the Transitional Living Housing on Maple Street.</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.</p> <p>Helped some young adults and their families explore other housing options (living with a relative or family friend) for clients who remained in conflict with their family but were unwilling to utilize the support of Spectrum Housing.</p>
	<p>6. Increased number of young adults who have caring & supportive relationships....</p> <p>Intentional building of natural supports in the workplace to help young adults feel more welcome, included and supported.</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>Worked with a volunteer in the community to help several clients with driving practice before their test.</p> <p>Assisted some young adults in fostering relationships with caregivers and parents with whom they had been previously estranged.</p> <p>With several families, provided intensive support through family work in repairing relationships and building more effective communication skills.</p> <p>Some young adults worked on connecting with school personnel to form</p>

	<p>lasting relationships beyond school.</p> <p>Assisted some young adults in creating a safe and trusting relationship with a new therapist.</p> <p>Worked with 5 young adults on creating healthy environments at home and working on building caring relationships with the adults in their homes.</p> <p>Some young adults were able to work on developing caring relationships with their supervisors at work.</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.</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>Helped young adults prepare meals and buy healthy food.</p> <p>Assisted young adults in developing independent living skills, cooking skills, understanding and creating budgets, emotional regulation, developing positive coping skills. Assisted Young adults in participating in Life Skills class, Job skills class, and Talking SMACK (<i><u>S</u>exual choices <u>M</u>anaged with <u>A</u>wareness, <u>C</u>onfidence and <u>K</u>nowledge</i>) classes.</p> <p>Assisted and supported young adults in obtaining their own checking accounts.</p> <p>Assisted young adults with budgeting plans, including understanding accountability and prioritizing bills, as well as building good credit.</p> <p>Assisted young adults with obtaining an ID card.</p> <p>Assisted young adults in getting their driver's license (two young adults).</p> <p>Assisted young adults with navigating the housing system and working towards obtaining their own housing. Assisted young adults in maintaining own apartment (one young adult).</p> <p>Provided opportunities for young adults to increase their strengths through</p>

	<p>different opportunities such as a work experience with the help of CWS and VocRehab VT.</p> <p>One young adult built many skills around communication in the work place.</p> <p>Two clients who left their jobs – worked on leaving appropriately with proper communication and timeframe of two weeks along with a written notice.</p> <p>One young adult went through the court system to make a name change.</p> <p>Help young adults access health care on their own and arrange necessary meetings with doctors and/or therapists.</p>
	<p>8. Improved mental health for young adults.</p> <p>Required activity: <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 young adult worked on anxiety in the work place and being able to engage in conversations with her employer through support of this writer communicating with her employer along with role playing and modeling with this writer to build the confidence and skills to become more successful on her own.</p> <p>Another young adult utilized the support of her case manager to work on her mental health and maintain a good connection with her employer allowing her to maintain her employment while improving her mental health through the support and referrals from this writer.</p> <p>One young adult was relapsing with her drug use and had many mental health barriers. This young adult utilized the support to be connected with different resources and supports as well as to communicate with her employer so her employment would not be jeopardized while she sought treatment.</p> <p>Support for young adults in crisis with the help of First Call and Adult Crisis, the crisis lines 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. Assisted clients in scheduling and attending mental health appointments. Continued to work with and refer client to Connecting Cultures for mental health counseling.</p> <p>Continued availability for young adults to access the Adolescent Health Clinic, a subdivision of Community Health Center attached to Spectrum building to offer free, comprehensive health care to youth, ages 14-24. Works closely with all Spectrum programs to ensure young adults receive the care they</p>

