

YIT PROGRAM PROGRESS REPORT

1. Grant Number: #C-YIT-FY13-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, 2013 through June 30, 2013
6. Approved Project Period from January 1, 2013 through June 30, 2013
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: July 31, 2013
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.</p> <p>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>46 young adults from Chittenden County attended Youth Adult Voice Movement Conference.</p> <p>Continued promotion and maintenance of ImpactVT website. Three more young adults participated in Impact VT interviews taking leadership roles and reaching out to the community to connect with resources that serve young adults. Work continues as more resources and “how to” articles are added and updated.</p> <p>During the weekly skills groups facilitated by Miranda and Danni, there was a structure created to foster leadership opportunities within the group. This will be carried out in September with Danni and Jeetan. PTRC procured donation of a cash register for use at one of these skills groups.</p> <p>Young adults were consulted to offer feedback and promote ideas on the Chittenden County YIT Facebook page.</p> <p>Worked with a group of students to identify areas in which they wished to see personal growth and development and provided them opportunities to do so.</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>Assisted young adults in taking on leadership skills related to website and contributing to the content as well as interviews with community resources.</p> <p>Supported clients in their work place and developing the skills to communicate their needs and questions/concerns with their employer directly.</p> <p>Jeetan Khadka, our Young Adult Navigator, helped plan and present a workshop at the Young Adult Voice Movement conference in collaboration with DR! Youth and Young Adults.</p> <p>Development of Diversity Rocks Youth counselors. Jeetan has been very</p>
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	<p>active and present at every step and development of youth leadership and engagement in DR council. He has been observing great student leadership in the area of group organizing and decision making for the youth group by the youth. This has been a great transition for Diversity Rocks Youth Group and without a doubt youth are taking this into another level. Jeetan has been able to see authentic youth leadership right in front of his eyes!</p> <p>Another great example of youth leadership is the Bhutanese/Nepali soccer group. Jeetan had been supporting and advising them before becoming the Young Adult Navigator, and it is great to see how much progress this group has made in last few months. The great urgency for this group was to be able to play soccer without having to go through a lot of disputes within the group and in the community. A significant number of young males in the Bhutanese/Nepali community love playing soccer and they are willing to give up anything to be able to come together at the park and play soccer all day. Jeetan has been very involved with the group and they have asked him personally to support them to make this group more formal. A strength of Jeetan's is his ability to support an idea that is presented to him by a young person who approaches him with the progress they have made and an idea to move forward. Now, this group is working on their own to write a mission and vision statement, rules and guidelines for players and organizers and calendar for the practices and matches. They are planning on participating in a Bhutanese soccer tournament at Manchester, NH in August 2013.</p> <p>Linda Li met with FRIEND, a youth lead mentor program to discuss potential partnerships for Diversity Rocks. FRIEND is a group started by a few high school students that works to provides support for the multi-cultural community.</p>
	<p>2: Family/adult allies support young adults...</p> <p>Volunteer Bill West has helped several youth practice for and obtain their driver's license. He has volunteered his time to teach them driving skills and has even let them use his car for the test.</p> <p>Clients are empowered to choose which adult allies they would like to invite to team meetings and be part of their support team.</p> <p>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 participating 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>With encouragement of staff, family members have attended IEP meetings and advocated for the young adult.</p> <p>Continue to work in line with TIP Model practices to include informal supports,</p>

