



**STATE OF VERMONT**  
JOINT FISCAL OFFICE

**MEMORANDUM**

To: Joint Fiscal Committee members  
From: Sorsha Anderson, Senior Staff Associate  
Date: March 12, 2024  
Subject: Grant/LSP Request – JFO #3189

Enclosed please find one (1) item, which the Joint Fiscal Office has received from the Administration.

**JFO #3189:** \$10,000,000.00 to the Agency of Human Services, Department of Disabilities, Aging and Independent Living from the U.S. Department of Education. The funds will be used to support the transition of youths with disabilities from high school to adulthood. The grants will support six (6) limited-service positions through 9/30/2028 that will work to support partnerships with all supervisory unions and the agencies focusing on employment opportunities for adults with disabilities.

Positions below funded through 9/30/2028:

- One (1) Pathways to Partnership Project Director
- One (1) Administrative Services Manager I
- Three (3) Pathways to Partnership Transition Coordinator
- One (1) Employer Account Representative

*[Received March 1, 2024]*

Please review the enclosed materials and notify the Joint Fiscal Office (Sorsha Anderson: sanderson@leg.state.vt.us) if you have questions or would like this item held for legislative review. Unless we hear from you to the contrary by **March 27, 2024**, we will assume that you agree to consider as final the Governor's acceptance of this request.

**State of Vermont**

Department of Finance & Management  
109 State Street, Pavilion Building  
Montpelier, VT 05620-0401

[phone] 802-828-2376  
[fax] 802-828-2428

Agency of Administration

**STATE OF VERMONT  
FINANCE & MANAGEMENT GRANT REVIEW FORM**

<b>Grant Summary:</b>		This grant is for \$10M and is intended to assist youth with disabilities in transitioning from high school to adulthood.			
<b>Date:</b>		12/20/2023			
<b>Department:</b>		DAIL			
<b>Legal Title of Grant:</b>		Vermont Pathways to Partnerships			
<b>Federal Catalog #:</b>		84.421E			
<b>Grant/Donor Name and Address:</b>		US Department of Education, 400 Maryland Ave., SW, Washington DC 20202-4110			
<b>Grant Period:</b>		<b>From:</b>	<b>To:</b>		
		10/1/2023	9/30/2028		
<b>Grant/Donation</b>		\$10,000,000			
	<b>SFY 1</b>	<b>SFY 2</b>	<b>SFY 3</b>	<b>Total</b>	<b>Comments</b>
<b>Grant Amount:</b>	\$1,406,091	\$2,078,588	\$6,515,321	\$10,000,000	
<b>Position Information:</b>		<b># Positions</b>	<b>Explanation/Comments</b>		
		6	Positions include: 1 Project Director, 1 Admin Services Manager, 1 Employer Account Manager, and 3 Coordinators.		
<b>Additional Comments:</b>		SFY 3 contains all amounts for years after SFY2.			
<b>Department of Finance &amp; Management</b>		Adam Greshin		Digitally signed by Adam Greshin Date: 2023.12.22	
<b>Secretary of Administration</b>		Sarah Clark		04A8832CD55C38...	
<b>Sent To Joint Fiscal Office</b>				<b>Date</b>	



# STATE OF VERMONT Joint Fiscal Committee Review Limited Service - Grant Funded Position Request Form

This form is to be used by agencies and departments when additional grant funded positions are being requested. Review and approval by the Department of Human Resources must be obtained prior to review by the Department of Finance and Management. The Department of Finance will forward requests to the Joint Fiscal Office for JFC review. A Request for Classification Review Form (RFR) and an updated organizational chart showing to whom the new position(s) would report must be attached to this form. Please attach additional pages as necessary to provide enough detail.

Department of Disabilities, Aging, and Independent Living 10/13/2023  
Agency/Department: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Phone (of the person completing this request): Fred Jones (802-) 904-3703

Request is for:

- Positions funded and attached to a new grant.
- Positions funded and attached to an existing grant approved by JFO # \_\_\_\_\_

1. Name of Granting Agency, Title of Grant, Grant Funding Detail (attach grant documents):

U.S. Department of Education through Rehabilitation Services Administration, Vermont Pathways to Partnerships (VT-P2P) grant. Vermont DAIL/DBVI was awarded a \$10 million grant over a five years.

2. List below titles, number of positions in each title, program area, and limited service end date (information should be based on grant award and should match information provided on the RFR) position(s) will be established only after JFC final approval:

Title* of Position(s) Requested	# of Positions	Division/Program	Grant Funding Period/Anticipated End Date
Pathways to Partnership Project Director	1	DAIL/DBVI	10/1/2023-9/30/2028
Administrative Services Manager 1	1	DAIL/DBVI	10/1/2023-9/30/2028
Pathways to Partnership Transition Coordinator	3	DAIL/DBVI	10/1/2023-9/30/2028
Employer Account Representative	1	DAIL/DBVI	10/1/2023-9/30/2028

\*Final determination of title and pay grade to be made by the Department of Human Resources Classification Division upon submission and review of Request for Classification Review.

3. Justification for this request as an essential grant program need:

VT-P2P is a collaboration with required partners that include: HireAbility, Vermont Center of Independent Living, Local Education Agencies, and Agency of Education as well as other important partners. DBVI will hire 6 new limited service positions. This statewide demonstration project will serve students from all supervisory unions over the five years to establish 1. Partnerships and high performing systems of support, 2. Center Leadership, Advocacy, and Engagement of People with Disabilities and Their Families, 3. Improve Career and Post-Secondary Outcomes for Youth with Disabilities.

I certify that this information is correct and that necessary funding, space and equipment for the above position(s) are available (as required by 32 VSA Sec. 5(b)).