	<p>need, obtain primary health provider, and minimize use of 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.</p> <p>Referred three more young adults to HowardCenter's Developmental Services, including getting functional assessments and making seamless transition into services.</p> <p>Referred one young adult to Howard's Adult Services for ongoing case management and support.</p> <p>Young adults gained more confidence and decreased their mental health problems such as anxiety in the work place. This has been done through collaborating with employers and providing a supportive working environment for them.</p>
<p>System of Care Infrastructure Indicators (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>HowardCenter's continuing ed calendar offers various training opportunities for staff such as DBT, CBT, Co-Occurring, Motivational Interviewing, Psychopharmacology, Trauma, cultural competence, Legal issues, treatment plan, cutting behaviors, family work training, DCF reporting, suicidal behaviors, hoarding behaviors.</p> <p>YIT staff attended NFI Vermont's spring adolescent training series that discussed mental health work with adolescents and adolescent brain development.</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. Attended some trainings through CWS on how to assist young adults in taking the online employment assessments as well as general employment applications.</p> <p>As a result of YIT Initiative, several other community organizations have adopted the TIP model and have attended trainings, including Spectrum Youth and Family Services and Northeast Family Institute.</p> <p>Working with Youth Conference – two days attended different workshops regarding employment for youth, LGTB and depression.</p> <p>Attended a Care Coordinator Event in which I was able to attend multiple workshops from internet safety to a cultural competence training regarding mental health treatment.</p>

	<p>Attended a DBT training.</p> <p>Attended a training with Clark Postemski of Disability Rights Vermont in April to learn about accessing disability rights services and ADA regulations.</p> <p>Attended training Event in May: Thriving On The Front Lines with Bob Bertolino, PhD.</p> <p>Attended two day leadership training led by Tracey Tsugawa focusing on cultural competence from both a program and agency perspective.</p> <p>Attended the following trainings presented by Dr. Dan Siegal: 1. Mindfulness, Mindsight and the Brain: What is Mind and Mental Health 2. Minding the Teenage Brain: Adolescence as a Period of Opportunity and Vulnerability for Mental Health (From Dr. Siegel's new book, "Brainstorm")</p> <p>The PTRC attended the Working with Youth Conference as well as the NAMI Conference.</p> <p>VFN presented the following workshops and webinars:</p> <p><u>Workshops</u></p> <p>Support Parent Training – Williston (3/7/14) - 7 Parents were trained <u>Training Description</u> - Parents who have just learned about their child's diagnosis often feel helpless and alone. Talking with another parent who 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.</p> <p>1/15/2014 - Conflict Styles for Mercy Connections of Burlington – 4 parents and 4 family members attended.</p> <p>Conducted the following Sibshops- activities/ support group for siblings of children/ youth with special needs:</p> <ul style="list-style-type: none">• June 7th Sibshop – 11 participants• April 12th - 14 participants• March 7th – 10 participants (teens)• February 8th – 12 participants• January 20 - 8 participants (teens) <p><u>Webinars</u></p> <p>Legal Protections for Vermont's Homeless Students (1/22/14) In 2012, Vermont experienced a 30% increase in identified homeless public</p>
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school students. To ensure proper identification, enrollment, and support, it is vital that parents, schools, and advocates understand the rights of homeless students. This presentation reviewed the requirements of the McKinney-Vento Homeless Assistance Act, the many types of students covered by the Act, and the situations where conflict or misunderstanding may arise. Presenter: Jay Diaz, Vermont Poverty Law Fellow / Staff Attorney, Poverty Law Project, Vermont Legal Aid.
11 active viewers, 21 views since posting.

Practical Functional Behavior Assessments Part 1 (2/4/14) and 2 (4/9/14) Functional Behavioral Assessment (FBA) has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs. The primary goal of FBA is to guide in the development of an effective positive Behavioral Intervention Plan (BIP). Interventions based on an FBA have been shown to result in significant changes in student behavior for students with mild to moderate problem behaviors. This webinar was designed for a variety of individuals (parents, parent advocates, related service providers, etc.) with the training that is advisable for ALL members of a school faculty to have in terms of defining and understanding behavior from a functional point of view. This training allowed participants to come to the table and to participate fully and from an informed point of view in the development of an FBA. Part 2 provided training in the development of BIPs. Presenters: Tracy Harris, Coordinator for the Prevention and Intervention of Challenging Behaviors in Schools, Vermont Agency of Education, and Ken Kramberg, a member of the BEST Team.
15 active viewers, 322 views since posting.