	<p>as defined by each young adult client, in the treatment process. Supports have included mentors, parents, significant others and siblings.</p> <p>Families supporting the young adults in creating and maintaining different forms of budgeting and savings plans.</p> <p>One client's father was very helpful in helping his daughter to find a job; he personally brought her to the appointment and provided good inspiration and support.</p> <p>Work with Vermont Family Network to provide parent support to several families.</p> <p>Worked with a client's family friend (who also happened to be a VRRP volunteer) to support client's parents. Helped facilitate that connection.</p> <p>A family team was formed for a multi-cultural client; members include client's mother's and siblings' services provider. The team meets once a month and it has improved communication and effectiveness of services.</p> <p>Between January and June, VFN had 272 contacts with families of transition-age youth (state-wide) during this reporting period. VFN had 772 contacts with families of children and youth with special needs in Chittenden County.</p> <p>The Parent Transition Resource Consultant offered information and resources over the phone, met with parents, helped families prepare for CSP meetings, etc. The PTRC attended 8 CSP meetings with families and provided on-going support to several YIT families, as well as phone consultations with parents/providers of YIT. PTRC also outreached to parents at transition events, attended Centerpoint parent groups, and staffed a resource table at transition fairs in Middlebury and South Burlington. PTRC collaborated regularly with Young Adult Navigator on outreach materials. Regularly reviewed website content and advised on additions 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>Required activity: <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>A total of 19 youth seen by Young Adult Navigators (Miranda, and then Jeetan) to provide employment search, job skills development, job retentions support and independent living skills support</p> <p>Currently invited over 138 young adults to participate in the VCHIP Common</p>

	<p>Study</p> <p>Helped support client in the workplace with effective communication, stress management, and self-advocacy.</p> <p>Helped three youth transition from the Murray Street Group Home to the transitional living program at Spectrum.</p> <p>Worked with family's team and school system to help one multi-cultural youth get tested and found to be eligible for an IEP, finally affording the appropriate support in school. The young adult went from almost leaving school to thriving in the school setting.</p> <p>Supported several young adults navigate the court system. Advocated to ensure they were allowed enough time to complete their obligations of conditions successfully. Worked collaboratively with probation officers and reparative board.</p> <p>Helped multiple young adults successfully transition out of shelter living into more stable housing.</p> <p>Worked with 4 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.</p> <p>All young adults served have taken part in creating their own treatment plans and identifying their individual goals.</p> <p>Helped three young adults who were leaving the area find services and supports in the community to which they were moving.</p> <p>Assisted some clients in identifying areas of strength of which they wish to gain some work experience, collaborated with places of employment and arranged for work experiences within the place of employment.</p> <p>Worked with some young adults on future plans, i.e. taking them to visit recruiting offices for those interested in the armed forces. Helped client understand the process.</p> <p>Assisting the 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.</p> <p>The YIT Case Manger focusing on rural areas (Danni) is currently serving 14 clients on caseload – working on opening 2-3 more.</p> <p>Met with a group of 10 students from Milton High School on a regular weekly</p>
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	<p>basis, providing skill building activities.</p> <p>Provided clients with case management, job development, independent living skills support, and collaboration with families and other service providers.</p> <p>The current Young Adult Navigator is currently supporting approximately 40 Diversity Rocks youth and 17 Bhutanese young men to form a soccer team.</p> <p>Helped youth with exploring job/career opportunities, making resumes, group organizing & facilitation, transportation & rides, access to information and resources, paper work, and provided advice & group support.</p> <p>All youth identified their area of interests and strengths during job searching process. Clients also set their own goals and timeline.</p>
	<p>4: System of Care partners gain cultural & linguistic competence (CLC)...</p> <p>Currently serving 6 multi-cultural youth through the HowardCenter system, and supported 9 other multi-cultural youth informally.</p> <p>Supported all youth involved with Diversity Rocks! Group.</p> <p>Hired new Young Adult Navigator, Jeetan Khadka, with a commitment to increased focus on multi-cultural needs and issues.</p> <p>Worked closely with Winooski High School to address the multiple and growing needs of multi-cultural youth attending this school. Plan on having on site hours set up for the Young Adult navigator to work with multicultural youth at the school.</p> <p>As a result of a focus group of multicultural youth to identify leadership opportunities and build interest for youth advisory group, a new structure has been developed for Diversity Rocks! group that includes young adult advisors and young adult council members.</p> <p>Linda Li 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.</p> <p>Regularly utilized interpreters for young adults with limited English Proficiency and developed unified system to attain interpreters.</p> <p>Worked with CWS to continue to provide progressive employment opportunities for multi-cultural youth, keeping cultural needs in mind.</p>

