

YOUTH IN TRANSITION REGIONAL PLAN Brattleboro AHS District

Management of the planning grant:

Allyson Villars, Youth Services Inc. (Fiscal Agent)
John Swartz, Brattleboro AHS District Field Director
Will Shakespeare, HCRS Children's Program Director

Planning Consultant: Diana Wahle (abcwahle@sover.net 254 9469)

Planning Committee Membership:

Lydia Barnes, JOBS Program
Mary Ide, Vermont Adult Learning
Lisa Keller, Dept. of Children & Families
Lori Schreiner, Health Care & Rehabilitation Services
Will Shakespeare, HCRS Children's Program Director
Beth Shrader, Brattleboro Area Prevention Coalition
Danielle Southwell, Transitional Living Program, Youth Services
John Swartz, Brattleboro AHS District Field Director
Maureen Tadlock, Health Care & Rehabilitation Services
Don Tretler, Dept. of Children & Families
Allyson Villars, Youth Services
Suzie Wagner, Vermont Vocational Rehabilitation

YIT Youth Representation:

Amanda Goyette, student at Community High School of Vermont and participant in Youth Services Transitional Living Program
Ed Johnson, Brattleboro Area Drop In Center
Jessica Mayhew, Peer Outreach Worker Youth Services

A. Description of Regional Vision/Mission.

Vermont's transition age youth (16-21 inclusive with their families) with severe emotional disturbance (who are out-of-school or at risk of dropping out due to homelessness) will have adequate preparation and the necessary supports to be productively engaged in the community and free from incarceration.

TIP Principles that Guide Our Work - We will:

1. Engage young people through relationship development, person-centered planning, and a focus on their futures.
2. Tailor services and supports to be accessible, coordinated, appealing, developmentally- appropriate, and build on strengths to enable the young people to pursue their goals in all of our transition domains.
3. Acknowledge and develop personal choice and social responsibility with young people.
4. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players.

5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.
6. Maintain an outcome focus in the TIP system at the young person, program and community levels.
7. Involve young people, parents, and community partners in the TIP system at the practice, program and community levels.

B. Description of services already in place for behavioral health treatment for Youth in Transition. See Appendix A.

C. Statement of the selected evidence based practices that are guiding planning.

The TIPS model has been selected as the evidenced based practice for our entire regional plan and in specific guides the design of the Youth in Transition Housing Coordinator position.

D. Statement of remaining unmet needs – the gap between the regional vision/mission and the current situation.

Throughout our planning process, our Youth in Transition (YIT) Planning Committee has valued youth in transition being engaged in planning for their futures. Collaborating with and involving youth, family members, and/or caregivers and advocates in the development of decisions and plans is integrated into our entire strategy, both funded and unfunded. As part of our process leading up to the presentation of this regional plan, we identified the key stakeholders in our work using our community assets map (refer to Appendix E). With the assets map as our guide, we arrived at three tiers of stakeholders: local institutions, citizen's associations and individual YIT youth, including their families and advocates. Three YIT youth have contributed to the work of our planning committee. An important input came directly from YIT youth and families who were not present at our meetings. Six representatives of our committee interviewed 22 YIT youth, two YIT parents and a faith community representative. We used those interviews to determine the unmet needs and to help in the design of our strategy.

We examined the summary of the youth, family and faith community interviews completed in addressing the question "What does it mean for our YIT youth to be productively engaged" and "free of incarceration"? Refer to the interview questions and the summary in Appendix F. Through this examination we arrived at four priority unmet needs.

All equal – not in priority order:

- Housing – Supported group apartment or single room occupancy with case management for life skills development.
- Post Secondary Education – Help getting diploma, GED, skills development.
- Youth Employment – Connecting youth in community: jobs, housing, and training. One person assigned to each youth who helps them connect.

- Caring Relationships – Collaborating with and involving family members and/or caregivers in the development of decisions and plans.

E. Desired outcomes and possible indicators for youth in transition.

- access to health care
- post secondary education
- employment
- housing
- caring relationships

Our funded strategy supports all these outcomes. The indicators we propose are listed in our proposal for funding in section G.

F. Description of priority services/strategies, including

First, we will describe the process we used to develop strategies for each of our unmet needs. In two of our Planning Committee meetings, we divided our membership based on their interest and expertise into smaller action groups related to these unmet needs. These action groups worked in and outside of our meetings to develop strategies all based on the same template describing:

- i. Outcome addressed
- ii. Indicators: Population and Program Performance
- iii. Evidence-based Practice Utilized
- iv. Action Steps including
 - Resources
 - Who's Responsible
 - Timeline

The action groups presented their plans to the larger Planning Committee. Once these reports were fully considered, the committee came to consensus on the best use for the YIT funding available to our region. The decision was unanimous to dedicate the funding to a housing coordinator position, as part of a larger general housing program plan.

Here is a brief statement reporting on the way our regional plan responds to each of the unmet needs through priority services and strategies:

Caring Relationships: Youth are meaningfully engaged in supportive and permanent relationships

Caring relationships permeates all aspects of our regional plan. As we implement our plan, we will target the following groups to promote caring relationships with Youth in Transition:

- Local institutions: service providers, education, businesses, government
- Citizen's Associations: faith community, service clubs, volunteer groups

Housing – Our funded strategy is the Transitional Housing Towards Independence Program for youth and young adults. The funding will support a housing

coordinator/case manager position. Refer to Appendix B for the full housing program description.

The case management we promote includes not only housing, but relates closely to the other unfunded sections of our regional plan:

- **Post Secondary Education** – i. Help getting diploma or GED; ii. Skills development. This represents a community effort. Refer to Appendix C for a detailed plan of action.
- **Youth Employment** – i. Youth-focused employer/business outreach to build better relationships and create better job matches; ii. Skills development focusing on interest identification, finding one’s passion, etc.; iii. Job finding skills development. Refer to Appendix D for a detailed plan of action.

G. Proposal for Funding:

<p>Youth in Transition Outcome: Youth have safe, stable and adequate housing</p>
<p>Objective:</p> <ol style="list-style-type: none"> 1. By November 1, 2009 fill a Youth In Transition Housing Coordinator position. The Youth In Transition Housing Coordinator will assist ten young people at a time to learn the independent living skills necessary to acquire and maintain an apartment or room, and oversee the transitional housing program. 2. By March 30, 2010 provide a transitional housing program for six young adults.
<p>Other related outcomes and indicators addressed through case management (these are utilized by the Vermont Coalition of Homeless and Runaway Youth Programs) :</p> <p>Outcome: Health Care: Indicators: Each participant: Has medical insurance coverage. Can identify at least one coping strategy that will help maintain emotional mental health. Will identify and implement dental hygiene practices. Can prepare healthy meals. Understands the importance of exercise. Participates in weekly exercise activity. Completes drug & alcohol assessment. Implements recommendations from drug and alcohol assessment.</p> <p>Outcome: Education: Indicators: Each participant: Will develop an education plan. Will achieve at least one educational goal. Will find employment. Will write a resume. Will demonstrate job search skills. Will demonstrate interview skills.</p>

Will maintain employment for at least three months.

Outcome: Safe & Stable Housing

Indicators: Each Participant: Will demonstrate knowledge of housing options. Will understand how to read a lease. Will demonstrate knowledge of how to acquire and maintain utilities. Will maintains housing for at least three months.

Outcome: Caring Relationships

Indicators: Each Participant: Will identify the characteristics of a healthy relationship. Will engage in planning for the future. Will demonstrate the ability to complete standard forms and applications. Will demonstrate knowledge of how to make appointments. Will create and implement a budget. Will open a checking and/or savings account. Will demonstrate the ability to pay bills on time. Will leave the program with significant savings toward for first month's rent & security deposit.

Indicators of Success

Population Indicators:

Six young adults at a time who are in need of safe, stable, adequate housing will live in transitional housing under the guidance of a Youth In Transition Housing Coordinator.

Eight young people at a time (including the youth in the transitional housing program) who need safe, stable, adequate housing, will be given supports and case management directed toward preparing them to live independently, under the guidance of the Youth In Transition Housing Coordinator.

Program Performance Indicators:

A Transitional Housing Program providing up to six beds for young adults will be established in Windham County.

Evidence Based Practice(s) Utilized:

We will use the Transition to Independence (TIP) model as our evidence based practice.

<p>Action Step 1</p> <p>Write a job description based on JOBS program; include</p>	<p>Resources</p> <p><i>Existing Resources and Services</i></p> <p>Program description of JOBS</p>	<p>Who's Responsible</p> <p>John Swartz</p>	<p>Timeline</p> <p>Completed 9/9/09</p>

cultivation of caring relationships	<p>Work Family Services has done on cultivating caring relationships</p> <p><i>New Funding Required</i></p> <p>None</p>		

Discussion: The job description has been completed. The Youth in Transition Housing coordinator's duties will be divided into two phases. In Phase I, the Housing Coordinator's work will be very similar to the JOBS case manager position, except that the emphasis will be on housing. Other duties in Phase I include leading the initiative to create a transitional housing program. When the transitional housing program is up and running the Housing Coordinator's duties will shift to Phase II. Duties will include oversight of the housing program, including admissions and discharge planning. See the full job description in Appendix H.

Action Step 2	Resources	Who's Responsible	Timeline
Hire a Youth in Transition Housing Coordinator	<p><i>Existing Resources and Services</i></p> <p>Many agencies have experience in hiring; JOBS case manager can assist; Our area is likely to attract many gifted applicants</p> <p><i>New Funding Required</i></p> <p>None</p>	Youth Services	Hiring process to be complete by Nov. 1, 2009

Discussion: Youth Services will create a hiring panel, advertise the job and oversee the hiring process. The current JOBS case manager, a youth representative from the YIT Planning Committee, and others working with homeless youth will be asked to participate on the hiring panel. The Brattleboro area has had a history of attracting qualified human services professionals and is likely to find a suitable candidate.