Transition Assessments: What are they, how are they used and how are they individualized? (3/5/14). Transition assessments are an ongoing process of collecting data on a student's needs, preferences, and interests as they relate to the demands of current and future working, educational and community living environments. Assessment data serve as the common thread in the IEP transition process and form the basis for writing the transition plan in the IEP. This webinar explored different student case studies that represent a wide variation in disability, and the assessments used for each of those students. Presenters: John Spinney, Post-Secondary Transition Specialist, SPDG Secondary Transition Project Coordinator, VT AOE.
13 active viewers, 69 views since posting

Special Needs Planning for Your Peace of Mind (4/23/14) Special needs planning is essential to protect and plan for your disabled child. Even though not having the right plans in place can be a detriment for loved ones with special needs, many families just don't know where to begin. This workshop included an overview of what parents and grandparents need to know about special needs planning, including: the protection of important government benefits (SSI, Medicaid); special needs trusts; how to avoid a "payback" to the state for Medicaid; the importance of writing a will; how your extended family members can help contribute to the lifelong needs of your child; and, documentation that you

can do to provide guidance to future caregivers. Presenter: Claudia Inés Pringles is a Vermont attorney with a practice dedicated to special needs law.

27 active viewers, 120 views since posting

Flexible Pathways Initiative: Act 77 (5/28/14) In this general information session, Debi Price and John Spinney from the Vermont Agency of Education shared an overview of the components of Act 77 including: Personalized Learning Plans, Dual Enrollment, Early College Program, Virtual/Blended Learning and High School Completion Program. Timelines for implementation and implications for students with IEPs were discussed. Presenters: Debora Price, Education Project Manager, Vermont Agency of Education and John Spinney, Post-Secondary Transition Specialist, Vermont Agency of Education.

11 active viewers, 12 views since posting

Archived Webinars-

- **Bullying and Harassment in Schools: What do I need to know and what can I do to address these behaviors?** Viewed 179 times since posting 9/18/13.
- **Rule 4500: The Use of Restraint and Seclusion in Vermont Schools** Viewed 60 times since posting 10/1/13
- **Beyond Paralysis: How To Talk To Your Son or Daughter About Sexuality** Viewed 114 times since posing 10/9/13.
- **Common Core Standards: What Parents Need to Know** Viewed 115 times since posting 11/14/13
- **“What's Next: What Services are available when my teen transitions to adulthood?”** Viewed 129 times since posting 5/12
- **Guardianship-** Viewed 121 times since posting 1/12
- **Restraint and Seclusion in Schools-** Viewed 60 times since posting 2/12
- **Coordinated Services Planning-** Viewed 179 times since posting 2/12
- **Youth with Disabilities and Juvenile Justice System-** Viewed 225 times since posting 12/12
- **“Just Personality? Drawing the Line Between Traits & Illness”** Viewed 191 times since posting 12/12
- **Post-Secondary Transition for Students with Disabilities in Vermont** Viewed 380 times since posting 2/13
- **Using PBiS at Home to Improve Family Life_** Viewed 135 times since posting 6/13.
- **Smelling the Smoke – Fighting the Fire: Supporting Students with Co-Occurring Substance Abuse & Mental Health Needs** Viewed 231 times since posting 5/13.

VFN also presented at the VFAFA conference, including information about the transition to adulthood and YIT. The VFN Conference also included a workshop on the system of care for Children’s Mental Health (presented by the Federation of Families for Children’s Mental Health), workshop on guardianship, SSI and trusts, as post-secondary education opportunities for