	<p>Collaborated with other agencies serving many different populations and understanding their needs, including VRRP, Connecting Cultures, AALV.</p> <p>Per Jeetan Khadka, “Cultural competence is the step towards understanding, valuing, and respecting the differences and the similarities of an individuals. I am not sure how much of the differences I have created in this institution to increased cultural competence and awareness among staff, client and within the organization. I do recognize the first step that Spectrum took to hire its staff from local minority community which reflects the community it serves. Having the staffs that have had first-hand experience of being a minority and has gone through the challenge can bring a lot of understanding and different prospective in the team. The thing that we need to understand now is, hiring itself won’t make the organization culturally competent or make the organization stand above the rest. This is just the first step towards the cultural competence and journey a head is the commitment to accept and recognize the different style of performance.”</p> <p>Worked with Cathy Kelley, LICSW, from Connecting Cultures to train 20 VRRP interpreters on mental health topics.</p> <p>Provided one Cultural Competence training to Family and Community Programs team at CYFS in HowardCenter.</p> <p>Parent Resource Transition Consultant provided ongoing support to a New American parents.</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 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 to intervene with clients in the community to avoid police involvement.</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>Develop relationship with community members and employers working towards reducing stigma.</p> <p>Having physical presence of staff person (Jeetan Khadka) at Diversity Rocks Youth group to provide needed support and guidance to multicultural young</p>

	<p>adults in many ways. As many members of DR! have, has had first-hand experience of being the victim of war, violence, and poverty.</p> <p>Receiving individual support to find the jobs and other resource that youth and young adults need.</p> <p>Met with Mercedes Avila, Jacqueline Rose from VRRP and Cathy Kelley from Connecting Cultures to discuss possibility of grant proposal for mental health interpretation training.</p> <p>Helped clients understand their mental health challenges (OCD, anger and substance abuse) through books and educational materials.</p>
	<p>6: Effectiveness of the Vermont System of Care for young adults with SED is evaluated.....</p> <p>Continued work from members of the 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>Getting support from the state team in funding the Diversity Rocks! group</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.</p> <p>Invited Matt Wolfe and Courtney Bridges to join the monthly YIT Leadership meeting to stay informed of activities and updates, as well as offer consultation regarding continued efforts. State team has been extremely supportive in efforts.</p> <p>Collaboration with YIT state team in providing a larger support system for the</p>

	<p>young adults.</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>Contact with several probation officers to help support youth in meeting conditions and moving forward towards independence.</p> <p>Helped several youth complete conditions of court diversion in order to clear record</p> <p>Consulted with worker from mental health court to understand process and how to navigate systems for young offenders.</p> <p>Worked with outreach team, primarily Justin Verrette of HowardCenter to encourage young adults to engage in appropriate behaviors on Church Street Marketplace in order to minimize police involvement.</p> <p>Prior to Miranda leaving, the Young Adult Navigator had been attending court diversion and serving on their panel.</p> <p>Work with Office of Public Defense to prevent a client from going to jail and deportation</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, Fafillment Bakery, Green Mountain Concert Services, Champlain Farms, the Spot, McDonald's, the Shanty Restaurant, Taco Bell, Burger King, South Burlington School District, Thibault Farm, Moe's, Starr Farm, Wake Robin, Champlain Lanes, Vermont Hotel, Hertz Rental Cars, Property Management Company, Petra Cliffs, Essex School District, Brownell Library, Hot Topic, Jiffy Mart, The Vermont Thai Restaurant, Dunkin Donuts, TwinCraft, Adecco Services.</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>Relationship building with Labor Ready to build more sustainable job opportunities for young adults.</p>