Digitally signed by: Monica White John W. Dutoz 12/15/2023 12/7/2023

Signature of Agency or Department Head Date  
Harold Schwartz 12 20 23

Approved/Denied by Department of Human Resources Date  
Adam Greshin Digitally signed by Adam Greshin  
Date: 2023.12.22 11:24:08 -05'00'

Approved/Denied by Department of Finance and Management Date  
Sarah Clark 1/11/2024 | 3:40:59 EST

Approved/Denied by Secretary of Administration Date  
[Signature] 2/28/24

Approved/Denied by Governor (required as amended by 2019 Leg. Session) Date  
[Signature] 12/12/2023

Comments:

DS  
30



**AGENCY OF HUMAN SERVICES**

**State of Vermont**  
**Division for the Blind and Visually Impaired**  
Department of Disabilities, Aging and Independent Living  
HC 2 South  
280 State Drive  
Waterbury, VT 05671-2040  
[www.dbvi.vermont.gov](http://www.dbvi.vermont.gov)

**MEMORANDUM**

TO: The Joint Fiscal Committee

FROM: Monica White, Commissioner

DATE: October 31<sup>st</sup> 2023

SUBJECT: AA-1 Request for Vermont Pathways to Partnership (VT-P2P)

This is a request from the Department of Disabilities, Aging and Independent Living (DAIL) Division for the Blind and Visually Impaired (DBVI) to the Joint Fiscal Committee to expedite and approve review of the Vermont Pathways to Partnerships (VT-P2P) grant award from the U.S. Department of Education, Rehabilitation Services Administration. Secretary Jenney Samuelson has agreed to have this grant considered by the Joint Fiscal Committee on an expedited review process to avoid having the grant run into the time period when the committee is in transition at the beginning of the legislative session. Please respond at your earliest convenience with any questions or concerns and whether or not you approve this request or would like it held for legislative review.

**Term and Amount of Grant:** The US Department of Education, Rehabilitation Services Administration has selected Vermont DAIL/DBVI one of 20 Disability Innovation Fund (DIF) award recipients nationally. The Vermont award is a \$10 million grant over a five-year period, with national evaluation from Mathematica and state evaluation from the University of Vermont Center on Disability and Community Inclusion (CDCI). The grant period is 10/1/2023 through 9/30/2028. The grant funds will be used to improve the school to career, independent living, and post-secondary outcomes of students with disabilities.

**Project Design:** This statewide demonstration project will serve students from all supervisory unions over the five years; over 500 students will be identified/enrolled by Year 2. This grant application was developed in partnership with the Vermont Agency of Education, Local Education Agencies, the Vermont Center for Independent Living, the University of Vermont Center on Disability and Community Inclusion, Developmental Disabilities Council, and the Vermont Family Network.





**AGENCY OF HUMAN SERVICES**

**State of Vermont**  
**Division for the Blind and Visually Impaired**  
Department of Disabilities, Aging and Independent Living  
HC 2 South  
280 State Drive  
Waterbury, VT 05671-2040  
[www.dbvi.vermont.gov](http://www.dbvi.vermont.gov)

**Project Goals:**

*Goal 1. Establish Partnerships and High Performing Systems of Support.* VT P2P will form interagency partnerships across an array of stakeholders to establish a comprehensive set of systems and strategies to achieve postsecondary success for youth with disabilities.

*Goal 2. Center Leadership, Advocacy, and Engagement of People with Disabilities and Their Families.* Students will be prepared as self-advocates and serve as primary contributors and decision-makers regarding their transition plans and services.

*Goal 3. Improve Career and Post-secondary Outcomes for Youth with Disabilities.* VT-P2P demonstration grant will improve employment, community participation and post-secondary education outcomes for youth with disabilities.

**Project Staffing:** As required under the grant competition, organizations to receive subgrants must be identified within the narrative proposal and may not exceed 75 percent of the funds. The attached budget for the Pathways to Partnership grant includes six limited-service positions within the lead agency DBVI that total 25 percent of funds. **This request includes six new limited-service positions, one (1) Pathways to Partnership Project Director, one (1) Administrative Services Manager I, one (1) Employer Account Manager and three (3) Pathways to Partnership Transition Coordinators.**

**Contact Person for Project:**

Fred Jones  
Blind Services Director  
[fred.jones@vermont.gov](mailto:fred.jones@vermont.gov)  
802-904-3703



**State of Vermont**  
**Department of Disabilities, Aging and Independent Living (DAIL)**  
**Division for the Blind and Visually Impaired (DBVI)**  
**Vermont Pathways to Partnerships (VT-P2P)**  
**Budget Narrative**  
**10/1/2023 to 9/20/2028**

DAIL PI: Fred Jones  
Period of Performance: 9/29/2023 to 9/28/2028 (Years 1 through 5)  
Total Amount requested: \$10,000,000.00 (Years 1 through 5)

**Budget Narrative**

**1. Personnel**

**Principal Investigator (25%, FTE).** Fred Jones, Director of the Division for the Blind and Visually Impaired (DBVI) will provide overarching project management and support the coordination and alignment of the VT-P2P within DAIL and across the partners in the MOU. Fred Jones is the Director of the State Division for the Blind and Visually Impaired and has been in this role for the past 21-years. He currently also serves as the Designated State Entity as a liaison between the State of Vermont and the SILC. Other professional experience includes 7-years as a Special Education Consultant at the Vermont Agency of Education, and 7-years as a high school special education teacher and a teacher of the visually impaired. He was also Chair of the Governor's Committee for Employment of People with Disabilities for several years. He believes strongly that people with disabilities can achieve their goals and live the life they want. Fred has a master's degree in education from Vanderbilt University. Fred is blind and uses assistive technology in his job.

**Project Director (100% FTE).** The Project Director will be a resourceful, detail oriented, and collaborative DBVI staff and VT-P2P team member whose primary role is to organize and develop grants and project activity proposals and guide them through the implementation process and ensure outcomes are being met. The Project Director will interact with Partners, Committees, Key Personnel, and those engaged in logistics/communication activities on a weekly basis to achieve benchmarks, metrics, and resource allocation strategies. This individual is responsible for managing all aspects of the grant project development process including the MOU, planning, budgeting, writing, and submitting and tracking subgrants and/or contracts. They will also have direct supervisory responsibility for DBVI Site Coordinators.

**Site Coordinators (3 @ 100% FTE) TBD.** DBVI will hire site-based coordinators working with the LEAs on implementation and scale up across the five regions of the state – North Country, Northeast Kingdom, Central, Southwest, and Southeast regions. They will provide ongoing technical assistance to LEAs and service

providers for their region, as well as assistance in data collection. They will be responsible for ensuring the schedule, budget and details of a given task are well organized. They communicate with other coordinators and the Project Manager to keep everyone on board about any changes to the project plan or to the planned activities. They also organize information for reporting, plan meetings with relevant site contacts, and provide updates to the Project Manager.