Action Step 3	Resources	Who's Responsible	Timeline	Indicators of Success
Youth in Transition Housing Coordinator will serve youth and their families	<i>Existing Resources and Services</i>	Youth Services	Ongoing----	Eight young people at a time (including the youth in the transitional housing program) who need safe, stable, adequate housing, will be given supports and case management directed toward preparing them to live independently, under the guidance of the Youth In Transition Housing Coordinator.
	See Appendix A <i>New Funding Required</i> None		Within 6 months ---- Within 1 month of opening the housing unit-----	Fifty percent of youth that have safe, stable & adequate housing: Six young adults at a time who are in need of safe, stable, adequate housing will live in the transitional housing program under the guidance of a Youth In Transition Housing Coordinator.

Action Step 4	Resources	Who's Responsible	Timeline
Write a program description for the transitional housing program	<p data-bbox="457 304 699 409"><i>Existing Resources and Services</i></p> <p data-bbox="457 415 699 892">The Transitional Living Program at Youth Services for community youth; the Northeast Family Institute program for youth leaving foster care; Probation and Parole assistance to young offenders</p> <p data-bbox="457 924 699 997"><i>New Funding Required</i></p> <p data-bbox="457 1039 699 1066">None</p>	John Swartz	Completed Aug. 3, 2009. See program description , Appendix B.

Discussion: A draft program description has been written. In summary, the program would provide housing for a period of 6 – 9 months. Young participants would reside in a single room occupancy building. In either scenario, a building manager would live on-site to provide supervision. Program oversight would be provided by the Youth in Transition Housing Coordinator. See complete program description draft, Appendix B.

Action Step 5	Resources	Who's Responsible	Timeline
Identify a lead agency to take responsibility for the transitional housing program	<p data-bbox="474 1474 716 1579"><i>Existing Resources and Services</i></p> <p data-bbox="474 1621 716 1875">(For recruiting a lead agency) The Homeless Youth Team Youth Services NFI Morningside</p>	Youth in Transition Housing Team	October 31, 2009

	Shelter			
	<i>New Funding Required</i>			
	None			

Discussion: Several agencies in the Brattleboro Area have worked on the development of this project, including Youth Services, NFI, Morningside Shelter and HCRS. Any potential lead agency will need to shape the draft concept in keeping with its mission and get the support of its board. If more than one agency emerges seeking lead agency status, the Youth in Transition Housing Team will make the decision. Given the excellent history of collaboration among youth-serving agencies, all agencies will certainly participate in this project.

Action Step 6	Resources	Who's Responsible	Timeline
Establish funding sources for the transitional housing program	<p><i>Existing Resources and Services</i></p> <p>Youth Services, Transitional Services Program; NFI, Transitional Youth program; Probation and Parole; DCF, Economic Services; HPRP Funds; DCF, Family Services; Help Fund; Save Our Homes Loan; Department of Mental Health, Medicaid waiver funds</p> <p><i>New Funding Required</i></p>	Youth in Transition Housing Team and the selected lead agency	Nov. 30, 2009

	Grants (such as Thompson Trust)			
--	---------------------------------	--	--	--

Discussion: An array of funding sources is already potentially available to pay for rent for individual young adults, depending on their affiliation (some will be aligned with Probation and Parole, others with HCRS, others with Youth Services or NFI). The cost of staffing the program will be offset by assigning the Youth in Transition Housing Coordinator the role of overseeing the project. It is hoped that the Windham Housing Trust will take this on as a project, thus assuring safe and high-quality living space.

Grants to support the program will also be pursued. The Thompson Trust will be approached.

Action Step 7	Resources	Who's Responsible	Timeline
Locate a building	<p><i>Existing Resources and Services</i></p> <p>Windham Housing Trust Brattleboro Retreat Brattleboro Landlord's Association</p> <p><i>New Funding Required</i></p> <p>None</p>	Youth in Transition Housing Team The selected lead agency	Dec. 31, 2009

Discussion:

The program may have two phases, depending on availability of an appropriate site. Phase one may require the rental of building from a private landlord. It is hoped that the program, in phase two, will be housed in a Windham Housing Trust building.

Action Step 8	Resources	Who's Responsible	Timeline
Lead Agency writes to Windham Housing Trust	<p><i>Existing Resources and Services</i></p>	Lead agency	Nov. 1, 2009

Committee with letter of intent	The lead agency <i>New Funding Required</i> None			
---------------------------------	--	--	--	--

Discussion:

In order to become a Windham Housing Trust project, a letter of intent, describing the project, needs to be submitted.

Action Step 9	Resources	Who's Responsible	Timeline	Indicators of Success
A transitional housing program in the Brattleboro area will provide housing and prepare youth for independent living	<i>Existing Resources and Services</i>	Youth Services and youth-serving partners	Within 2 months of opening.	At least six young people will be housed in the program.
	See Appendix A		Within 2 months of opening	Supportive relationships will be identified and cultivated and sustained for every youth served.
	<i>New Funding Required</i>		Within 10 months of opening	At least 80 % of participants are living independently with minimal agency support
	None		Within 2 years of discharge	At least 75% of participants who have been discharged from the program are still living independently with minimal agency support

Discussion: For a summary program description, see Appendix B.

Project budget summary with line item details and budget narrative.

Program Income:

SAMHSA Youth-In-Transition grant \$58,351 per year for six years

BUDGETSalary

YIT Housing Coordinator	33,280	40 hrs/wk
Program Director/ Supervisor	2,652	3 hrs/wk

Benefits

8,983	25% of salaries
-------	-----------------

Contracted Services

see below

Telephone – cell	480	40 x 12 mos.
Office Supplies/Materials/Postage/Printing	898	75 x 12 mos.
Travel - local	2,808	400 miles x .585

Staff Training

404

Office Space/Utilities

2,400 200/mo x 12 mos.

Computer/Technology

see below

Liability Insurance

indirect

Audit

indirect

Admin/Indirect

6,450

Total	58,351
-------	--------

We propose to use any remaining balance from the planning grant to support this project.

Additional Expenses

Computer and Printing	1,100	
Clinical Supervision	1,920	80 x 2/mos. x 12 mos.
	<hr/>	
	3,020	

H. System Improvement:

To determine what system improvement is necessary, the Planning Committee examined the relationships among the services represented in our listing in Appendix A – regarding what is strong, our opportunities and what is weak. We evaluated our service system

based on three levels of engagement developed by Bill Lofquist in his *Technology of Development*:

- Level i. Networking (awareness building and information sharing)
- Level ii. Planned Extension of Organizational Resources (using available resources to reach out in new directions)
- Level iii: Cooperative Creation of New Resources (creation of new methods, shaping of new conditions, realization of new culture)

With a few exceptions the services exist, but it is how they are coordinated and delivered that concerns us. The services are not always reaching the neediest youth. While communication does exist regarding Networking and Planned Extension, it centers on the work of the LIT and the CORE Teams which do not include all services and supports for the YIT population. The newly formed network of non-profits and HR professionals exist but do not necessarily focus on our YIT population.

In our region, there is significant interest in cooperative creation of new resources (Level iii). This level of activity is demonstrated in our work preparing this regional plan. Presently, we have no organized entity to continue this level of activity once the regional plan is completed.

We determined that what is needed is a Youth in Transition collaborative with a designated convener. The focus would be improved system engagement on all three levels. The convener role would include the following tasks:

- Expanding the number and variety of community partners that meet
- Coordinate bringing together partners in a cohesive way.
- Offer ongoing coordination of the services including an improved referral process, the preparation of interagency agreements, and the preparation of proposals for funding.

The Southern Windham County CORE Transition Team is a cooperative group including schools and agencies who all work with transition-age youth. Refer to Appendix G for their present membership listing. This Team is willing to take on the convener role and will expand their membership in the process.

G. Management structure, fiscal agent and contact people for administration and evaluation of grant.

Fiscal Agent: Youth Services

Contacts: Allyson Villars, Youth Services Executive Director

Evaluation Liaison: Will Shakespeare, Children's Program Director, HCRS

Oversight of Regional Plan: The Southern Windham County CORE Transition Team

Referral Management: The YIT Housing Coordinator will host regular meetings of a sub-committee of the CORE Transition Team.

**YOUTH IN TRANSITION REGIONAL PLAN
Brattleboro AHS District**

APPENDICES

Appendix A: Behavioral Health Treatment Services and Resources already in place for Youth in Transition and their Families

Appendix B: Transitional Housing Toward Independence Program Description

Appendix C: Training and Post-Secondary Education

Appendix D: Youth Employment

Appendix E: Community Assets Map

Appendix F: Youth Interview Questions and Survey Summary

Appendix G: CORE Team Membership

Appendix H: Youth in Transition Housing Coordinator Job Description

Youth in Transition Regional Plan - Brattleboro AHS District

Appendix A: Behavioral Health Treatment Services and Resources already in place for Youth in Transition and their Families

In Windham County

CRISIS SERVICES

- Mental Health Crisis Team
- Public Inebriate Program
- Brattleboro Memorial Hospital Emergency Room
- Runaway and Homeless Youth Program (Youth Services)
- Police social worker
- Planned Parenthood

MENTAL HEALTH EVALUATION

- Many private providers, psychologists and psychiatrists
- HCRS

SUBSTANCE ABUSE TREATMENT

- CRAFT substance abuse treatment group at HCRS
- Individual treatment at HCRS

SUBSTANCE ABUSE PEER SUPPORT

- Many Alcoholics Anonymous groups
- Narcotics Anonymous

- Turning Point (recovery center)
- Peer outreach from Youth Services
- Drop In Night (Youth Services and Brattleboro Boys & Girls Club)

MENTAL HEALTH TREATMENT

- HCRS
- Private providers
- Anna Marsh Clinic at the Brattleboro Retreat
- Youth Services – Case Management, Clinical Cohorts

RESIDENTIAL AND HOSPITAL PSYCHIATRIC TREATMENT

- Programs are available in the region and elsewhere that are a resource to all Vermonters.