	<p>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>Worked with young adults in helping fill out financial aid forms in order to take college classes.</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>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 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.</p> <p>Helped young adult enroll in Community Kitchen Academy.</p> <p>Helped multi-cultural youth get connected to Vermont Adult Learning to start English classes.</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>Assisted multiple young adults in applying for and re-applying for SSI benefits and Medicaid.</p> <p>Some young adults served currently visit doctor yearly for physicals. Visit doctors regularly for medical reasons.</p> <p>Helped multiple youth begin attending therapy.</p> <p>Helped young adult utilize acupuncture for medical issues.</p> <p>Worked with Community Health Center and Connecting Cultures to coordinate care for client.</p> <p>Helped multiple clients by providing or helping them access transportation to multiple doctor's appointments.</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>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.</p> <p>Worked with the clients to seek subsidized housing and apply for the new</p>

	<p>Vermont State Housing Subsidy Program.</p> <p>Helped 3 multi-cultural families with their housing needs, from updating forms to visit at BHA, and accessing interpretive services so that they may better understand process.</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>Referred five more youth to Spectrum's Mentoring Program to establish regular contact with positive adult.</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>Young adults who have built a caring relationship in our work express the desire to give back- ex. When asking some clients about being willing to give quotes and pictures within the work place for HowardCenter's Big Night, they expressed a desire to do so, so they could feel they were contributing back what clinicians had assisted them with.</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>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.</p> <p>Helped young adults prepare meals and buy healthy food. Assisted young adults in developing independent living skills, cooking skills,</p>

	<p>understanding and creating budgets, emotional regulation, developing positive coping skills, accessing community resources such as: drop-in centers, community health centers and public transportation.</p> <p>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 and supported young adults in obtaining their own checking accounts. Assisted young adults with budgeting plans, including understanding accountability and prioritizing bills, as well as building good credit.</p> <p>Assisted young adults in obtaining their learner's permit and license.</p> <p>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>Assisted young adults with navigating the housing system and working towards obtaining their own housing.</p> <p>Regular meeting with a group of Somali young women to build social skills, develop confidence, understand American cultures and system, develop plan after high school, and discuss healthy relationships.</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>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 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 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>Assisted clients in scheduling and attending mental health appointments with Community Health Center, Spectrum Counseling services and HowardCenter.</p> <p>Young adults being served have confidently been able to access therapy on their own after some support and guidance.</p> <p>Young adults have 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>Allowed 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>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>Attend bi-weekly CWS meetings and utilize Salesforce on a regular basis as well as meeting with BAM (Nicole Clements) for individual young adults. 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 Northeaster Family Institute.</p> <p>VFN presented the following workshops at its Annual Conference in Burlington on April 10:</p> <ul style="list-style-type: none"> • Transition to Adulthood: Demystifying the Process (Part 1) – presented to 22 parents/8 professionals • Cultural Reciprocity: Becoming Self-Aware – presented to 12 parents/22 professionals • What Can I do if My Child is Being Bullied or Harassed in School? –