	<p>young adults with special needs.</p> <p><u>Organizational Change:</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>Utilized our mapped resource website and social media. 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>Provided focus groups for young adults to become more involved with the website and the services offered through the website as well as the design.</p> <p>Attended regular CWS meetings to gain more connections within the community for young adults.</p> <p>Informed other agencies of the services offered, these agencies were then able to make more referrals to the program as well.</p> <p>Continued use of the TIP Model to make sure entrance into services is youth driven, strengths focused, and goal oriented. Regular check in with young adults at intake regarding support needs, short and long term goals, current strengths and protective factors.</p> <p>Developed 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>Regular meeting with HowardCenter New American worker peer support group to share experience and resources.</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 YIT case managers and the young adult navigator.</p> <p><u>Partnership/Collaboration:</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>
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	<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>Built relationships with Namaste Asian Market Winooski, Burlington Parks and Recreation, Burlington Kids Afterschool program.</p> <p>Jeetan Khadka was appointed to join the State standing committee on Children, Youth, Adolescent, and Family mental health. Jeetan was also appointed to join Burlington Parks & Recreation Commission.</p> <p>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>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, who were contracted through the spectrum Drop-In Center, enabling young adults to get assistance in applying 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>Continued formal contractual agreement with Spencer March, who is a young adult who will act as consultant to assist with bringing more youth voice to ImpactVt website, will analyze usage, will create and facilitate focus groups with young adults, will improve format and accessibility to site, will develop an marketing plan to increase usage of site, will see out and negotiate for benefactor to host the site when the grant period ends.</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>Continue to utilize the TIP Model and making sure all new staff are trained as the evidence based model through which services for young adults are offered. This model is also used by Spectrum across all programs.</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>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:

- 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. Continue to face issues with housing when young adults either do not qualify or do not want to enter or are not an appropriate fit for the Spectrum Housing Programs.
- Transportation and consistency of public bus system and accessing bus passes for youth. This has been partially remedied through the purchase of a limited number of buss passes with YIT funds to distribute to young adults as needed. This was not originally built into the YIT budget, but were able to utilize some under spent funds that were available towards the end of the grant period. This has been a tremendous help, but because the supply is limited, the team may again experience challenges around helping young adults access transportation.
- 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 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 ability to understand mental health issues.
- 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.

- 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.
- 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.
- At times the schools do not seem to provide enough support for the young adults in school.
- Some young adults would greatly benefit from Developmental Services and just barely do not qualify but really need that level of support.
- Young adults who need a higher level of support but have aged out of services or just miss qualifying.
- 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.
- There was a large gap in services for those served by the multi-cultural clinician as the position was vacant from August to February, due to the challenge of finding qualified staff.

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 better speak to the growing needs of the community in Chittenden County. The role change also offered the opportunity to better utilize Jeetan's strengths.

As stated above, we added the services of Spencer March through the use of the additional grant money awarded from the State YIT team. 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. Annie Rosenthal started in February, 2014. Annie joins the team with a Master's Degree in Counseling as well as a Master's Degree in Education. She is originally from Venezuela, where Spanish is her first language.

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.

- Redesigned the ImpactVT.org website to provide more information in a more user friendly way including mapped resources, how-to articles and videos, information regarding building independent living skills and ways to get involved; also looking into adding youth art and literary contributions
- Designed promotional tee shirts to advertise the site. 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 out brochures.
- 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.
- Social media and marketing: Facebook and Twitter accounts.
- Reaching out to underrepresented community (former refugees, immigrant, low income, and urban).
- Events have been advertised in local newspapers, VFN's monthly e-newsletter, VFN list serve, VFN website calendar of events, VFN Facebook page and Twitter account (over 700 FB friends) and then sent to any other individual groups who have a connection to a YIT event by email or by regular mail.
- With some under spent YIT funds, the team was able to purchase a limited amount of bus passes for young adults to help with transportation needs. The team was also able to buy a limited amount of cell phones and phone cards to help young adults be more independent and help with accessibility.

VFN Web data- 1/1/14 – 6/30/14

- VFN webpage on Mental Health- **306** visits during reporting period
- VFN webpage on Transition and Mental Health- **262** visits during reporting period
- VFN YIT web information – **110** visits during reporting period

- VFN Juvenile Justice – 172 visits during reporting period
- VFN Positive Behavior Supports 450 visits during reporting period
- VFN Suspensión/Expulsión/Discipline 197 visits during reporting period

5. Other Activities

Briefly describe other activities undertaken during the reporting period.