ADJUNCT SUPPORTIVE SERVICES

Housing:

- Homeless Shelter (Morningside and Overflow Shelter in winter)
- Homeless resources (Morningside Shelter, Brattleboro Area Drop In Center – case management)
- Pathways to Housing Program (Brattleboro Housing Authority)
- Windham Housing Trust
- Family Emergency Response (Youth Services)
- Transitional Living Program (Youth Services)
- Host Homes (Youth Services)
- Brattleboro Housing Authority
- Northeast Family Institute (NFI)
- Homeless Outreach Team

Education

- Adult Basic Education
- Brattleboro Union High School Alternative Education Programs
- The Career Center's YCAP program
- Valley Ridge (special school for adolescent women)
- Twin Valley High School's Alternative Education Program
- Community High School of Vermont
- Kindle Farm
- Compass School
- Community College of Vermont
- Inspire for Autism
- Austine School
- Vermont Student Assistance Program (VSAC)

Career Planning

- Youth Employment Program (Department of Labor)
- Vocational Rehabilitation
- HCRS JOBS Program
- Northeast Family Institute (NFI)
- Youth Services
- Vermont Student Assistance Program (VSAC)

Employment:

- JOBS program (HCRS and Vocational Rehabilitation)
- Department of Labor
- Vocational Rehabilitation
- Northeast Family Institute (NFI)
- Youth Services

Supervision:

- DCF, Family Services Division (youth in custody, youth involved in differential response cases, youth under probation supervision, youth beyond the control of parent)
- Probation and Parole (youth under supervision)

Developmental Services:

- Families First
- Developmental Services (HCRS)
- Lincoln Street

Health Care:

- Health Insurance (state-supported and private)
- Health care (many private health care practitioners and Brattleboro Memorial Hospital)

Peer Support:

- Peer support, recreation and guidance (Boys and Girls Club)
- Support groups such as Overeaters Anonymous and Weight Watchers
- Youth Services Street and Peer Outreach

Basic Needs:

- Food, survival counseling (Brattleboro Drop In Center)

Emergency Needs:

- Emergency funds (DCF, Economic Services Division for shelter assistance and food stamps; Help Fund for emergencies such as car repair and back rent)
- Protection from abuse and neglect (DCF, Family Services Division)
- Foster care (DCF, Family Services Division)
- Relief from domestic abuse: police and state's attorney

Multi-Disciplinary Team Support:

- Local Interagency Team
- CORE team for coordination, resources and referrals

Youth in Transition Regional Plan – Brattleboro AHS District Appendix B:

Transitional Housing Toward Independence Program

The Need:

We have learned from the Housing First philosophy that most troubled homeless youth are unable to pursue their education or job search, or tend to their substance abuse or mental health needs, until they find stable housing. In most cases, individuals are unable to progress toward independence until their most fundamental need – for safe, secure housing – is met.

There are many reasons why a young person might become homeless or unstably housed. A young man may be unsafe at home due to an abusive parent. A foster child, upon reaching the age of majority, may leave foster care thinking she can handle independence, but soon find out she cannot make it on her own. A young person on probation may not be able to find family or friends to take him in.

Some young people in these situations move from friend to friend, sleeping on a couch, or in a tent, or on the floor. In addition to being unstable, these situations may be unsafe.

Other young people may hold jobs and be very responsible, but be unable to get an apartment because they have no rental history and no landlord recommendation.

Program Description:

The Transitional Housing Toward Independence (THTI) Program will provide housing to homeless or precariously housed young people and help them to achieve independence. The program will serve young people who are out of school and those at risk of dropping out of school due to homelessness or who are precariously housed. The program is intended to duplicate, as much as possible, the kind of shared-housing that is common to young renters and college students. There will be no “house parent” and no mandatory group meetings. Instead, each participant will have an individualized case plan that outlines the steps to be taken to move the individual toward full independence. Full independence means that the young person will be able to support him or herself, afford an apartment or a room of his or her own, and possess the skills to manage life with minimal agency support.

The emphasis of the program will be on transition to self-sufficiency in housing. The obstacles to securing an apartment or room of one's own will vary by the individual. In some cases, the main obstacle will be the absence of a rental history and the absence of a rental deposit. For others, deficits in interpersonal skills, or lack of employment, or probation status, or unstable mental status may be the major obstacles. Participants may need help negotiating living with others; help with budgeting and career planning, help finding a job, or help satisfying probation conditions. Continuation in the program will depend on compliance with the individualized case plan. “Slips” are anticipated and will not necessarily lead to immediate expulsion from the program.

Each young person will, with the participation of the team, develop an individualized plan that describes, in detail, roles and responsibilities, services to be offered, and time frames for completion. The Youth in Transition housing coordinator will be a member of the team, as will be the young person's case manager and representatives of the other service agencies. The emphasis of this team will be on integrated, seamless service.

Any referring agency or school will sign an interagency agreement with Youth Services regarding their collaborative support of the youth participants in the program.

Participants are expected to need the program for from six to nine months. Extensions may be granted. In order to serve as many young people as possible, only short-term extensions in special circumstances will be allowed. A measure of the success of the program will be the short duration of the individual's stay.

In most cases, the agencies supporting the youth, including the Youth in Transition housing coordinator, will continue to provide help to the participants as they move into their own apartments, thus assuring that gains made are preserved.

The Building

The ideal site will be a single room occupancy building with 5-6 rooms and a one-bedroom unit. The one-bedroom unit will be free or low rent. This unit will be reserved for a building manager who will be responsible for assuring that resident youth and their guests abide by house rules. This will include periodic apartment inspections, and monitoring safety, noise, and the behavior of guests.

Program Costs:

Rental Payments from Youth Participants:

Young people admitted to the program will be expected to contribute one third of their income toward rent. Ten percent of the rent will be kept in a savings account for the youth and will be used for future housing expenses, such as paying for a deposit on an apartment. In the event that the participant has no income, the referring agency will pay the rent until such time as the youth is able to pay.

Housing Costs:

The cost of the rental of the house itself will be reduced if Windham Housing Trust or another housing agency owns the building and leases it to the program as a housing project. If this is unavailable, the program will lease a house from a private provider.

Youth Services will be entitled to at least one bed, if available, and will, in combination with whatever the participant is able to contribute, assure payment for that one bed.

Likewise, DCF, Family Services, Probation and Parole, and HCRS will each be entitled to at least one bed. Each will assure payment for the beds, in combination with whatever the participant is able to contribute.

As participants are able to pay their own rents in full, the sponsoring agencies will be able to reserve funds for other, needier young people admitted, later, to the program.

Some participants may be eligible for General Assistance Housing; others may be eligible for federal Homelessness Prevention and Re-Housing Program funds. Clients of HCRS may be eligible for mental health Medicaid waiver money. Some may be eligible for Social Security Disability income. These sources will be tapped first, before agency funds are used.

To stabilize funding in the future, THTI will apply for program-based housing vouchers from Vermont State Housing Authority when these are available. If such vouchers are granted, substantial rental subsidies will be available to participants, thus greatly reducing the housing costs to the program. The SPECTRUM program in Burlington has such a program-based voucher program for its residential program.

Potential grantors, such as the Thompson Trust, will be asked to support the program.

Referrals

All referrals from the community or other agencies will go to the Core Team.

Admission

Participants in the program will meet the eligibility criteria for Youth in Transition (Act 264 definition of Severe Emotional Disturbance or who are considered at risk for SED).

Participants will range in age from 16-21. Minors may participate in the program with parental consent.

All admission will be screened by the Oversight Committee, chaired by the Youth-In-Transition Housing Coordinator.

Participant Responsibilities

Participants must be willing to help develop a plan for independence and work collaboratively with service providers to implement, revise and achieve the goals of the plan. Plans will address job, career, education, interpersonal skills, emotional and mental health needs, and other issues, depending on the individual.

Participants must abide by house rules. These will be modeled after the kinds of rules routinely imposed on young people living together in off-campus housing and will emphasize respecting housemates, neighbors, and the property itself.

Participants will be helped to acquire any needed furnishings through such sources as thrift stores and donations.

Participants are to pay one third of their incomes toward their housing.

Discharge Plans

Access to Housing Resources upon Discharge from Program:

The process for planning for discharge (including helping participants to gaining long-term housing) will begin upon admission to the program. In addition to the usual private resources, participants will be referred, depending on eligibility, to the Pathways to Housing Program and the Brattleboro Housing Authority, Vermont State Housing Authority and Windham Housing Trust. Where appropriate, participants will be assisted with application for non-interest loans from the Save-Our-Homes fund and Help Fund grants to help with the cost of rental deposits and other costs associated with renting their first apartments.

Case Management and Program Staffing

Case Management Goals: This program will utilize the TIPS evidenced based model.

Each resident admitted to the program will be co-case managed by the referring agency and Youth in Transition Housing Coordinator. The Youth in Transition Housing Coordinator will be responsible for program oversight, including admission, periodic case reviews, coordinating the development of case plans, and discharge planning. In some cases, where the referring agency is able to provide minimal case management, the Youth in Transition Housing Coordinator will be the primary case manager and the referring case manager will be secondary.