	<ul style="list-style-type: none">presented to 27 parents/18 professionals• Family Leadership – presented to 29 parents/11 professionals• Worried about Falling off the Transition Cliff? – presented to 33 parents/12 professionals <p>VFN also hosted the following webinars:</p> <ul style="list-style-type: none">• <u>Smelling the Smoke – Fighting the Fire: Supporting Students with Co-Occurring Substance Abuse & Mental Health Needs</u> (5/23/13) Description: Drug and alcohol risks are prevalent in so many ways in the lives of Vermont’s young people. Whether a source of recreation, a coping strategy for stress or family conflict, or an indication of addiction, substance use complicates life’s existing challenges and creates new ones. For many, substance use is but a ‘symptom’ – or smoke – to greater underlying emotional, behavioral, social, or mental health concerns (the fire). With Smelling the Smoke – Fighting the Fire, parents, care givers, and other providers move beyond the one-liners and easy catch-phrases associated with substance abuse to consider ‘functional significance’: what does drug or alcohol use mean in the life of a young person – and what can we do to help. This presentation will offer a foundational perspective – and will provide practical and real-life skills that are proven effective in addressing issues related to substance use and co-existing challenges. Presenter: Mitchell Barron, LICSW LADC, Director, Centerpoint Adolescent Treatment Services 10 attended the live event -54 views since posting• <u>Using PBiS at Home to Improve Family Life</u> (6/12/13) Description: Positive Behavior Interventions and Supports (PBiS) is a research-based, school-wide system of discipline. Thousands of schools in the U.S. successfully use PBiS including 33% of K-12 schools in Vermont. PBiS is not just for schools! Many parents are using the same ideas to create a better environment for the entire family. If you use positive parenting techniques and want to share your success stories, or want to learn how to get started, please join this webinar to connect with other parents. Presenters from the Vermont Family Network: Janice Sabett, Family Support Consultant and Laurel Sanborn, Family Resource Coordinator. 8 attended the live event. 39 views since posting• <u>Post Secondary Transition for Students with Disabilities in Vermont</u> (2/21/13) Description: In this webinar we will review the transition process for students with disabilities in Vermont and explore the available resources that are linked through the online <u>Vermont Transition Learning Community</u>. We will discuss how parents can work collaboratively with IEP teams on transition issues. We will also take a look at what transition services may look like for students with mild, moderate and severe disabilities. Presenter: John Spinney, Special Education Consultant, Post-Secondary Transition Specialist, VT Agency of Education 29 attended live event -93 views since posting <p>Archived Webinars from VFN:</p> <ul style="list-style-type: none">• “What’s Next: What Services are available when my teen transitions to adulthood?” Viewed 73 times since posting 5/12.• <i>Voc-Rehab Transition Services for Students with Disabilities</i>- Viewed
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	<p>247 since posting 12/11</p> <ul style="list-style-type: none"> • <i>Guardianship</i>- Viewed 87 times since posting 1/12 • <i>Restraint and Seclusion in Schools</i>- Viewed 37 times since posting 2/12 • <i>Coordinated Services Planning</i>- Viewed 109 times since posting 2/12 • <i>Getting and Keeping the First Job</i>- Viewed 37 times since posting 9/11. • <i>Youth with Disabilities and Juvenile Justice System</i>- Viewed 86 times since posting 12/12 • <i>“Just Personality? Drawing the Line Between Traits & Illness”</i> Viewed 76 times since posting 12/12
	<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>Continued use of the TIP Model to make sure entrance into services is youth driven, strengths focused, and goal oriented.</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.</p> <p>Attendance of supervision group organized by Connecting Cultures to build competence and provide peer consultation.</p> <p>Worked with Cathy Kelley, LICSW, from Connecting Cultures to train 20 VRRP interpreters on mental health topics.</p> <p>Regular meeting with HowardCenter New American worker peer support group to share experience and resources.</p> <p>Regular supervision group with Karen Fondacaro, Licensed psychologist, and Cathy Kelley, LICSW, from Connecting Cultures.</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</p>

	<p>agreements....</p> <p>Active participation with Creative Workforce Solutions to increase capacity for job development/job resources in the community, on-the-job trainings, and temp-to-hire opportunities.</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.</p> <p>Presented ImpactVT.org and YIT services to HowardCenter programs 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>Presence at the Boys and Girls Club to offer supports as needed.</p> <p>Continued relationships with Spectrum Youth and Family Services, VocRehab VT, Vermont Adult Learning, NFI, Lund Family Center, and Fletcher Allen.</p> <p>Collaborated with school systems - working towards created drop-in hours for young adults to access the young adult navigator to be implemented beginning in September.</p> <p>PTRC provided specific outreach to Burlington On Top alternative program.</p> <p>Brownell Library- arranged a work experience for a client and developed a relationship with their staff.</p> <p>Jiffy Mart - arranged a work experience for a client and developed a relationship with their staff.</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 as the evidence based model through which services for young adults are offered. Attended Part II of Tip Training for all YIT and JOBS staff. Worked with evaluation team to complete next step of certification process.</p> <p>YIT and JOBS staff utilize principles 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</p>