**Employer Account Representative (100% FTE).** During Year 1, DBVI will hire an Employer Account Representative responsible for developing relationships with employers, labor groups, and community partners. This staff member will maintain a Salesforce Customer Relations Management system to track outreach activities and identify businesses willing to engage in a variety of Progressive Employment activities including job shadows, company tours, time-limited work experiences and other preparatory activities.

**Administrative Support Coordinator (100% FTE).** Administrative assistant support; coordinate meetings/agenda/minutes; coordinate trainings and training platforms; coordinate schedules; create training eval forms and analyze training impact data; collect and compile data from the multiple partners; arrange for interpreters/cultural brokers; registers participants in training and sends certificates of attendance or completion; support the Project Director provides updates on progress toward MOU completion; supports the VT-P2P Leadership Team and the P2P Steering Committee; research prices and purchases equipment; receiving and verifying invoices; maintain resource lists from start to end of project; edits closed captions for any recorded trainings.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Personnel	\$171,860.00	\$360,089.60	\$373,547.20	\$385,548.80	\$398,569.60

**Salary Total for Years 1-5: \$1,689,615.20**

## **2. Fringe Benefits**

State of Vermont Fringe Benefits are 38% for regular employees.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Fringe	\$65,306.80	\$136,834.05	\$141,947.94	\$146,508.54	\$151,456.45

**Fringe Total Years 1-5: \$642,053.78**

## **3. Travel**

Travel includes both in-state mileage and travel to national conferences to disseminate findings from the project. In-state mileage is reimbursed at a rate of \$0.655 per mile. To create the budget, we used an average round trip of 75 miles then estimated the number of trips anticipated each year. Additionally, the VT-P2P Director will be required to attend conferences to enhance their expertise in this field. It is calculated of \$1500.00 per year that includes hotel, flights, and conference registration costs.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

**Travel Total Years 1-5: \$25,000**

#### **4. Contractual**

Vermont Developmental Disabilities Council (VTDDC) will expand the Youth Ambassador Program for Alternatives to Guardianship, organize workshops on support decision making, provide training on Medicaid-funder services and financial literacy, and continue comprehensive information about adult services. VTDDC will collaborate with Griffin-Hammis that will provide technical assistance, ACRE accredited training, and support for applying fidelity scales to ensure adherence to best practices in customized employment.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Contractual	\$83,713	\$95,655	\$135,555	\$108,431	\$136,316

**Total: \$559,670.00**

#### **5. Supplies**

Requested an initial \$10,000 in year 1 to supply all 6 staff members with computers and other equipment as needed. Then an estimate of \$2,000 from year 2-5 for other related costs.

**Total: \$18,000.00**

#### **6. Sub-Recipient Grants**

VT-P2P is by it's nature a collaboration among many different partner agencies, such Local Education Agencies (LEAs), Vocational Rehabilitation Agency, Vermont Center

for Independent Living, Vermont Family Network, Green Mountain Self-Advocates, the Center on Disability and Community Inclusion, and other partners that serve children and youth with disabilities. As such the majority of requested funds will be issued to these partners as sub-awards. These partners have submitted budgets that are included in this proposal. The partner agencies have included translation, interpretation, and language access to provide accessibility for all.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Sub-Recipient Grants	\$1,055,865.00	\$1,453,400.24	\$1,472,840.25	\$1,485,347.50	\$1,472,877.25

**Total Sub-Recipient Grants Years 1-5: \$6,940,330.24**

**7. Other**

Not requested

**8. Total Direct Costs (1-7)**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Total Direct	\$1,395,002.70	\$2,059,666.92	\$2,138,267.31	\$2,140,442.40	\$2,174,084.19

**Total Direct Costs Years 1-5: \$9,874,669.22**

**9. Indirect Costs**

Vermont Agency of Human Services (AHS) department of Disabilities, Aging, and Independent Living (DAIL) has a cost allocation plan, not an indirect rate.

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Indirect Costs	\$14,346.02	\$25,609.06	\$28,106.48	\$27,655.37	\$29,613.86

**Total Indirect Costs Years 1-5: \$125,330.78**

**10. Training Stipends – Not requested**

**Direct + Indirect Costs**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Direct + Indirect	\$1,406,090.82	\$2,078,587.95	\$2,158,996.87	\$2,160,491.21	\$2,195,833.16

**Total Direct + Indirect Costs Years 1:5: \$10,000,000.00**

## **Budget Narrative for VT-P2P Partners**

### **Required Partners**

***Center for Independent Living: Vermont Center of Independent Living***

**Personnel:** 2 full time program staff will be hired and the current Program Manager of our Youth Transition. program will supervise and attend monthly meetings. Our Executive Director will attend. monthly meetings.

**Fringe Benefits:** VCIL has a comprehensive benefits package that includes 80% payment of health insurance, dental, life, disability and vision insurance. We sponsor a 403(b) plan. An employer contribution may be approved if there are finances available. Staff work in multiple programs and, therefore benefits fringe benefits are distributed based on a ratio of each program salaries to total salaries.

**Travel:** The travel budget has been set at \$2,500. This includes mileage and a driver provided as a reasonable accommodation for our Program Manager.