The staff position includes generalized case management.

The model promotes working with a team that supports the young person.

The primary case managers (also likely to be from the primary referring agencies) include: Youth Services, for community youth; Northeast Family Institute, for youth aligned with the Department for Children and Families, Family Services Division; State of Vermont Dept. of Vocational Rehabilitation, Probation and Parole, for young adults on probation, Vermont Adult Learning and HCRS for other youth with severe emotional disturbance.

Staff Costs:

Program oversight will be provided by the Youth in Transition Housing Coordinator. This position is funded for *six* years through a SAMHSA Youth in Transition grant. There will be no cost to the THTI program.

The house manager's rent will be paid in full or subsidized in exchange for assuring that residents are safe and abiding by house rules. This cost will be included in the budget for the project.

Administration of the program will be provided by a single agency which will hold the lease. The fee for this service will be included in the budget for the project.

Service coordination and case management will be provided by area case managers who are already working to help homeless youth. The cost of their time is provided by their agencies, at no cost to the THTI program.

The program Oversight Committee, with links to the Local Interagency Team, the CORE Team, and the Homeless Outreach Team, will be composed of representatives from human services agencies in the area. There will be no cost to the THTI program.

Youth Living Expenses:

There will be no cost to the program for living expenses. Participants who do not have the resources to cover their living expenses will be assisted, on a case-by-case basis, depending on their circumstances. Some may be eligible for food stamps or general assistance.

Youth in Transition Regional Plan – Brattleboro AHS District Appendix C: Training and Post-Secondary Education

Objective: Skills Development

Indicators of Success

Population Indicators: Over a three year period, 2010 – 2012 there will be a 10% increase of YIT clients gaining admission into college or post secondary educational training programs.

Program Performance Indicators: Implementation of a cross-agency/organization collaborative team to provide information about and direction to post- secondary educational services for YIT clients. The collaborative team will focus on identifying and making readily available, information about specific skills/entrance requirements for a client to gain admission to college or post secondary training.

This initiative has the potential to develop the following Levels of Networking: Level 1 - Awareness Building and Information Sharing and, Level II - Planned Extension of Organizational and Community Resources.

Evidence Based Practice(s) Utilized: JOBS program “is an age-adapted evidence-based practice serving primarily out-of-school youth.” (An Invitation to Communities to Help YIT,” January 23, 2009. P. 11)

This initiative connects with the TIP Transition Domains Educational Opportunities and specific guidelines that apply are: 1, 2, 6 and 7.

NOTE: The proposed objective will be met in collaboration with Community College of Vermont, local adult educational services, Department of Labor. In addition, local public high school guidance departments and services will be contacted for entitlement services for eligible students to be provided on as an “as appropriate basis.” This means that youth who have public school entitlement options still available to them, will be encouraged to access such.

Action Step – The assumption is made that the youth knows the career or educational direction they want to take.

1. Convene appropriate agency and organization service providers who directly or tangentially meet with or serve YIT. This group will develop a working team whose purpose will be to identify educational requirements needed for entry into Vermont post secondary college and training programs. A Web-based listing of this information will be designed, implemented and maintained by agency or organization mutually agreed

upon by collaborators. The dbs will be linked to free on-line resources to national college and training programs entrance requirements such as Peterson's Guides. See
 <<http://www.petersons.com/ugchannel/file.asp?id=929&path=ug.gs.Overview>>

2. Access to information database will be readily available to youth and service providers in the southern Vermont region.
3. Referral system and support system will be developed to: a. direct youth client to appropriate remedial educational services if needed; b. direct youth clients to public school entitlement programs if appropriate and c. assist youth clients to prepare and completed a college or post secondary training application.

Resources

1. Community College of Vermont (CCV), Vermont Student Assistance Corporation (VSA), Vermont Adult Learning (VAL), Vermont Dept. of Labor (DOL), Windham County Career Center, Vermont Department of Children and Families (DCF), Vermont Department of Education (DOE), Vermont Department of Vocational Rehabilitation (Voc Rehab), Vermont Department of Corrections

Note: WIB state-wide training resource website contact (in development). On March 12th, Rep. Jim Masland (Springfield) convened a meeting at the Vermont State House that focused on "Assessing and integrating workforce development programs in Vermont: An idea for 2009." The intent of the meeting was to develop a comprehensive survey of workforce education and training programs throughout the state of Vermont.

2. Access, security and database upkeep to be determined by service providers.
3. See # 1.

Database visitor tracking freeware such as <<http://www.statcounter.com/>>

Who's Responsible?

1. JOBS/HCRS provides project coordination
2. TBD by service providers
3. JOBS/HCRS in collaboration with Vermont Adult Learning, CCV and DOL, Youth Services, WIB.

Timeline

1. September to January 1, 2010; testing and refining January - April 2010.
2. April 1, 2010

3. Mary 1, 2010 - ongoing

Evaluation

1. Collaboration teams signs off on thoroughness and accuracy of information database and agrees to annual information update commitment. The information dbs provides accurate and current information on educational requirements needed for entry into Vermont community, two-year and four-year colleges and Vermont-based educational and vocational training programs.
2. On-line dbs access tracking provides detail reports of use. Suggested resources would be freeware such as <<http://www.statcounter.com/>>
3. Successful enrollment by youth clients into college or training program is increased from 20012 by 10% between 2010 and 2012.

Y I T Outcome: Post Secondary Education

Objective: Help Getting GED

Indicators of Success

Population Indicators: Over a three year period (2009-2012) there is a 15% increase in the number of YIT clients obtaining their GED.

Program Performance Indicators: Referrals of youth clients to local adult education service provider is increased by 20% annually over three year period. Clients will be referred to take the GED or to study with adult education teachers to prepare to take the GED.

Evidence Based Practice(s) Utilized:

TIP Transition Domain is Educational Opportunities and TIP Guidelines 1-7.

Action Step

1. Vermont Adult Learning, Community High School, Youth Services, Brattleboro Retreat Bridges Program and JOBS design appropriate client referral system and student support network.

Resources

1. Vermont Department of Education, Vermont Adult Learning, Vermont Department of Labor, Brattleboro Retreat Bridges Program, Youth Services, Windham County Career Center, JOBS and HCRS.

Who's Responsible

JOBS, HCRS and Vermont Adult Learning

Timeline

1. Client referral system to appropriate GED test site or GED preparation provider is in place by April 1, 2010.

Evaluation

1. Clients referred to adult educational services will obtain GED at projected target of 15% increase between 2009 and 2012.

Y I T Outcome: Post Secondary Education

Objective: Help getting diploma

Indicators of Success

Population Indicators: Over a three year period, 2010-2012, local YIT clients who do not have a high school diploma, will be identified and referred for secondary educational services.

Program Performance Indicators: Vermont Adult Learning will track and report an annual referral increase of 10% YIT over a three year period 2010-2012.

Evidence Based Practice(s) Utilized:

TIP Transition Domain is Educational Opportunities and Guidelines #1, 2, 5 and 6.

Action Step

1. JOBS/HCRS in collaboration with service providers who engage with YIT, will identify/refer to adult education providers, clients needing a high school diploma.
2. A survey of youth clients will supplement high school completion information that may not be readily available within agencies information databases.
3. A referral system will be developed and put in place to:
 - a. Help client assess appropriate course of action to obtain high school diploma
 - b. Assure client has received all benefits/entitlements they are eligible for from within the public school system
 - c. Support clients in accessing appropriate adult education providers that will help them obtain a Vermont high school diploma. Specifically, Vermont Adult Learning has two programs for youth 16-21 as follows: The High School Completion Program (HSCP) provides a tailored educational plan, designed by the client and VAL teacher for the client to obtain a VT high school diploma. The Adult Diploma Program (ADP) is for clients 18 and older who choose work on gaining a VT high school diploma through the writing of four research papers and one personal essay.
 - d. VAL reports increased YIT referrals.

Resources

JOBS/HCRS, VAL, Vermont Voc. Rehab. DCF, Retreat Bridges, DOL, Youth Services, Corrections

Who's Responsible?

JOBS/HCRS and VAL

Timeline

September 2009 - December 2009 to set up coordinated referral system.

Evaluation

Referrals to VAL are tracked; number of clients referred and who receive high school diploma increases by 10% between 2010 and 2012.

Youth in Transition Regional Plan – Brattleboro AHS District

Appendix F: Youth in Transition Youth Interviews

The following community partners have offered to each complete four interviews: Danielle Southwell, Sarah Dreher, Lydia Barnes, Cindy Holton, Don Tretler and Mike Malick. Each youth will receive a \$25 stipend for their participation. Diana will bring you the cash amount this week. Can be typed or handwritten (please write clearly). Take more space if you need it. Interviews to be completed and handed in to Diana Wahle by May 14. Diana's address is 325 Partridge Road, E. Dummerston, VT 05346 email: abcwahle@sover.net phone: 254 9469

WHO: Youth 16 -21 with severe emotional disturbance who are out of school in the Brattleboro AHS District. (These towns include: Athens, Brattleboro, Brookline, Dover, Dummerston, Guilford, Halifax, Jamaica, Marlboro, Newfane, Putney, Somerset, Stratton, Townshend, Vernon, Wardsboro, Westminster, Whitingham and Wilmington). Please refer to attached eligibility guidelines below.

INSTRUCTIONS:

Important to overall have a balance between older youth who have met their personal goals, and a mixture of ages who are finding challenges. Criteria for interviewees: Strive to have a ranges of ages from 16 – 22, diversity/minority participation, socio-economic and gender balance, geographic representation throughout the AHS District.