- Video camera training at VCAM: Youth who attended this training automatically become members of VCAM once they complete the one day VCAM Access Orientation. Once they become members, they have access to all the resources for free and can receive free workshops on production, movie editing, camera, lighting, etc. Also, they are allowed to take VCAM equipment for free for a week or two to work on their projects.
- Several clinicians attended both the Co-Occurring Academy and the Additions Academy which were both a multi-week curriculums focusing on substance abuse and mental health challenges incorporating various mental health and substance abuse models and theories to best provide services to this population.
- TIPS II training and certification.
- 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 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.
- 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.

The 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 Navicate, 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.
- The PTRC sits on the State Rehabilitation Council, a governor-appointed group that provides oversight to Vocational Rehabilitation programs and practices. In particular, the PTRC provides family perspective on the needs of transition-aged young adults.

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.
- 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 which build on their strengths and independent skills.
- Continue to advocate for a continuation of the YIT grant.
- Continue attending CWS meetings and working towards creating more training opportunities for Young Adults.
- Continue connecting with more community health providers
- Significant focus on building up website and accessibility and use of it. 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 engaging in on-going training opportunities.

Young Adult Navigator:

- Continue working to strengthen relationships and connections which have been built over the last 6 months and use that strength to work hard in coming months.
- Continue working with Diversity Rocks Youth Group and provide every support they need build strong youth leaders.
- Continue working with Forum of Bhutanese American Students in Vermont to create educational empowerment programs and activities. Conduct a survey at the beginning of school year to understand the need of the Students. Empower and support youth that comes with an interest to do something meaningful.
- Work with areas High Schools special educators to design comprehensive life skill class for students who are behind because of their health issues.

- 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 young adults and assist them in learning how to advocate for themselves. Will continue to attend CWS meetings regularly developing stronger community ties and a greater awareness of the young adults and their needs within the community. Continue to attend related trainings. Assist young adults in progressing towards their goals and education and/or trainings. Grow a larger awareness of the mapped website, www.impactvt.org and add content to make the website a wonderful local resource for both young adults and the community at large.

Diversity Rocks:

- Continue working with Forum of Bhutanese American Students in Vermont to create educational empowerment programs and activities. Conduct a survey at the beginning of school year to understand the need of the Students. Empower and support youth that comes with an interest to do something meaningful.
- Create a system using new computer program to record notes more efficiently and accurately and be able to take more accurate attendance and track activities and progress of group. We will be creating written documents with description and requirement for all the counselor positions.
- Discussions around building a new website for Diversity Rocks with the help of Spencer March.

Attachment A:

ANNIE ROSENTHAL

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BILINGUAL MASTERS IN PSYCHOLOGY AND MASTER IN EDUCATION

EXPERIENCE/MENTAL HEALTH

COUNSELING SERVICE OF ADDISON COUNTY March 2012- Present *Middlebury, VT*
Contracted Clinician

- Provide individual and family therapy.
- Assist families in identifying problems and treatment goals.
- Provide a comprehensive reassessment of treatment goals every six months after initiation of treatment.
- Record progress and track contact notes
- Collaborate with school and other medical practitioners involve with families in providing support to family.

BROOKLYN BUREAU OF COMMUNITY SERVICE/ BSFC June 2008-August 2009 *Brooklyn, NY*
Social worker

- Provided general preventive services in a manner that ensures the safety of the child and preserves the family whenever possible.
- Provided family centered and cognitive behavioral therapy to families of multicultural backgrounds (First generation and second generation of Spanish speaking immigrants)
- Provided psycho education to families and adolescents about parenting, adolescence, domestic abuse and sexuality.
- Provide a comprehensive assessment of families including comprehensive psychosocial functioning.
- Assisted families in identifying problems and treatment goals.
- Assisted families to get the right services to meet their needs (health, education, social, financial)
- Identified family patterns and assist families to use alternative styles of expressing feelings, and new skills for resolving conflict.
- Advocated for families when interacting with larger systems such as welfare, ACS, health care provider, school and housing agencies.
- Provided a comprehensive reassessment of treatment goals at 30 days, 90 days and every 6 months after initiation of treatment.
- Recorded progress and track contact notes