**Equipment:** Equipment lease and maintenance, occupancy cost.

**Supplies:** Postage, professional IT, and other supplies as needed.

**Contractual:** N/A

**Other:** Telecommunications to ensure access to language and interpreters.

**Indirect Costs:** Indirect costs are costs incurred for common or joint objectives and therefore cannot be readily and specifically identified with a particular project or activity. These costs are grouped together in our administrative services cost pool and distributed to all programs equitable based on ratio of salaries or direct costs of the program to total salaries or total direct expenses. Allocated Costs: If direct costs benefit more than one program, the direct cost is allocated to each program (including

administrative cost pool) based upon the ratio of each program's salary expense to total salary expense. Allocated costs include: equipment lease and maintenance, occupancy costs, insurance, postage, prof IT, supplies, telecommunications, postage and depreciation

**Training Stipends:** For trainers, students, and parents to participate in activities.

<b>Budget Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
1. Personnel	74,638	76,877	79,183	81,559	84,006	
2. Fringe Benefits	23,157	23,852	24,567	25,304	26,063	
3. Travel	2,500	2,500	2,500	2,500	2,500	
4. Equipment	1,225	1,237	1,250	1,262	1,275	
5. Supplies	3,415	3,449	3,484	3,518	3,554	
6. Contractual	200	202	204	206	208	
7. Other: Occupancy /Telecommunications	11,060	11,171	11,282	11,395	11,509	
8. Total Direct	116,195	119,288	122,470	125,745	129,115	
9. Indirect Costs	16,910	17,079	17,250	17,422	17,597	
10. Training/Stipends	3,200	3,200	3,200	3,200	3,200	
<b>11. Total Costs</b>	<b>136,305</b>	<b>139,567</b>	<b>142,920</b>	<b>146,367</b>	<b>149,911</b>	<b>715,070</b>

***Local Education Agencies: Champlain Valley, Two Rivers, and Windham Northeast Supervisory Unions (combined budget)***

**Personnel:** Provide 6 .2FTE consultants and 2 job trainers.

Fringe Benefits: Provide percentage of the personnel.

Travel: Estimated mileage and time traveling to job sites with students.

Equipment: N/A

Supplies: Computers for the 6 staff members. Cognitopia is a suite of accessible apps for self-management and executive functioning that help people with cognitive disabilities be more independent. This would be a license for approximately 30 individuals per year and additional maintenance fee added each year.



Contractual: Not requested

Other: Not requested.

Indirect Costs: Percentage of direct costs.

Training Stipend: For students to participate in the activities.

<b>Budget categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Personnel	\$63,609.69	\$65,708.81	\$67,877.20	\$70,117.15	\$72,431.02
Fringe Benefits	\$8,269.26	\$8,542.15	\$8,824.04	\$9,115.23	\$9,416.03
Travel	\$8,425.00	\$8,990.04	\$8,515.41	\$8,311.78	\$8,186.52
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$27,000.00	\$9,450.00	\$9,000.00	\$8,700.00	\$8,700.00
Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Direct Costs</b>	<b>\$107,303.95</b>	<b>\$92,691.00</b>	<b>\$94,216.65</b>	<b>\$96,244.16</b>	<b>\$98,733.57</b>
Indirect Costs	\$5,391.76	\$6,065.75	\$6,139.59	\$5,641.53	\$5,914.82
Training Stipends	\$2,106.98	\$2,248.24	\$2,555.50	\$2,494.41	\$2,252.10
<b>Total Costs</b>	<b>\$114,802.69</b>	<b>\$101,004.99</b>	<b>\$102,911.74</b>	<b>\$104,380.10</b>	<b>\$106,900.48</b>

**Total Costs Years 1-5: \$530,000.00**

***State Educational Agency- Vermont Agency of Education:***

***In Kind AOE Contributions:*** Advisement and participation on Leadership and Steering Committee; Send events through Weekly Field Memo; serve as reviewer; share library of existing AOE transition-related trainings; share data on transition-aged youth from Data Team; provide physical space for in-person meetings if more convenient for Leadership Team and Steering Committee; provide guidance on enhancement to existing services in that WBL coordinators would receive specialized training in customized employment, job carving and job matching from CDCI and DS and Youth employment specialists (VABIR); communicate project to the field; coordinate with DAIL and LEAs on identifying additional school districts for scale-up; and, participate in data collections as appropriate.

**State Vocational Rehabilitation Agency- HireAbility:**

**In Kind HireAbility Contributions:** Actively participate in all relevant meetings, workshops and training as part of a collaborative innovative systemic model; collaborate and maintain open lines of communication with all key partner organizations; allocate appropriate resources to support the implementation and execution of the grant; diligently collect, and report data as required by the project; collaboratively provide employment supports for students receiving Developmental Services; and, through HireAbility statewide Transition Program our district Transition Counselors and supporting Employment Consultants will support Indicators 13 and 14 and Summary of Performance by: conducting outreach to enroll program participants, provide extensive support services, and create opportunities for career assessments, career and college exploration activities, and experience work-based learning with community employers.

**Other Supporting Partners**

**Center on Disability and Community Inclusion:**

UVM PI: Jesse Suter  
 DAIL PI: Fred Jones  
 Period of Performance: 9/29/2023 to 9/28/2028  
 Amount requested: \$ 1,145,835.00

**CDCI Budget Narrative**

**11. Personnel**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Personnel	42,215.00	109,233.00	112,510.00	115,885.00	119,362.00

**Dr. Jesse Suter, Lead Evaluator and Subaward Principal Investigator**

Dr. Suter will be responsible for project oversight of the subaward and lead evaluator for the P2P project. The first year of the project is a planning and design year, so he is dedicating significantly more time in Year 1 (30%). In later years he will reduce his time to 10% and bring on two more personnel to assist with different aspects of the CDCI scope of work: A graduate research assistant and supported employment trainer (see below). Salary includes annual anticipated cost of living increases.

- Year 1, 30% effort, 12 months: \$42,215.00
- Year 2, 10% effort, 12 months: \$14,494.00
- Year 3, 10% effort, 12 months: \$14,929.00
- Year 4, 10% effort, 12 months: \$15,376.00
- Year 5, 10% effort, 12 months: \$15,838.00

**Graduate Assistant, TBD (Years 2 – 5, 100% effort, 9 months)**

Before Year 2 of the project, Dr. Suter will interview and hire a graduate assistant to assist with data collection, management, analyses, and reporting. Full-time graduate assistants work 20 hours / week for 9 months. The standard stipend is \$24,000. Salary includes annual anticipated cost of living increases.

Year 1, 0% effort, 12 months  
 Year 2, 100% effort, 9 months: \$24,720.00  
 Year 3, 100% effort, 9 months: \$25,461.00  
 Year 4, 100% effort, 9 months: \$26,225.00  
 Year 5, 100% effort, 9 months: \$27,012.00

### **Supported Employment Trainer (Years 2 – 5, 100% effort, 12 months)**

CDCI has years of expertise in supported employment, and a key area of focus for the overall P2P project. After the Year 1 planning year, a full-time staff member with expertise in providing training and technical assistance in supported employment will be funded to accomplish the scope of work in CDCI subaward. Salary includes annual anticipated cost of living increases.