Youth can answer for themselves or for other similar young people that they know. In your notes, please make a distinction in their responses. Begin with an overview of the regional plan that is being created. Describe the goal and outcomes:

Vermont's transition age youth (16-21 inclusive with their families) will have adequate preparation and the necessary supports to be **productively engaged** in the community and **free from incarceration**.

- access to health care
- post secondary education
- employment
- housing
- caring relationships

V. Have you been able to get help with your basic needs: food, housing, health care, education, work? Were you aware of the services out there?

A. What services were helpful?

B. How could the services been better?

C. What other services would have been helpful?

D. How were you involved in determining the kind of services you received?

VI. If you did not get that help from services, what do you need now to support your success in continuing your education or training, at work, in the community, and personally?

VII. If there was money to support any kind of service or program to help young people in continuing your education or training, at work, in the community, and personally, how should that money be spent? What should be created or expanded?

VIII. What is the best way to insure youth voice in the planning, implementation, and evaluation of services?

TECHNICAL REFERENCES: ELIGIBILITY FOR YOUTH IN TRANSITION SERVICES

The population targeted to receive behavioral health treatment in response to this Invitation may be, depending upon the funds available, all youth aged 16-21 (inclusive) who need such services. However, the focus is primarily, although not exclusively, on out-of-school youth.

The federal Center for Mental Health Services (CMHS) grant funds must only be used to serve children and youth who are experiencing severe emotional disturbance. A child or adolescent who is experiencing severe emotional disturbance is defined by Vermont's Act 264 as one who:

- a) Exhibits a behavioral, emotional, or social impairment that disrupts his or her academic or developmental progress or family or interpersonal relationships
- b) Has impaired functioning that has continued for at least one year or has an impairment of short duration and high severity
- c) Is under [22] years of age, and
- d) Falls into one or more of the following categories, whether or not he or she is diagnosed with other serious disorders such as mental retardation, severe neurological dysfunction or sensory impairment:
 - Children and adolescents who exhibit seriously impaired contact with reality and severely impaired social, academic and self-care functioning whose thinking is frequently confused, whose behavior may be grossly inappropriate and bizarre, and whose emotional reactions are frequently inappropriate to the situation
 - Children and adolescents who are classified as management and conduct disorder because they manifest long term behavior problems including developmentally inappropriate inattention, hyperactivity, impulsiveness, aggressiveness, anti-social acts, refusal to accept limits, suicidal behavior or substance abuse
 - Children and adolescents who suffer serious discomfort from anxiety, depression, irrational fears and concerns whose symptoms may be exhibited as serious eating and sleeping disturbances, extreme sadness of suicidal proportion, maladaptive dependence on parents, persistent refusal to attend school or avoidance of non-familial social contact.

Furthermore, these children/adolescents must have service needs involving two or more agencies, such as DCF or Corrections and mental health. Their families may also be served.

Other children and youth who are at risk for experiencing severe emotional disturbance may have one or more of the following characteristics:

- Being homeless
- Living with caretakers who are unable to provide adequate care or nurturing (due to poverty, substance abuse, domestic violence, severe emotional disturbance, etc.)
- Having been abused physically, sexually, or emotionally
- Abusing alcohol or other substances
- Experiencing a chronic and serious or life-threatening health situation
- Having an immediate family member with a severe and persistent mental illness
- Having been in multiple out-of-home placements.

These youth and their families, depending upon the funds available (particularly Medicaid or private insurance), may be strategically targeted for services to avoid the development of serious emotional disturbance in the future.

**Youth in Transition Regional Plan – Brattleboro AHS District
Appendix F: Youth Interview Summary
May 25, 2009**

Demographics: 22 Youth Interviewed

Age: 16 (3), 16 (2), 18 (6), 19 (4), 20 (4), 21 (2), 22 (1).

Sex: Males: 12, Females: 10

Member of a Minority: 1

Low Socio-Economic Status: 21

Geographic Distribution: Brattleboro(12), Dummerston (2), Dover (2), Vernon (1),
Newfane (1), Putney (1), Brookline (1), Bellows Falls (1 attending school in Brattleboro)
(2)

QUESTIONS:

I. Where are you now?

Living with parent(s) 3

Good job 2

At BUHS 2

Expelled from school 2

Acquired GED 2

Enrolled in college 1

Living in apartment with boy friend 2

Renting room for me and baby

Working part-time

Working at Shell in Bellows Falls

Life is a struggle

What are your dreams and wishes? If you had what you dream about, what would it look like?

Job - 16

Obtain a job 8

Type of job – pro skate boarder 1, LNA 1, teacher 1, mental health worker 1,
drug counselor for teens and adults 1, computer expert 1, test and design video
cameras 1

Economics – financial stability 5

Education – 6

- Finish high school 2
- LNA certificate 1
- College 2
- Masters degree 1

Transportation - own car 4

Living situation – 10

- Rent an apartment 4
- Own house 3
- Living elsewhere – Mass 1, Arizona 1
- Live with girlfriend 1
- Live home with family again 1

Home Life/Love/Family – 6

- Meeting someone who respects me 1
- Help my mom regain her health 1
- Raise a family 3
- Free of court issues 1

Child care for 9 mo. old baby 1

II. Where would you like to be? What does it take to get there?

OK just as I am 2

Job 10

- Employment supports 2

Education 9

- College 3
- Graduate high school 2
- Financial aid for college 2
- How to apply for college 1
- Courses to fit life goals 1

Own house 5

- housing financial support 1

Save money 3

- money to play games online 1

Family: 5

Start a family 3
 Reunion with Young Children 2

Career 5

- Work as electrician 1
- Mechanics school and open a garage 1
- Culinary school 1
- Work with animals 1
- Marine Corps 1
- French Foreign Legion 1

Successful 2

Car – financial support 1

Stay out of drama 1

Child Care 1

III. If the right services were there for you, what would they look like to give you the support you need?

Job support 6

- including going in to talk with the employer 1
- Help with making appointments 1

Education 3

- more structured than Vermont Adult Learning 1

Housing 3

- own place to live 1

Learning how to save money – help with paying bills 2

Child care 1

Food stamps 1

Health insurance benefits 1

Updates services like Reach-up and EES Special Program 1

Mentor/support person – people to talk to just to be there when I need help 2

- A mentor who could lend me money 1

Better help wanted ads 1

IV. What is your living situation?

Living with parents 4

- comfortable 1
- living with Mom at Morningside 1
- living with parents and siblings 1
- living with boyfriend/girlfriend 2

Living in own apartment with fiancé/boyfriend 2

Living in a room in some one else's house with baby 1

What do you need?

Job 8

- help with job hunting 2

Own apartment 4

- with my dogs 1

Independence/Money 4

Renting a room 3

- Youth Services to own a building with rooms/apartment – would include youth under 18 – 1

Car 2

Phone 1

Strong mentor relationship 1

V. Have you been able to get help with your basic needs: food, housing, health care, education, work?

Yes 18, Somewhat 2, No 1

Were you aware of the services out there?

Yes 13 (but only after expelled from school 1)

No 8 (especially for housing, child care and transportation)

No response 2

A. What services were helpful?

Vermont Adult Learning 4

- is really awesome
- absolutely amazing

Employment Support

- Voc Rehab 4
- JOBS 2

Housing – TLP 3

All mentioned once:

Food Stamps Medicaid, Probation, Reach Up, WIC, Medicaid, EES. Otter Creek School. Dept. of Labor, kind of Community High School, The Drop In Center; Youth Services, Brattleboro Retreat, SSI, Boys & Girls Club, DCF and CRT.

None 1

No response 1

B. How could the services been better?

More Housing 5

- with Reach-up need a supervised living arrangement as a minor. With own place, need a co-signer as a minor – a landlord that didn't discriminate – mom can't co-sign because she's on Section 8.
- Need money to make security deposit on apartment
- TLP to have its own building 2

More transportation 2

- help with getting license

Jobs – more help with obtaining work 2

- better advertising on post boards 2
- no follow through after DOL program – felt lost 1

More money and resource 2

Info on all services in one location 1

Updating Reach up for teenage parents 1

Updating EES for teenage parents 1

None 2

I don't know 4 No response 2

C. What other services would have been helpful?

Housing 3
- Section 8 more available

Education: more education sooner 2

More one-on-one – Teen 18+ club, more help understanding the whole system 2

Working more – DOL 1

Child care – special program for teenage moms 1

Food stamps 1

Vouchers for baby costs/items

Slateboard park 1

None 4

No response 3

I don't know 3

D. How were you involved in determining the kind of services you received?

I independently researched and applied for services 3

My parents help me apply 1

I was offered recommendations and help to apply by my lead agency/service 12

These agencies mentioned: High school completion program, school, TLP (2), Community High School of Vermont, HCRS (1), CRT (1), Retreat (2), Voc Rehab (2, one negative), JOBS, Youth Development Program, my counselor.

I was not involved 1

No response 1

VI. If you did not get that help from services, what do you need now to support your success in continuing your education or training, at work, in the community, and personally?

Economic: 6

- Job 5
- Food stamps 1
- Loan 1
- Military 1

Transportation 5

- License 1
- Payment for drivers ed 1
- Car 1
- Bus cost 1
- Distance from Brattleboro (lives in Dover)

Education 5

- finding the right college 2
- financial aid 1
- LNA certificate 1

Housing 2 TLP, subsidized

Health 2 insurance, medication

Help to make right choices daily 1

Family Support 1

I did get the help I needed (no detail) 1

I did not get help (not detail included) 1

No response 1

I don't know 1

VII. If there was money to support any kind of service or program to help young people in continuing your education or training, at work, in the community, and personally, how should that money be spent? What should be created or expanded?