BROOKLYN CENTER FOR PSYCHOTHERAPY January 2008- June 2008 *Brooklyn, NY*
Therapist

- Provided individual psychotherapy to clients from diverse background and ages in an outpatient clinic.
- Assisted preliminary evaluations of mentally and emotionally disturbed clients
- Assisted in the formulation of treatment plans utilizing various modalities of treatment. Provide crisis intervention.
- Recorded progress; track contact notes and quarterlies regarding clients to keep track of progress and goal achievement.
- Provided psycho education to families and adolescents about the topics of substance use, adolescence, domestic abuse and sexuality.
- Consulted and work with other staff members and with community agencies in carrying out treatment plans

VERA INSTITUTE OF JUSTICE Adolescent Portable Therapy July 2006 - January 2008 *New York, NY*
Therapist

- Provided crisis intervention and intensive case management to which includes formulating treatment plans and routinely maintaining and entering detailed case notes into a database for case management and research purposes.

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- Collaborated with various agencies regarding service delivery to individual participants and advocate for families facing service delivery problems with schools, foster care and the courts.
- Maintained a total caseload of a maximum of 21 clients ages 13-18 as well as families.
- Provided family centered and cognitive behavioral therapy and counseling to address adolescent substance abuse.
- Provided psycho education to families and adolescents about the topics of substance use, adolescence, sexuality, and juvenile delinquency system.
- Conducted individual and family therapy sessions within client's homes and juvenile facilities.
- Cultivated and maintain relationships with schools, community services, mental health providers and probation officers.
- Advocated for clients in family court.
- Administered bio psychosocial assessment tools.
- Recorded progress and track contact notes regarding clients and community agencies.
- Presented material weekly to Adolescent Portable Therapy program staff.

ROBERTO CLEMENTE CENTER, 2005-2006

New York, NY

Extern Therapist

- Awarded one out of the five posts to the externship program at this prestigious Mental Health Clinic from Gouverneur Hospital. Conduct individual, couple and family therapy with diverse clients, achieving genuine and close relationships, thus allowing a positive therapeutic process.
- Co counseled a group for elderly people in the topics of grievance and loss. Developed psycho education material for the groups discussion.
- Performed psycho-diagnostic assessments for 42 patients. Supported families whose children have learning disabilities. Encouraged a sense of self worth in disempowered patients, such as battered women, HIV and gay clients. Addressed identity issues, improving self-esteem for patients suffering from racial and social discrimination. Helped ex convicted patients in their process of adaptation.
- Interviewed over 40 program applicants as part of the initial screening procedures and intake process. Participate in-group case disposition to discuss clients' initial treatment. Prepared individual treatment plans for all clients assigned to the caseload.
- Maintained accurate and up-dated case records documenting client progress in treatment and response to treatment service. Developed client discharge plans in conjunction with the client, family, referral sources and other community agencies that the client may be referred to for continuing care
- Completed training seminars on didactic family therapy, live and individual clinical supervision
- Translated verbally documentation to clients from English to Spanish in relation to mental health services, school material, and other relevant documents.
- Interpreted from English- Spanish and Spanish-English to assist clients to communicate with diverse systems such as other mental health workers, school staff, etc

EXPERIENCE/EDUCATION

ESCUELA CAMPO ALEGRE (ECA), 2001-2004

Caracas, Venezuela

ESL Teacher, 2003-2004

- Taught English as a Second Language classes to over 60 beginner and intermediate students, grades 6-8. Guided everyday classroom activities for 25 non-native English students ages 12-15, preparing them to transfer to mainstream classes. Achieved the passing level for the whole classroom
- Taught ESL curriculum applying the most effective and current TESOL strategies (Teaching English as a Second Language). Planned special classes based on to reinforce content from Social Studies and Science by using themes
- Taught a translation workshop Spanish-English for an after school activity in Middle school.
- Represented the middle school academic performance team as advisor, serving also as liaison between the student body and the faculty
- Sponsored by the ECA to earn the TESOL Certification at Columbia University's Teacher College, New York, 2003
- Led a team of middle school students developing and executing a program offering educational activities for orphaned children