Year 1, 0% effort, 12 months  
 Year 2, 100% effort, 12 months: \$70,019.00  
 Year 3, 100% effort, 12 months: \$72,120.00  
 Year 4, 100% effort, 12 months: \$74,284.00  
 Year 5, 100% effort, 12 months: \$76,512.00

### **12. Fringe Benefits**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Fringe benefits	\$18,490.00	\$38,845.00	\$40,012.00	\$41,212.00	\$42,448.00

[UVM benefit rates](#) are 43.8% for regular employees (Dr. Suter and supported employment trainer) and 10.3% for graduate assistants.

### **13. Travel**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Travel	\$1,131.00	\$5,212.00	\$3,565.00	\$2,139.00	\$3,639.00

Travel includes both in-state mileage and travel to national conference to disseminate findings from the project.

In-state mileage is reimbursed at a rate of \$0.655 per mile. We expect mileage to change from year to year with more travel expected in Years 2 & 3 of the project when the most in-person support is needed. To create the budget, we used an average round trip of 75 miles then estimated the number of trips anticipated each year (Year 1 23

trips, Year 2 45, Year 3 42, Year 4 & 5 13 trips). This resulted in the following amounts for each year:

Year 1: \$1,131  
 Year 2: \$2,212  
 Year 3: \$2,065  
 Year 4: \$639  
 Year 5: \$639

For travel to national conferences to present findings we estimated flights at \$450, registration at \$300, Lodging at \$250 per night for 3 nights, for a total of \$1,500 per person.

Year 1: No conference travel  
 Year 2: 2 attending = \$3,000  
 Year 3: 1 attending = \$1,500  
 Year 4: 1 attending = \$1,500  
 Year 5: 2 attending = \$3,000

**14. Equipment – Not requested**

**15. Supplies – Not requested**

**16. Contractual**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Contractual	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$500.00

Transcription costs for focus groups, listening sessions, and interviews. Estimate transcription will be \$100 for each with 10 in Years 1-4 with 5 in Year 5.

**17. Other**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Other	\$2,500.00	\$15,954.00	\$15,954.00	\$15,954.00	\$13,454.00

Other direct costs includes two costs: Research participant incentives (to complete surveys, interviews, focus groups) and tuition for the graduate assistant.

Research incentives are estimated at \$25 for each data collection point. Estimate 100 in Year 1, 150 participants in Years 2-4 as more schools and partners join the project, and a reduction to 50 in Year 5 as the project winds down and focus for evaluation shifts to analyses and final reporting.

Year 1: \$2,500  
 Year 2: \$3,750  
 Year 3: \$3,750  
 Year 4: \$3,750  
 Year 5: \$1,250

At the UVM, graduate assistants receive both a stipend (see salary above) and tuition remission. Tuition is estimated at the current in-state rate of \$678 / credit for 18 credits per year (or 9 credits per semester). Note: tuition is removed from direct costs when calculating the indirect rate.

Year 1: No graduate assistant

Year 2: \$12,204.00

Year 3: \$12,204.00

Year 4: \$12,204.00

Year 5: \$12,204.00

### **18. Total Direct Costs (1-7)**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Total direct	\$65,336.00	\$170,244.00	\$173,041.00	\$176,190.00	\$179,403.00

### **19. Indirect Costs**

<b>Budget category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Indirect costs	\$34,628.00	\$83,761.00	\$86,048.00	\$87,733.00	\$89,451.00

[UVM has a set of negotiated indirect \(facilities and administration\) rates with the federal government](#) (U.S. Department of Health and Human Services). The indirect rate for on-campus research is 53% in Years 1 & 2 and 53.5% in Years 3-5.

### **20. Training Stipends – Not requested**

<b>Budget categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Personnel	\$42,215.00	\$109,233.00	\$112,510.00	\$115,885.00	\$119,362.00
Fringe Benefits	\$18,490.00	\$38,845.00	\$40,012.00	\$41,212.00	\$42,448.00
Travel	\$1,131.00	\$5,212.00	\$3,565.00	\$2,139.00	\$3,639.00
Equipment					
Supplies					
Contractual	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$500.00
Other	\$2,500.00	\$15,954.00	\$15,954.00	\$15,954.00	\$13,454.00
<b>Total Direct Costs</b>	<b>\$65,336.00</b>	<b>\$170,244.00</b>	<b>\$173,041.00</b>	<b>\$176,190.00</b>	<b>\$179,403.00</b>
Indirect Costs	\$34,628.00	\$83,761.00	\$86,048.00	\$87,733.00	\$89,451.00
Training Stipends					
<b>Total Costs</b>	<b>\$99,964.00</b>	<b>\$254,005.00</b>	<b>\$259,089.00</b>	<b>\$263,923.00</b>	<b>\$268,854.00</b>

**Total Costs Years 1-5: \$1,145,835.00****Green Mountain Self Advocates:**

GMSA is Vermont's statewide self-advocacy organization and a national leader in the Self-Advocacy Movement.

Personnel – 1200 hours/year, with mix of staff at \$80-\$84/hour

Fringe Benefits – at 12% of total salary.

Travel—at federal mileage reimbursement rate for in-person trainings ,one-on-one dialogues and focus groups with students and graduates.

Equipment – N/A

Supplies – laptops self-advocate employees, printing, meeting materials

Contractual – N/A

Other – in person training of trainer events, meeting space, overnight accommodations.

Indirect Costs – 10% is State of Vermont rate for GMSA

Training Stipends – at \$100/session.