Housing 11

- for adults in school 2

- learn independent living skills 1
-
- A big house – share chores – develop life skills 1
- Like TLP but not having to pay 1 mo. rent up front 2
- Apartments with program support 2
- Expand Section 8 – subsidized housing 1

Education 4

- stress the necessity of a high school diploma 1
- Financial aid 1
- Help students with food and gas costs 1
- Special support for single parents 1
- Spread information on Act 176
- Assistance with learning about disability
- Vermont Adult Learning

Economic – including financial assistance 5

- expand Brattleboro Area Drop In Center 1

Employment 3

Transportation – especially if living outside of Brattleboro 2

Access to information on resources 2

- one central resource center
- information on Act 176

Safe place to hang out – an under age club 2

No responses 1

VIII. What is the best way to insure youth voice in the planning, implementation, and evaluation of services?

A. Surveys like this one – content should include what worked and what didn't. 8

- one-on-one – I don't like groups 2

B. Meetings at high schools and colleges – ask the same questions again. 3

C. An open community “town” meeting for youth 3

- with reps from human services 1

- D. Meetings with youth organizations 1
- E. Interview school drop outs 1
- F. Organize youth committees
- G. Go to where youth gather.
- H. Hold focus group interviews.
- I. Start an 18+ club.

YOUTH IN TRANSITION YOUTH INTERVIEW SUMMARY May 25, 2009

Number of Youth Interviewed _____

Cindy 3 (at VAL) 1 (Brat) , Lydia 4 (JOBS program), Danielle 2(TLP), Sarah 4 (at Transportation Center)

Age _____

Cindy: 16, 18, 20, 21

Lydia: 17, 18, 19, 20

Danielle: 16, 17, 18, 18

Sarah: 16, 18, 20, 21

Don: 19, 19, 20

Mike: 18, 19, 22

Sex _____

Cindy: M 1 F 3

Lydia: M 2 F 2

Danielle: F 3 M 1

Sarah: M 2 F 2

Don: M 2 F 1

Mike M 2 F 1

Member of a Minority _____

Cindy: 0

Lydia: 1

Danielle: 0

Sarah: 0

Don: 0

Mike: 0

Low Socio-Economic Background _____

Cindy: 4

Lydia: 4

Danielle: 4

Sarah: 3

Don: 3

Mike: 3

Town they live in _____

Cindy: Brattleboro(2), Vernon and Dummerston

Lydia: Newfane, Brattleboro, Putney, Brookline

Danielle: Bellows Falls (in school in Brattleboro), Brattleboro (3)

Sarah: Brattleboro (2) , Bellows Falls, Dummerston

Don:

Mike: Dover, Brattleboro (2)

Additional information: Cindy's 4 interviewees are all considered HUGE success stories: All had been arrested at least once and consequently been involved with the corrections system.

All had received mental health counseling.

All have had employment as a significant element in their progress.

2 have been in-patient for drug addiction and other psychiatric disorders.

Interview numbers:

Cindy 1-3, 14

Lydia: 4-7

Danielle: 8, 13, 15, 16

Sarah: 9, 10, 11, 12

Don: 17, 18, 19

Mike: 20, 21, 22

QUESTIONS:

I. Where are you now? What are your dreams and wishes? If you had what you dream about, what would it look like?

1. I have a very successful job as a special needs child care provider. I want to eventually get a Masters degree and open a special needs center here.
2. If I could have everything I dreamed about, it would take far too long to answer this question. My dream is to finally be in a place where life is not such a struggle. A place where I can afford to eat more than Ramen noodles during the week... A place where I don't have to work 12 hour days just to make ends meet. My dream is to have stability, and to not be afraid to call out when I am sick because I need the 67 dollars so bad.
3. Right now I am out of school due to expulsion, employed full time, and enrolled in Vermont Adult Learning to finish high school. I have also acquired a GED a few months ago.
4. I wouldn't like to be in a financial pickle. I would love to travel. Two story house, two cars, well paying job.
5. Right now living with my parent. I want to have a job and live on my own.
6. I am waiting on my LNA certification. My dream is to become a LNA. If I had what I dreamed about it would be living in a good home, not an apartment, having a good job and meeting someone that respected me.
7. Working part-time, living with boyfriend and parents. My dreams would be to get my own place, full-time job, go to college and get a car.

8. Living in own apartment with boyfriend, at Community High School; working at Shell in Bellows Falls. Dreams.....set my Mom back to normal (had a stroke, in a nursing home); own house; good paying job; nice car; living back in Massachusetts where my family is.
9. In school BUHS. A car Dodge Ram pick-up.
10. Graduated, in Arizona; A pro skate-boarder and make more money.
11. Out of school. I want to be a teacher, a good person helping kids.
12. Enrolled in college. Would like to be a mental health worker with teens.
13. Now renting room for me – baby with help from TLP and Reach-up. Also work with EES. IFBS (Intensive Family Based Services) more recently put into place. Just completed GED. No child care – on every waiting list but can't work because no one to provide care for 9 mo. old baby.
14. Currently I'm still in high school, but not for long. I am graduating in June and am extremely excited about it. A few years ago I never thought that I would ever graduate from high school. I can now move on to do the things that I love and learn about things that interest me. I want to become a drug counselor for teens and young adults. I want to grow up and raise a family. I just want to be happy.
15. Living at mom's – I hate it. Her and her boyfriend are always bitching at us. Six people live there, 4 bedrooms, 5 dogs, 7 cats.
16. Now trying to find a place to live, a better job, to get my diploma.
17. I'm at step #1. Would like job, Apartment, successful, have kids that are not failures (better than me)
18. Get free of court stuff, big house, nice apartment, working with computers – good pay.
19. Live with my girlfriend, work full time, go to college some day.
20. Living at home with my family.
21. My own apartment, to have my own house, and be doing very well for myself. Owning my own home, my own car, have a good job.
22. Living in my own apartment on Shelter Plus Care. Dream to become successful and a great father. I would test video cameras out, design them and sell them.

II. Where would you like to be? What does it take to get there?

1. I want to stay in Brattleboro area
2. I would just like to be successful. It would take support. Lots and lots of support.
3. I want to join the Marine Corps at 18, then after 4 years join the French foreign legion, then probably live in Europe and start a family.
4. Like above, working hard.
5. No where. I want money to be able to play games on line with my friends.
6. I am where I want to be.
7. Employment supports; help with financial aid for college; for a car and housing; a steady job so I can support myself.
8. Working.
9. Graduate this year to the next year of school.
10. Somewhere but I don't know where yet. A job and save money then get a job where I want to be and start over.
11. Be married and have kids and a really good job. Going to college.
12. Being successful with everyday life; stay out of drama.
13. I wish I had child care and a job. It takes better services to get there.
Dreams: I want my own house and a career. I'd like to go to school for mechanics, then business to open a garage. People always need a mechanic no matter what the economy is. I could make money and then go back to school for something I really want – culinary or something with kids.
14. I would love to be right where I am. Maybe speed things up to get where I would like to be a few years down the road, but I know that things take time and I'm not going to rush anything. I am happy though and I want things to stay that way.
15. My own house in the middle of nowhere with a bunch of land; 4 wheeler to go mudding; working with animals; have as many pets as I wanted; I'd have my son (2 years old) and daughter (3 years) there. I need to save money and be part of TLP – I hope – to get there.
16. I'd like to be in our own place, with my diploma and have a good job. How? Find out more options about how to get diploma (now at Adult Learning, kind of want to look at Community High School). Once get diploma, take courses to get to where I want to be to get better job.
17. Go to college; money; stability
18. Keep nose clean; get a good job.
19. I need money to go to college; I can't really move right now.
20. Living in my own house; working as an electrician.
21. Out of Bellows Falls. Better opportunity.
22. I would like to live with my son. Not sure if I ever could – I first need a job and work on it.

III. If the right services were there for you, what would they look like to give you the support you need?

1. I have already had the services, especially education.
2. Health insurance, because the place I work right now does not offer benefits to part time employees. They do not hire full time employees, either. And quite frankly, I

am not even sure I would be able to afford it if it was there for me. Also, I wish I was eligible for food stamps. That would certainly help me.

3. I actually have found the right services, Act 176 has provided the education to finish high school; Department of Labor has gotten me a good full time job.
4. Jobs specifically for kids that were transitioning out of high school.
5. Not sure.
6. I have them; continue with mental health counseling, support with employment, support with LNA.
7. Nothing.
8. I have it – Danielle (TLP); Chris (counselor); Morgan (Dept. of Labor)
9. I need more help more in school.
10. It would look like a big difference.
11. I would not need to be in and out of the Retreat.
12. The Retreat, the Copy case management
13. Updated services like Reach-up –“EES Special Programs” for teenage parents which would include childcare so they could to school and/or work. Same for for Life Skills Program (housing program for single moms). I can’t do that program because I’m a minor.
14. I have gotten so much support from everyone in doing what I want to do. I couldn't have asked for more in doing what I needed to succeed.
15. I don't know.
16. To get own place, save money. School - more structured than Vt. Adult Learning. Jobs: don't know; just attred JOBS program; maybe quicker process. Housing: quicker, it would be easier if I had a place first so I could do the other things easier.
17. One service that does everything – job development; housing.
18. Better help wanted ads; DOL
19. A mentor-type who could lend me money.
20. Still need help with school and making appointments.
21. People to talk to. Help with bills. Just to be there for me when I need help. Job training.
22. I need more job training – I would want a program to go with me to help and talk to employers.