	<p>trauma based work.</p> <p>Utilized the principles of the Circle of Courage model, focusing goals on Generosity, Mastery, Independence, and Belonging.</p> <p>Addition of area service providers to begin utilizing TIP Model practices, including Spectrum Youth and Family Services and Northeastern Family Institute. Representatives from these agencies have participated in the TIP Certification trainings.</p> <p>Attended YIT Spring Sharing Day 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 Co-Occurring Academy - developing a greater understanding for co-occurring illnesses and mental health.</p> <p>Attended Working with Youth Conference - a full day conference designed to assist in gaining a larger understanding in multiple areas for those working with young adults.</p> <p>Attended a training with Eternity Web - this training was designed to assist in understanding how to navigate websites and assist in adding content to the ImpactVT website.</p> <p>Attended a cultural competence training designed to gain a greater understanding for the different cultures present within VT.</p> <p>Through CWS, attended a training on how to assist New Americans with filling out paperwork and proper paperwork and identifications needed for them to begin working.</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 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.

- 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.
- 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.
- Transportation and consistency of public bus system and accessing bus passes for youth. Finding enough transportation solutions to assist all clients being served.
- Consistency of interpreters and 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.
- 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.
- 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, we continued to offer this opportunity, publicizing it on our 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 VT Refugee Resettlement staff and others supporting the "Diversity Rocks" group.
- 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 parents 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.

Following Miranda Creech's departure in March 2013 as the Young Adult Navigator, we experienced a staff lapse of approximately 2 months. We were then fortunate to hire Jeetan Khadka as our new Young Adult Navigator (See Attachment A and B). There has been a shift in the structure of how work hours and responsibilities are divided out for the Young Adult Navigator. It has been evident that there is a growing need for focus on the multi-cultural population, and we have been able to accommodate this with the addition of Jeetan Khadka as our Young Adult Navigator. The other job responsibilities in this position include maintaining the ImpactVT website, helping young adults navigate systems in the community and learn about resources, helping facilitate skills groups, and meeting with young adults in the community, including schools. Jeetan's experience with the multi-cultural community and long involvement with the YIT initiative has been a great addition to the Chittenden team.

There continues to be considerable work on building and maintaining the online resource guide, the ImpactVT website.

It has been made clear that he will be devoting more of his time (than was previously spent in this role) working with and supporting multi-cultural youth. 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. Flyers will be created and distributed in August.
- Handed 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.
- www.impactvt.org
- Twitter account
- Facebook account
- Continued running the skills group through the end of the school year. Will be starting up another group in the fall. 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, how to look for jobs.
- Planning to extend drop in hours at Burlington Boys & Girls club from August.
- Reaching out to local community and community organization to outreach about the services that Spectrum provides.
- Social media and marketing.
- Setting up informational booth at big events (e.g. Young Adults Voice Movement Conference).
- Reaching out to underrepresented community (Former Refugees, Immigrant, low income and urban).

Web Data for VFN:

- VFN webpage on Mental Health- 13 visits during reporting period
- VFN webpage on Transition and Mental Health- 104 visits during reporting period
- VFN YIT web information - 222 visits during reporting period
- VFN Juvenile Justice - 263 visits during reporting period
- VFN Positive Behavior Supports -757 visits during reporting period
- VFN Suspensión/Expulsión/Discipline 438 visits during reporting period

5. Other Activities

Briefly describe other activities undertaken during the reporting period.

- Three clinicians in JOBS and YIT took part in the Co-Occurring Academy, an eight week course covering many facets of Co-Occurring Disorders. The information was presented in a variety of formats.
- TIPS II training and certification
- Staff attended a training on cultural competence.
- Staff helped organize the training program, [Clean Sweep](#), which is a training program teaching cleaning and housekeeping skills, followed by a work experience. The funding for this is through the support of CWS and VocRehab VT.