<b>Budget Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
1. Personnel	\$126,000	\$ 130,000	\$120,000	\$122,000	\$124,000	\$622,000
2. Fringe	\$ 15,120	\$ 15,600	\$ 14,400	\$ 14,640	\$ 14,880	\$ 74,640
3. Travel	\$ 500	\$ 2,600.	\$ 5,500	\$ 5,500	\$ 5,500	\$ 19,600
4. Equipment	0	0	0	0	0	0
5. Supplies	\$ 5,000	\$ 6,000	\$ 10,000	\$ 10,000	\$ 10,000	\$41,000
6. Contracts	0	0	0	0	0	0
7. Other	\$ 10,000	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$70,000
8. Total Direct Costs	\$156,620	\$184,200	\$159,900	\$162,140	\$164,380	\$827,240
9. Indirect Costs	\$ 15,662	\$ 18,420	\$ 15,990	\$ 16,214	\$ 16,438	\$ 82,724
10. Training Stipends	\$ 5,000	\$ 10,000	\$ 25,000	\$ 25,000	\$ 25,000	\$90,000
Total 8-10	\$177,282	\$212,620	\$200,890.	\$203,354	\$205,818	\$999,964

**ReSOURCE-YouthBuild & Career Start:**

Personnel: Hire one full-time licensed Special Educator to assist with YouthBuild and Career Start. That includes assistance with the LEAs to ensure the IEP, 504 and proficiency-based learning goals are being met.

Fringe Benefits: ReSOURCE provides 23% for employee.

Travel: Travel to LEAs and the program sites.

Equipment: Maintain cost of the facilities being used by the students

Supplies: Include materials and other accommodations for the students have full access of the program.

Contractual: Not requested

Other: Not requested

Indirect Costs: ReSOURCE provides 18% for indirect costs.

Training Stipend: No requested

<b>Budget Categories</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Personnel</b>	\$	\$60,000	\$60,000	\$60,000	\$60,000	
<b>Fringe</b>	\$	\$13,800	\$13,800	\$13,800	\$13,800	
<b>Travel</b>	\$5,000	\$32,500	\$32,500	\$5,000	\$5,000	
<b>Equipment</b>	\$	\$5,000	\$5,000	\$5,000	\$5,000	
<b>Supplies</b>	\$	\$5,000	\$5,000	\$5,000	\$5,000	
<b>Contractual</b>	\$	\$	\$	\$	\$	
<b>Other</b>	\$	\$	\$	\$	\$	
<b>Total Direct Costs</b>	\$5,000	\$116,300	\$116,300	\$88,800	\$88,800	
<b>Indirect</b>	\$900	\$20,934	\$20,934	\$20,934	\$20,934	
<b>Stipends</b>	\$	\$	\$	\$	\$	
<b>Total</b>	\$5,900	\$137,234	\$137,234	\$109,734	\$109,734	\$499,836

**ReSOURCE-BEP/LEAP:**

Personnel: ReSOURCE will actively collaborate and maintain open lines of communication with all partner organizations. ReSOURCE will work in collaboration with sending schools to collaborate and design transition-centered service plans and in the IEP process to include job readiness training, work experiences and career development services that are written into that student's IEP.

Fringe Benefits: 23% for personnel and 15% for students.

Travel: To LEAs and attend trainings.

Equipment: Not requested

Supplies: Use of the Café's, supplies such as glove's, aprons, laundry smallware's, training materials and single use items/

Contractual: Not requested.

Other: marketing, story writing, promotional program materials and program descriptions video, Student Pay that is competitive pay \$14.00 an hour x 10hrs x 45 weeks per student. Year 2 starts with 15 students, Year 3 is 25 students, Year 4 is 30 students, and year 5 is 35 students. This includes student FICA and Workers Compensation.

Indirect Costs: 18%

<b>Budget Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>1. Personnel</b>	62,000	109,750	115,250	118,750	114,250	
2. Fringe Benefits	14,260	25,243	26,508	27,313	26,278	
3. Travel	3,500	2,500	3,500	2,500	2,500	
4. Equipment						
5. Supplies	0	4,050	5,400	6,750	8,100	
6. Contractual						
7. Other	2,500	10,000	10,000	5,000	5,000	
Student Pay	-	13,000	15,000	15,000	10,000	
Student FICA and Workers Comp	-	1,950	2,250	2,250	1,500	
<b>8. Total Direct Costs</b>						
(lines 1-7)	<b>82,260</b>	<b>166,493</b>	<b>177,908</b>	<b>177,563</b>	<b>167,628</b>	
9. Indirect Costs						
10. (18 percent)	14,807	27,278	28,918	28,856	28,103	
10. Training Stipend						
<b>11. Total Costs</b>						
<b>(Lines 8-10)</b>	<b>97,067</b>	<b>193,770</b>	<b>206,826</b>	<b>206,419</b>	<b>195,730</b>	<b>899,812</b>

***University of Vermont Medical Center DHHDB Educational Services Program:***

Personnel: Year 1 will be for planning, then 2-5 will include leadership time and Teacher of the Deaf and Hard of Hearing and Educational Audiologist/SLP Time.

Fringe Benefits:

Travel: Mileage reimbursement traveling to students across the state.



Equipment: Not Requested

Supplies: Supplies as needed for the various services.

Contractual: Not Requested

Other: Not Requested

Indirect Costs:

<b>Budget Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Personnel	6000	12000	12000	12000	12000	
Fringe Benefits	1906	3800	3800	3800	3800	
Travel	500	500	1000	1000	1000	
Equipment						
Supplies	500	500	500	500	500	
Contractual						
Other						
Total Direct Costs (lines 1-7)	8906	16800	16800	16800	16800	
Indirect Costs	890	1680	1680	1680	1680	
Training Stipends						
<b>Total Costs</b>	<b>9796</b>	<b>18480</b>	<b>18480</b>	<b>18480</b>	<b>18480</b>	<b>83716</b>

***Vermont Association for the Blind and Visually Impaired:***

Personnel: Stephanie Bissonnette, the Children's Services Supervisor and Steve Pouliot, the Executive Director of VABVI to attend meetings to collaborate on the goals of this grant.

Fringe Benefits: VABVI provides a percentage for benefits.

Travel: Mileage for attending trainings and meetings.

Equipment: Not requested

Supplies: As needed for staff.

Contractual: No requested

Other: Not Requested

Indirect Costs: Percentage of direct costs.

Training Stipend: Provided to the Certified Orientation Mobility Specialists and the Teachers of the Visually Impaired to provide additional self-advocacy training to students.