IV. What is your living situation? What do you need?

1. I have my own apartment with my fiancé. We are fine.
2. Right now I have a comfortable living situation. If I was to be asked this same question 4 months ago, I would not be able to say that. At the time I made \$148 dollars a week, and after my bills were deducted. I had 5 dollars to my name. Food stamps would have been nice then.
3. I live with my parents. I do not really have any expenses that need to be paid as my parents provide food, electricity, etc.
4. Money. I live with my Mom at Morningside House.
5. Living with parents. I need money.
6. I don't need anything. I live with my father, stepmother and younger half-brother.
7. Living with parents and boyfriend to save money to move out and get a car.
8. I own apartment. It takes Danielle's help to get there.

9. Good both at home and out the home. I get along with my parents and friends.
10. Is good so far. I need a job to save.
11. I have a place of my own. (I need) nothing.
12. Live in apartment with boyfriend. Need stabilization.
13. Now renting room for me – baby with help from TLP and Reach-up. I wish it was easier for housing, so I could have my own place, not a room in someone else’s house. If Youth Services owned a building or had apartments; if a landlord already that could take people under 18 it would be better. Then you could get a good reference for after, like Life Skills.
14. For the moment I am still living with my mother, in a house. It's very nice but as an eighteen year old girl, soon going on nineteen, I want to start being independent and moving forward to getting my own place. I need a steady job and one that pays well to get that done. I also need to find an apartment close to town so that I can walk anywhere I need to.
15. Living at mom’s – I hate it. Her and her boyfriend are always bitching at us. Six people live there, 4 bedrooms, 5 dogs, 7 cats. I need a quiet place that lets me have my dogs.
16. Kind of couch-surfing; overcrowded housing with boyfriend; have to get out. Need: first we need money; for services – need help looking, finding (jobs). We’ve been looking and filling out applications but obviously there are other people interested. They would usually pick people they think would be better.
17. Live at home. Need: to get out on my own; help with phone, communication.
18. Renting a room – independent living; I need more money.
19. I share an apartment with girlfriend. I could use a better car.
20. Not a thing. I’m content. Additional comment from interviewer: I think he needs a strong mentor relationship as his father is a heavy drinker and his mother is not a consistent caregiver.
21. My own apartment. Hire paying job.
22. I need hands on help with finding work. Maybe someone could take me job hunting weekly?

V. Have you been able to get help with your basic needs: food, housing, health care, education, work?

1. Yes
2. No
3. Yes.
4. Yes.
5. Yes
6. Yes
7. Yes, my parents have helped me, employment support.
8. Some
9. Yes
10. Somewhat
11. Yes
12. Yes
13. No.

- 14. Yes
- 15. Yes
- 16. Yes.
- 17. Yes.
- 18. Yes
- 19. Yes.
- 20. Yes
- 21. Yes
- 22. Yes

Were you aware of the services out there?

- 1. Yes.
- 2. No. The only helpful thing that the state did for me was swipe my hospital fees when I got sick on Thanksgiving. Food stamps: denied. Subsidized housing: I am not disabled, nor do i have a child. Heath care: Well, there is no universal healthcare now is there? The only good thing was act 176 and Cindy Holden.
- 3. I was not aware of all the services until I was expelled from high school.
- 4. I am aware of services for food, housing, health care, education and work.
- 5. I know they are out there but I don't know what or where they are.
- 6. I became aware of services when presented to me at my IEP meeting. I then decided what services I needed and wanted.
- 7. No, just a few – the ones I needed.
- 8. No response
- 9. No response
- 10. No, I was not aware of the services.
- 11. Yes.
- 12. Yes.
- 13. No, not how I wanted for housing. Work problem because of lack of child care. I worked before so it is not like I can't or don't want to work. I just don't have anyone to take care of baby.
 - 14. I have gotten so much help in all of these things. It has been extraordinary. If I hadn't gotten the help I needed then I wouldn't be where I am today.
 - 15. Yes.

16. A little bit but not housing. Danielle helped with food stamps and connecting to job stuff/ school but I need more structure.
17. I'm aware of services and have gotten help with basic needs.
18. I've gotten the help I need.
19. I think I'm aware of services.
20. Yes, with job and transportation – interviewer affirms he needs help with transportation.
21. Somewhat housing and educating. Yes.
22. I think I have.

A. What services were helpful?

1. Food Stamps. Reach Up. WIC. EES. Otter Creek. Vermont Adult Learning.
2. School. And their patience.
3. I found all of the services extremely helpful.
4. Vermont Adult Learning is really awesome.
5. Employment
6. Employment support
7. No response
8. TLP, Dept. of Labor, kind of Community High School. TLP – since moving into own apartment, I don't have to worry about where I'm staying every night or how I'm going to get to school since my apartment is in town. It's easier to get to school and work.
9. The Drop In Center; Youth Services
10. None to me.
11. SSI and CRT
12. Retreat, SSI
13. Housing – with Reach-up need a supervised living arrangement as a minor. With own place, need a co-signer as a minor – a landlord that didn't discriminate – mom can't co-sign because she's on Section 8.
14. The Vermont Adult Learning program was absolutely amazing. It got me through high school because I couldn't go back to the public school that I had started out at.
15. Vermont Adult Learning – I still need to start. I have Medicaid. Connecting four jobs – Voc Rehab just got appointments.
16. Youth Services has been helpful (TLP services). I think JOBS – Voc Rehab will be helpful.
17. Medicaid, youth development, teen center (B & G Club), Voc Rehab, JOBS
18. Voc. Rehab.; DCF
19. Youth Development, Medicaid
20. Voc Rehab.
21. School, DOL, TLP, Youth Services
22. Probation was the best thing – jail got my head in the right place.

B. How could the services have been better?

1. No response.
2. I wish there was more resources, and I wish there wasn't such a strict guideline for the ones I did apply for.
3. Not change Act 176. Central resources. More housing, transportation, work.
4. No response
5. I don't know.
6. None
7. Advertising them better; have information in a general location.
8. More money – if I could have gotten a place to live without having to already have money; a job. Limited food options in Bellows Falls. Dept. of Labor job – would be good if I got paid more (paid min. wage). I'm not eligible for Food Stamps because I receive survivor benefits. 867 and Dept. of Labor makes me over income.
9. More donations.
10. Put them out there on post boards?
11. I don't know.
12. I don't know.
13. Updating Reach-up and EES for teenage parents – TLP having its own place/building.
14. There was a Department of Labor program that I was in that got me a job temporarily as an Intern but after it ended I was left jobless and kind of lost.
15. I could get a place quicker and could get my license easier.
16. I wish the process was quicker with mainly housing – but everything really. Adult learning schedule is too weird.
17. Do everything for me.
18. I don't know.
19. I don't know.
20. Faster (process? Couldn't read writing)
21. Nothing really.
22. Hands on more – help to find me work by taking me out into the community.

C. What other services would have been helpful?

1. I wish I could have gotten into my education sooner.
2. I'm not sure. I wish that I could have been working more at the time. But no one was hiring, the economy is very hurt.
3. They all helped me get what I needed quickly and efficiently, so I can't think of what they could have done any better.
4. Housing for this age group.
5. Continuing with what I am doing instead of adding more.
6. None
7. Nothing that I know of.
8. Dept. of Labor – I didn't apply everywhere – Shell was the only one to agree with the program.

9. No response.
10. Skate board park in this town.
11. School could have been better.
12. More one on one, Teen 18+ club
13. Child care - a special program for teenage moms. I've heard about programs in other places that have vouchers for money off diapers costs, wipes, etc.
14. No response.
15. I don't know.
16. I don't know. I didn't know about any services until Danielle told me about them.
17. Don't know.
18. Section 8 more available.
19. Probably housing.
20. No response.
21. Food stamps.
22. Better help with understanding the entire system.

D. How were you involved in determining the kind of services you received?

1. With education (High School Completion Program) the contract.
2. By applying for the only ones I knew about. Most of them I didn't even bother, because I knew I would not qualify.
3. I was very involved. Almost as soon as I was expelled I began looking at all the services around so I could reach my goals.
4. Recommended to take part in it.
5. Mildly, yes.
6. School presented me with services and I decided which ones; accessing employment support helps me access mental health counseling.
7. Someone presented me with a service and I said yes or no.
8. TLP – I got to choose my apartment. Community HS – when I started, I was on probation and had no say. Now I have a say – can choose schedule and classes somewhat. Counselling – can say what I want to talk about.
9. My parents
10. I went there through HCRS.
11. Reatreat rekerd me. (exactly as written)
12. Team meeting
13. I kinda didn't. You need them all if you have nothing. If I wanted to meet my goals, I had no other choice.
14. No response.
15. Danielle told me about some and I decided which ones I wanted.
16. Danielle told me about different things. I chose what I wanted to do. I answered questions and did paperwork. The woman at Voc Rehab made me mad because I feel like she was telling me what I should want and what I should be doing.

17. I was referred and decided to stick with programs (Voc Rehab, JOBS, YDP)
18. Services were expanded for me to take advantage of.
19. "I drive the bus!" I'm in charge.
20. I had been given choices. I was placed on probation after I got new charges and then I went to the Brattleboro Retreat as an in patient.
21. My counselor
22. I wanted help so I asked for help from HCRS – then I was on CRT.

VI. If you did not get that help from services, what do you need now to support your success in continuing your education or training, at work, in the community, and personally?

1. I did get help, but now I need to find the right college and get money for that.
2. Once again... food stamps. I'm going to apply again. Also, some sort of state health insurance, like Medicaid so that I can go see a doctor or a dentist. I have not been to see a dentist in nearly 4 years.
3. I did get that help from services.
4. Accessing and waiting.
5. Nothing
6. I got help.'
7. Nothing
8. Still need TLP – especially because survivors' benefits going away. Work money to work on LNA; help with getting my license; a car (for more job opportunities and convenience)
9. Help with school, help with work.
10. A job I can keep to get there.
11. I did get the help.
12. Support from family
13. I think they should change how you can get your license because if you get your GED it doesn't count – you still need to pay for the driving program. It should be that if you get your GED, you have a permit for 6 months – then you can get your license (if you pass the test) so you don't have to pay for the course.