Spanish Teacher, 2001-2003

- Taught each school year four different classes of about 20-25 students, reinforcing the four language skills from 6th through 12th grade. Provided relevant content related to language and culture

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- Developed and translated curriculum for a 10th grade Advance Program class on Hispanic Literature, applied to vocabulary, grammar and spelling skills
- Instructed an IB Spanish class in 11th grade and 12th grade

EDUCATION

COLUMBIA UNIVERSITY, 2004-2006 *New York, NY*

Teachers College – M.A. in Psychology and Education. May 2006

- Candidate for graduation of this top master's program for psychologists and educators, with a concentration in clinical psychology
- Completed a special project on the topics of Personality and psychopathology, women's mental health, and family therapy.
- Researched on the psychological perspectives of domestic violence and on immigration processes
- Member of the Latino American Student Association, 2004-2005

THE COLLEGE OF NEW JERSEY, 2002-2004 *Ewing, NJ*

School of Education – M.Ed. Dec, 2004

- Awarded full scholarship by the ECA (Escuela Campo Alegre) for the completion of this Masters' program
- Graduated from this recognized distance learning program one year in advanced

COLUMBIA UNIVERSITY, 2003

Teachers College – TESOL Certificate Program, July –September 2003

New York, NY

- Awarded full scholarship by the ECA for the completion of this Teaching English as Second Language program.

UNIVERSIDAD METROPOLITANA, 1995-1999 *Caracas, Venezuela*

School of Modern Languages – B.A. Bachelor of Modern Languages July, 1999

- Graduated from the Venezuelan Modern Languages program, with a concentration in Teaching English as a Second Language and Spanish-English/ English-Spanish translation
- Awarded Honors and Publishing Rights for the Final Thesis "Instructional design of a software for the teaching of English as a Second Language"
- Translated material for the final Thesis from English to Spanish.
- Chosen by the Modern Languages Department for the American Literature Teaching Assistant position. (Selected out of 50 applicants for the position).
 - Conducted lectures and evaluations, 1996-1998
 - Assisted students in translating selected works of literature from English/Spanish.
- Member of the Modern Languages Student Council, 1996-1997