<b>Budget Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Personnel	7590	7590	7590	7590	7590	
Fringe Benefits	2500	2500	2500	2500	2500	
Travel	2000	2000	2000	2000	2000	
Equipment						
Supplies	500	500	500	500	500	
Contractual						
Other						
<b>Total Direct Costs (lines 1-7)</b>	<b>12590</b>	<b>12590</b>	<b>12590</b>	<b>12590</b>	<b>12590</b>	
Indirect Costs	862	862	862	862	862	
Training Stipends		5584.24	5584.25	5584.25	5584.25	
<b>Total Costs</b>	<b>13452</b>	<b>19036.24</b>	<b>19036.25</b>	<b>19036.25</b>	<b>19036.25</b>	<b>89596.99</b>

***Vermont Family Network:***

Personnel: Jacqui Kelleher the Executive Director (25% FTE) and additional VFN Staff (50% FTE) and assistants as necessary each: Logistics and Coordination, Communication, Outreach, Finance Training & Product Development, Community Conversations, and Local Mapping, and Interpreters/Translators/Cultural Brokers.

Fringe Benefits: Not requested

Travel: Mileage reimbursement and time to travel to trainings, community conversations, local mapping, and annual conference

Equipment: Not Requested.

Supplies: Creation and maintain of the website, Tableau, and Procreate Animation Software. Incentives for stakeholders and for Pilot LEAs Stakeholders.

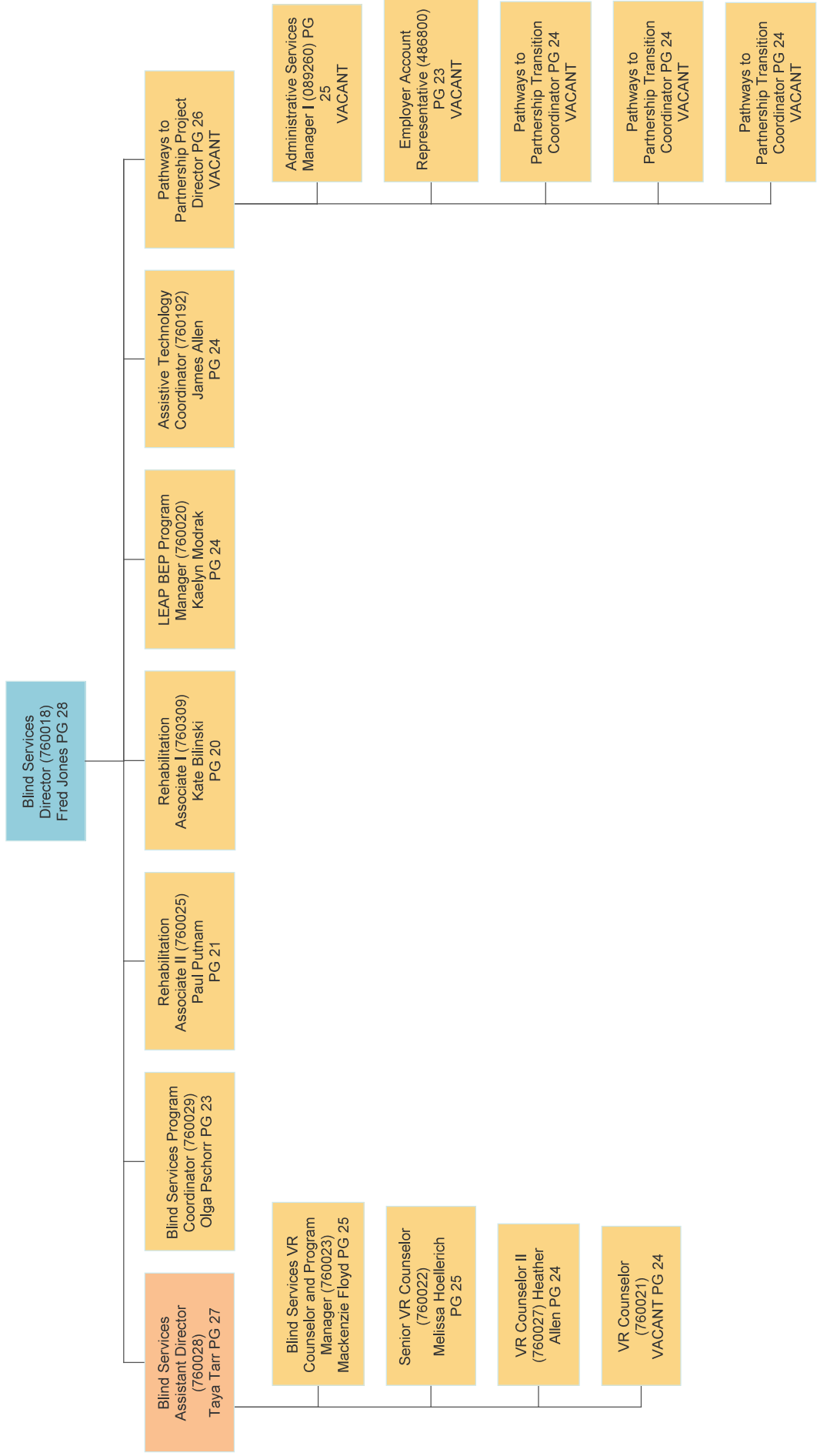
Contractual: Not requested.

Other: Animated Film Creation and stipend for instructors.

Indirect Costs: Is 10% of the personnel.

Training Stipend: Training pilot participants and content validation experts.

<b>VFN</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total:</b>
Budget Categories						
Personnel	359,700	288,200	305,250	348,700	310,200	
Fringe Benefits						
Travel						
Equipment						
Supplies	25000	25000	25000	25000	25000	
Contractual						
Other	36090	45840	45840	30840	30840	
Total Direct Costs	420,790	359,040	376,090	404,540	366,040	
Indirect Costs						
Training Stipends	15,000	10,000			25,000	
<b>Total Costs</b>	<b>435,790</b>	<b>369,040</b>	<b>376,090</b>	<b>404,540</b>	<b>391,040</b>	<b>1,976,500</b>