Transportation – I know there's a bus but it's not free. There's no control over where it stops. Difficult in bad weather, especially with a baby.

14. No response.
15. Just starting so don't know yet.
16. Better job that I actually enjoy – more money
17. No response.
18. A job; subsidized housing
19. I don't know. Maybe some way to get a loan.
20. I was helped immensely. Additional comment from interviewer: This answer was not really what I think he wanted to say. School, medication, and help to make the right choices daily; and he could stand to live closer to downtown for services (lives in Dover).
21. I got my help services, career advancement aid, so I can get a better job.

22. Help finding job; help finding the best route to take to get in the military or if not the military I need help to get into college.

VII. If there was money to support any kind of service or program to help young people in continuing your education or training, at work, in the community, and personally, how should that money be spent? What should be created or expanded?

1. There should be something that SHOWS kids you NEED a high school diploma, that you are not going to get anywhere without that. When I left school I just didn't want to be there and didn't think it mattered.
2. Public housing for adults in school... even if it is just a community program. More resources regarding grants and scholarships. Help with food and gas costs to get there, and for the love of god, if it is a single parent who needs help- do anything you can to help them.
3. I think it should be spent helping get the word out about Act 176 so people in my situation can find the educational support they need.
4. Community – young adult house – learn how to live on your own – develop independent living skills.
5. Expand the services that exist.
6. Living outside of Brattleboro, no transportation prevented me from employment, socializing with peers. When I became involved with employment services I was able to begin working on my goals.
7. Employment support, help with transportation; having information in a general location – resource center.
8. Get a big house – the other people who need housing can live there, do chores; help them get a job “stuff like that”
9. They should expand the Drop In Center.
10. A public hangout for young people to go have fun without the cops bothering us.
11. Help with my learning disability.
12. Learning disabled people
13. Housing – that's the #1. Is there really anything else to say about that? Put the money into housing.
14. I truly believe that the Vermont Adult Learning program is an incredibly amazing one. Traditional high school is not for everyone and sometimes kids need a different kind of program to learn the best way they learn. The Vermont Adult Learning program offers that opportunity to kids.
15. Help them find a place faster without so much money first (TLP Youth expected to have one month's rent saved)
16. The housing part of it – if they would help with more money in the beginning. It's hard to save a whole month's worth of rent (around \$600-700).
17. Program helping young adults with apartments – supported apartment?
18. Financial assistance; business more jobs; section 8 – subsidized housing.
19. More housing; emergency fund; an under-age club.
20. Would not answer this one.
21. Housing for young teens in need.
22. Create more jobs that pay enough to live on. Jobs that further trained you for a career down the road.

VIII. What is the best way to insure youth voice in the planning, implementation, and evaluation of services?

1. Talk to kids when they first drop out of school.
2. By doing surveys like this. If nothing else, we love to see that you are making an effort to hear what we have to say... Hold meetings at highschools and colleges and ask these same questions, hand out optional flyers in front of grocery stores with a return address. The only way your going to find the people that are going to give you the best feedback you can get is by going to the most likely place you're going to find them... even if that means in a back alley next the seven eleven in some random town or city. They need these services the most.
3. Just ask them what worked and what did not work for them in the services.
4. Ask them by doing this survey.
5. Have them help plan stuff.
6. Youth participating in groups and adults asking them what they need.
7. Younger people involved in meetings.
8. One-on-one with Danielle I do.
9. I don't think there is a place where kids can speak up and say what they need.
10. Set a meeting for the youth to go express their mind to everyone who cares.
11. 18+ club
12. A meeting for youth in the community.
13. I think maybe have a town meeting for teens every week or something like that with one person from every service there like PATH, Life Skills, Youth Services.
14. Things like these surveys help a lot because you are actually getting the opinions of the kings involved. Holding open meetings where kids can go and voice what they have to say and contribute to the community are also great. You have to ask the questions if you want to answers.
15. One-on-one – I don't like groups.
16. I don't know – probably one-on-one because it's easier to talk with someone you already know.

17. Make youth part of the process. Give them respect for their opinions.
18. Set up meetings with youth organizations; Create more youth friendly resources: places to hangout; things to do without drinking.
19. Organize youth committees – give them responsibility.
20. Through the school system.
21. Ask them questions and listen to young people who understand of services and who have used them.
22. Just listen to young peoples' ideas.

Youth in Transition Regional Plan – Brattleboro AHS District

Appendix G: Core Team Membership

The Southern Windham County CORE Transition Team is a cooperative group including schools and agencies who all work with transition-age youth.

Membership Listing

Steve Augers, Brattleboro Retreat

Lydia Barnes, HCRS, JOBS Program Coordinator

Julie Cunningham, Executive Director, Families First, Wilmington

Tom Daughton, Windham xcentral Supervisory Union

Maureen Daylor, BUHS Special Education

Abby Dillon, Windham Central Supervisory Union Special Education Coordinator

Chuck DeWolfe, HCRS Case Manager

Mark Donahue, Kindle Farm

Marisa Duncan-Holley, Special Education Coordinator, Windham Southeast Supervisory Union

Anne Emerson, Director, Valley Ridge Student Center, Jamaica

Tate Erickson, School Psychologist

Deb Forrett, Coordinator Children with Special Health Needs Program, Vermont Department of Health, Brattleboro AHS District

Katie Gilcris, HCRS Developmental Services

Jean Hodgkins, Twin Valley High School Special Education

Cindy Holden, Instructor, Vermont Adult Learning

Diane Leary, Windham Southeast Supervisory Union

Marti Litch, Windham Regional career Center

Drew McDowell, Kindle Farm

Mary McLoughlin, BUHS Special Education Coordinator

Bill Metcalfe, HCRS Developmental Services Coordinator

Michele Monks-Manton, Windham Central Supervisory Union

Pat Pelton, Windham Central Supervisory Union

Sandy Pendak, Twin Valley Middle School, Whitingham

Will Pendlebury, Vermont Department of Vocational Rehabilitation, Brattleboro AHS District

Morgan Sailor-Carlisle, Department of Labor

Barbara Saunders, Windham Southeast Supervisory Union

Lori Schreiner, HCRS Children's Services Clinical Supervisor

Danielle Southwell, Transitional Living/Street Outreach Coordinator, Youth Services

Don Tretler, Northeast Family Institute

Suzanne Wagner, Vermont Department of Vocational Rehabilitation, Brattleboro AHS District

Ilene Wax, Twin Valley High School Special Education

Youth in Transition Regional Plan – Brattleboro AHS District Appendix H:

YOUTH IN TRANSITION HOUSING COORDINATOR

JOB DESCRIPTION

Purpose of Position:

Phase I: To provide direct support and referral services directed toward safe, stable housing for seriously emotionally disturbed youth and young adults who are homeless or unstably housed, or, if in school, are homeless or at risk of homelessness. In addition to direct service, the position will help to develop a transitional housing building-based program.

Phase II: To provide oversight and management of a transitional housing building-based program, including direct support and referral services, admission and discharge planning, and post-discharge support services.

Duties:

Direct and Indirect Contacts including but not limited to:

- Transportation, crisis services, housing (emergency & transitional), school and employment advocacy, mentoring and emotional support, referrals for services, substance abuse screening and assessments.
- Maintain a case load of at least 10 clients, with at least two weekly contacts (either direct or indirect) with client or client's family.
- Identify needs within the population, collaboratively set goals and a plan of action for each client, and provide support and psycho-education as needed. This may include emotional support, parent guidance, anger management, pro-social sober activities, meditation, nutrition and health, etc. Ensuring that clients have a strong support network of caring relationships.
- Complete timely documentation as required.
- Conduct ongoing case review and paperwork in accordance with requirements.
- Strictly adhere to Youth Services policy on client confidentiality.
- Participate in leading the work on creating a building-based transitional living program.
- Provide oversight and management of the building-based transitional living program, when it is established, including admissions, plan development, discharge planning and referral for post-discharge services.

- Maintain a caseload of at least 8 client residents of the building-based transitional housing program.
- Work closely with Evaluation Liaison to insure youth served by the program participate in the Common Study and are offered the option to voluntarily participate in the Vermont Study and the National Study.

Collaboration and Referrals

- Refers appropriate clients to, and works closely with, independent clinicians with priority to those affiliated with Youth Services.
- Meet regularly with supervisors and case management teams to discuss caseload, programming and any issues.
- Provide referrals to, and collaborate with, service providers from Vermont Adult Learning, HCRS, Vocational Rehabilitation, Department of Corrections, DCF, Economic Services, local and alternative schools and school programs, and other agencies.
- Attend to clients' health needs by assuring that they have medical insurance, regular check-ups and access to treatment when needed.
- Attend regular staff meetings with the Brattleboro office of Youth Services, and any YS meetings deemed necessary by the case manager and/or their supervisors.
- Attend trainings and statewide meeting of the Vermont Coalition of Runaway and Homeless Youth Programs (VCRHYP).
- Participate in local community action organizations that empower youth and families in order to know and support area resources, understand area dynamics and serve clients effectively.

Job Category: Non-Exempt

Job Requirements:

Bachelor's Degree in psychology or related field.

- Experience working with families and adolescents.
- Experience in crisis intervention.
- Organizational skills, ability and desire to work in a team, good communication skills, and flexibility.
- Reliable transportation. Motor vehicle insurance coverage within legal limits set by the State of Vermont.