- Strategies to Ensure a Healthy Adolescence (Office of Juvenile Justice and Delinquency Prevention) webinar.
- Attended training: Training Teen Brains to Become Minds: Ready, Fire, Aim! by Raymond J. Chin, PhD, MFA.
- Attended training: Undoing Aloneness: Strategies for Co- Regulation with Traumatized Adolescents by Martha B. Straus, PhD.
- 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 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 training: Assessment and Clinical Case Formulation with Catherine Burns, PhD.
- Attended CWS Recognition Event and job fair that highlighted partners who supported young adults in progressive employment strategies.
- Attended 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.
- Umatter: Youth Suicide Prevention webinar.
- Webinar: Working with Multicultural Youth.
- Connected with local schools (Special Education, Social Workers, Administrators and Guidance Counselors) as well as other community health providers through CWS and Therapists/Counselors.
- Attendance and participation in the Annual Young Adult Voice Movement conference.
- Attended the Working with Youth Conference in Killington, VT
- PTRC attended the Working with Youth Conference and NAMI-VT Conference.

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.

- 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.
- Working to engage more community partners and young adults to more consistently attend monthly YIT leadership meetings.
- Connect with more community health providers.
- Continue work on maintenance of resource website. 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 member and businesses describing resources and services available. Need to work with State team for help with marketing and advertising efforts of website.
- Activities related to certification of TIP Model utilization through updated fidelity assessment and needs assessment of programming; developing an action plan to ensure alignment with TIP Model.
- Provide drop-in hours at the school for the young adults to connect with the young adult navigator.
- Re-start the Skills Group.
- Continue to provide case management for all clients and build on their strengths and independent skills.
- Continue attending CWS and work towards creating more training opportunities for Young Adults.
- Continue engaging in on-going training opportunities.
- Build partnership with Burlington Boys and Girls Club, Burlington & Winooski schools, Diversity Rocks!.
- Create outreach plan for school year and schedule drop-in hours in schools to meet with Young Adult Navigator.
- Create standard operating procedure for different kinds of services that we provide to youth and young adults. This SOP will serve as the guide for young adult navigator/staffs if needed.
- Focus group to discuss/update Impact VT websites and update resource on websites
- From July 10th to 14th Jeetan will be attending a conference in Chicago called “Free Mind, Free People”. The conference was organized by Education for Liberation Network and brings together the teachers, high school and college students, researchers, parents, community based activists/educators from across the nation to build a movement to develop and promote education as a tool for liberation. This conference

provides great insights around social issues and how to obtain liberation when change is very hard. There will be strong youth voice regarding what we can do to make this community better place for all of us to live in peace and harmony.

- From July 17th to 20th Jeetan will be attending the Social Justice Training Institute at the University of Massachusetts, Lowell. This is strongly geared towards social justice and equality for everyone. This conference focuses on understanding social inequality and how to fight against an unjust system. It looks at the dynamics of males as a dominant group and how to use this position for positive change and promises to be a very thought provoking conference.
- Start a summer support group for young Somali women.
- Partner with Hal Colston for a “story telling” project to help youth deal with racism.
- Parent Transition Resource Consultant will be connecting to and working with the new immigrant parent group forming at Burlington High School.
- PTRC will continue to present at Centerpoint parent groups.
- VFN will 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 two workshops focusing on different aspects of 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 team. Continue to promote the YIT supports available in Chittenden County and across the state.

DMH only:

Date received: _____

Approved by: _____

Date approved: _____

Approved by: _____

Date approved: _____

Attachment A:

Jeetan Khadka



176 North Champlain St • Burlington, VT 05401 • Phone: (802) 324-7076 • E-Mail: Jeetankhadka@gmail.com

Work Experience

Burlington Kids After School Outreach Coordinator

2010-2011

- Work directly with Childcare resources and New American families to assess after school services.
- Evaluate program to create more culturally relevant services. Training and curriculum development to support Afterschool programming at five sites
- Provide technical support in registering children, tracking attendance and financials
- Serve as on-site staff running cultural programs at five Burlington Kids After School sites, supporting Site Directors, recruiting and managing volunteers.