THE HEBREW UNIVERSITY OF JERUSALEM, 1994-1995 *Jerusalem, Israel*

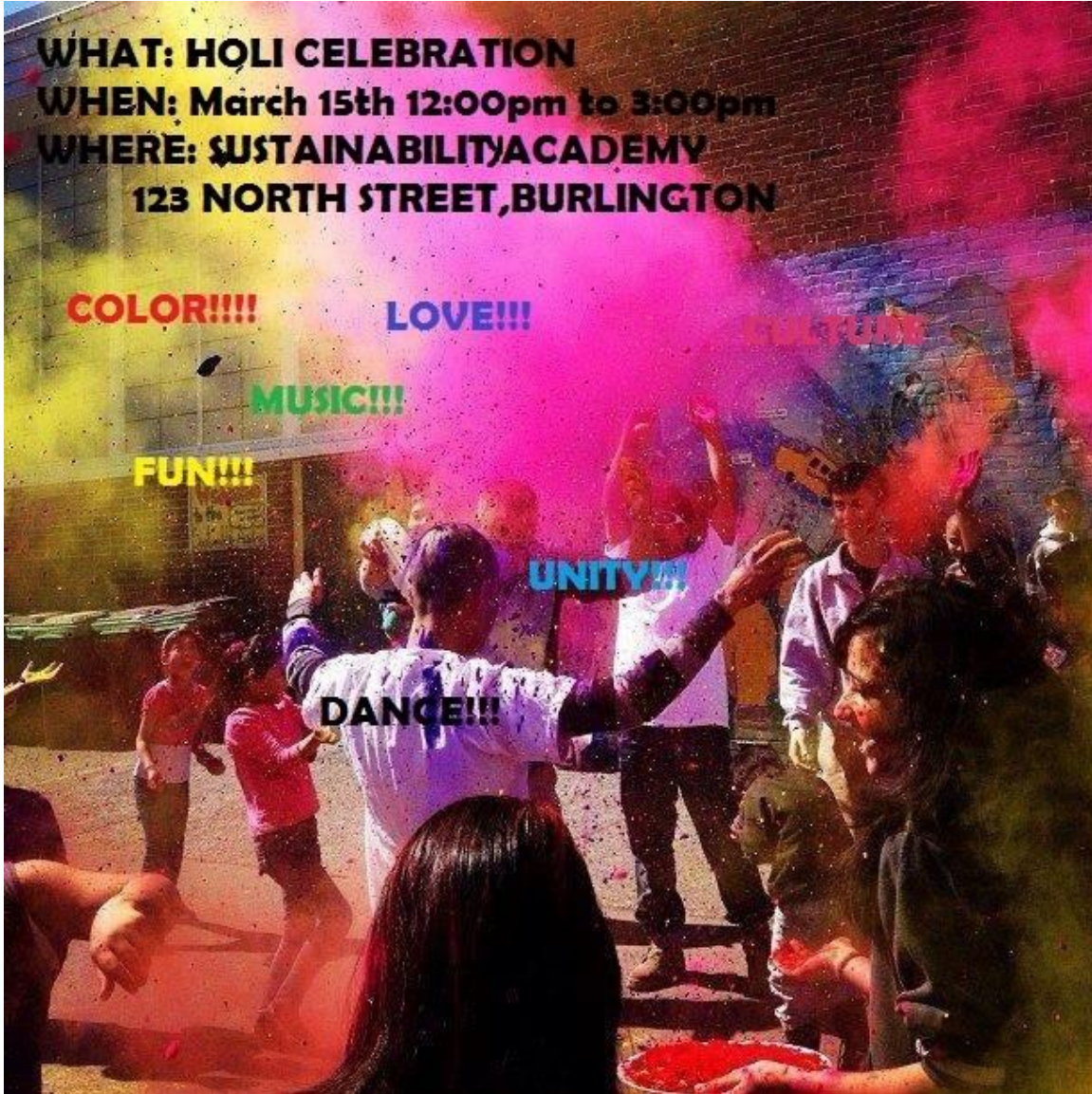
School of Liberal Arts

- Completed this international preparatory course to begin College studies, attending classes in both English and Hebrew
- Presented a project about students Immigration to USA and the impact of their adjustment on their academic performance

ADDITIONAL

- Fluent in Spanish and English; basic Hebrew
- Excellent computer skills in Microsoft Office Suite (Excel, Word, PowerPoint and Outlook) and Internet navigation tools
- Practice yoga and Meditation

Attachment B:



Attachment C:



R.S.V.P!!



DR! RETREAT
APRIL 19TH
Davis Center-UVM



Retreat committee is working tirelessly to bring the best retreat for the group as possible. In order to make this effort successfully we need your help! Please respond to this RSVP before Saturday, March 22nd and complete early sign up by responding to this event. We have to make reservation for food, supplies, and other logistical item this week. We encourage everyone to sign-Up!!

Attachment D:



Attachment E:



Diversity Rocks!
2014 Graduation Party

Friday JUNE, 20
1:00pm-3:00pm
Oak-ledge Park
Burlington VT

#BBQ #SOCCER #VOLLYBALL #SWIMMING #SALSA DANCE #POTLUCK

Bring food2share! Come prepared2Dance! Bring your swim suit!

CONGRATULATIONS 2014 GRADUATES!

The poster features a blue background with white and yellow text. On the left, there are three balloons (red, orange, and green). On the right, there is a black graduation cap and a rolled-up diploma tied with a red ribbon. The text is arranged in a clear, celebratory layout.

DMH only:

Date received: _____

Approved by: _____

Date approved: _____

Approved by: _____

Date approved: _____