Community and Economic Development Office AmeriCorps Team Leader

2011-2012

- Provide Cultural Competency support to the team of eleven members and program director
- Organize team meeting with member and facilitated book discussion on "*Courageous conversations about Race*"
- Provide coaching and training on working across culture for City Departments, local non- profits, and AmeriCorps Volunteers.
- Organize community events to connect service provider with local community, Keep members updated with resources and opportunity.
- Recruit and Hire AmeriCorps Volunteers by the end of service year.

Partnership for Change Youth Leadership and Engagement Co-chair

2011-2013

- Work in collaboration with Winooski and Burlington School District on High School Transformation project.
- Oversees the group, run the meetings, and be the most visible stakeholders for that areas of thinking.
- Work directly with students and teachers to create personalized, Relevant, Authentic, and Diverse programs.

Spectrum Youth & Family Services Young Adult Navigator

Present

- Provide outreach to transition-age young adults, including immigrant and refugees and young adults living in rural communities, in need of transition information and resources
- Work in concert with the YIT Leadership Team to identify existing community resources and services
- Use Facebook, Twitter and other social networking sites in order to reach out and provide support and information to young adults
- Partner with the Parent Transition Resource Consultant to provide support and information to parents/caregivers of transition-age young adults.
- Assist with the development and maintenance of the Online Resource Center
- Participate in the YIT Leadership Team Meetings
- Participate in the development of leadership training for young adults and create young adult advisory groups.

Award Received

- Young adult Leadership Award through Youth In Transition Grant State Team
- 2012 Herb Bloomenthal Award for Community Activism

Education

Community College of Vermont

Attachment B:

April 15th 2013

Jeetan Khadka

176 North Champlain St.

Burlington, VT, 05401

(802)-324-7076

jeetankhadka@gmail.com

To Gina M. D'Ambrosio,

I am writing to apply for the position of Young Adult Navigator Position at Spectrum. I learned about this position through Maria Mercedes Avila.

As a Young Adult, I know how hard it is to create successful transition into the society. I am committed to help others in a similar situation. Since, coming to Burlington in 2008 I found that being involved in the community is very important to me. And, I started taking leadership role since then, I spend a lot of time in networking and relationship building in the community. I volunteered hundreds of hours helping people to access services, going to appointments, and with translation. I started involving in leadership role because I found out that the voice of former refugee Youth were not being heard and there was not enough support for them.

I have been inspired to take an action. I am involved in helping individual and families access services and youth empowerment. In my last two years of work with Burlington School District and Community and Economic Development Office, I Mostly worked with low income and former refugee population. Besides, I also supported families to navigate and access financial

assistance through Child Care Resource, by hosting events in several locations in Burlington areas. I have also provided many workshops and trainings for various social service agencies on the topic Understanding Burlington demographics and steps working across cultures. It has been my passion to work with the people to whom I care about most. As a community leader, healthy and successful community is most important and I am very much committed on making it happen.

Creating safe and welcoming environment for youth and young adults has been my biggest focus in past four years of my journey in United States of America. Since then, I started involving with Youth in Transition grant advisory committee and advocate for the opportunity, of new Americans youth. I have been part of Young Adult Voice Movement Conference since the very beginning and helped organized trainings and workshops around the state. Now, I am co-chairing Youth Engagement and Leadership Implementation Team with partnership for change and advisor with Diversity Rocks Youth Group. In the short period of time I was able to make good connection with many organizations and community. I believe on my ability to give best to the communities and the people to who I serve. I am very confident on what I have learned through out the years and want to offer that to my communities

Thank you for considering my application for the position of Young Adult Navigator. Please feel free to contact me by phone or email, if you have any question regarding my applications. Thank you once again for your time and consideration.

Sincerely,

Jeetan Khadka