## STATE OF VERMONT REQUEST FOR GRANT (\*) ACCEPTANCE (Form AA-1)

BASIC GRANT INFORMATION				
<b>1. Agency:</b>	Human Services			
<b>2. Department:</b>	DAIL			
<b>3. Program:</b>	Division for the Blind and Visually Impaired (DBVI)			
<b>4. Legal Title of Grant:</b>	Vermont Pathways to Partnerships			
<b>5. Federal Catalog #:</b>	84.421E			
<b>6. Grant/Donor Name and Address:</b>	US Department of Education, 400 Maryland Ave., SW, Washington DC 20202-4110			
<b>7. Grant Period:</b>	<b>From:</b>	10/1/2023	<b>To:</b>	9/30/2028
<b>8. Purpose of Grant:</b>	Improving economic self-sufficiency for children and youth with disabilities by creating systemic approaches to enhance post-school outcomes.			
<b>9. Impact on existing program if grant is not Accepted:</b>	None			
10. BUDGET INFORMATION				
	SFY 1	SFY 2	SFY 3	Comments
<b>Expenditures:</b>	FY 2024	FY 2025	FY 2026-2028	
Personal Services	\$237,167	\$496,924	\$1,597,578	FY2026-2028 Combined in SFY3 Column
Operating Expenses	\$113,059	\$128,264	\$486,678	
Grants	\$1,055,865	\$1,453,400	\$4,431,065	
<b>Total</b>	\$1,406,091	\$2,078,588	\$6,515,321	
<b>Revenues:</b>				
State Funds:	\$0	\$0	\$0	Not required
Cash	\$0	\$0	\$0	Not required
In-Kind	\$0	\$0	\$0	Not required
Federal Funds:	\$1,406,091	\$2,078,588	\$6,515,321	100% Federal
(Direct Costs)	\$1,391,745	\$2,052,979	\$6,429,945	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$14,346	\$25,609	\$85,376	
Other Funds:	\$	\$	\$	
Grant (source )	\$	\$	\$	
<b>Total</b>	\$1,406,091	\$2,078,588	\$6,515,321	
<b>Appropriation No:</b>	3460013000	<b>Amount:</b>	\$350,222	
	3460030000		\$1,055,865	
			\$	
			\$	
			\$	
			\$	

# STATE OF VERMONT REQUEST FOR GRANT (\*) ACCEPTANCE (Form AA-1)

	\$
<b>Total</b>	<b>\$1,406,087</b>

### PERSONAL SERVICE INFORMATION

**11. Will monies from this grant be used to fund one or more Personal Service Contracts?**  Yes  No  
 If "Yes", appointing authority must initial here to indicate intent to follow current competitive bidding process/policy.

Appointing Authority Name: \_\_\_\_\_ Agreed by: \_\_\_\_\_ (initial)

12. Limited Service Position Information:	# Positions	Title
	1	Pathways to Partnership (VT-P2P) Project Director
	3	Pathways to Partnership (VT-P2P) Transition Coordinator
	1	Employer Account Representative
	1	Administrative Services Manager I
<b>Total Positions</b>	<b>6</b>	

**12a. Equipment and space for these positions:**  Is presently available.  Can be obtained with available funds.

### 13. AUTHORIZATION AGENCY/DEPARTMENT

I/we certify that no funds beyond basic application preparation and filing costs have been expended or committed in anticipation of Joint Fiscal Committee approval of this grant, unless previous notification was made on Form AA-1PN (if applicable):

Signature: *Monica White* Date: 12/12/2023  
DocuSigned by: 6AB117CABE4041A

Title: DAIL Commissioner

Signature: *Verna W. Daloz* Date: 12/15/2023  
DocuSigned by: 8496AFD85AC04E5

Title: AHS Deputy Secretary

### 14. SECRETARY OF ADMINISTRATION

Approved: (Secretary or designee signature) *Sarah Clark* Date: 12/16/2024 | 9:30  
DocuSigned by: 04AB832CD55C438

### 15. ACTION BY GOVERNOR

Check One Box:  
 Accepted (Governor's signature) *[Signature]* Date: 2/28/24  
 Rejected

### 16. DOCUMENTATION REQUIRED

#### Required GRANT Documentation

- |   |  |
|---|--|
| <input type="checkbox"/> Request Memo<br><input type="checkbox"/> Dept. project approval (if applicable)<br><input type="checkbox"/> Notice of Award<br><input type="checkbox"/> Grant Agreement<br><input type="checkbox"/> Grant Budget | <input type="checkbox"/> Notice of Donation (if any)<br><input type="checkbox"/> Grant (Project) Timeline (if applicable)<br><input type="checkbox"/> Request for Extension (if applicable)<br><input type="checkbox"/> Form AA-1PN attached (if applicable) |
|---|--|

#### End Form AA-1

(\*) The term "grant" refers to any grant, gift, loan, or any sum of money or thing of value to be accepted by any agency, department, commission, board, or other part of state government (see 32 V.S.A. §5).

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12/12/2023

DBVI Job Title	State Job Description (for reference)	Pay Grade	Hourly Pay (Pay Chart)	Annual Salary Estimate	Fringe Benefits (8%)	Year 1 (6 months)	Year 2	Year 3	Year 4	Year 5	Total Salary
Pathways to Partnership Program Director	DAIL Project Manager (489500)	26	32.33	\$67,246.00	\$25,553.48	31,605.60	66,144.00	68,702.40	70,928.00	73,320.00	\$310,700.00
Administrative Services Manager I	Administrative Services Manager I (089260)	25	24.02	\$49,962.00	\$18,985.56	29,773.20	62,296.00	64,667.20	66,747.20	69,035.20	\$292,468.80
P2P Transition Coordinator	VR Transition Program Coordinator (535100)	24	28.58	\$59,446.00	\$22,589.48	28,028.00	58,760.00	60,881.60	62,857.60	64,979.20	\$275,506.40
P2P Transition Coordinator	VR Transition Program Coordinator (535100)	24	28.58	\$59,446.00	\$22,589.48	28,028.00	58,760.00	60,881.60	62,857.60	64,979.20	\$275,506.40
P2P Transition Coordinator	VR Transition Program Coordinator (535100)	24	28.58	\$59,446.00	\$22,589.48	28,028.00	58,760.00	60,881.60	62,857.60	64,979.20	\$275,506.40
Employer Account Representative	Employer Account Representative (486800)	23	25.43	\$52,894.00	\$20,099.72	26,447.20	55,369.60	57,532.80	59,300.80	61,276.80	\$259,927.20
<b>Total</b>				<b>\$348,440.00</b>	<b>\$132,407.20</b>	<b>\$171,860.00</b>	<b>\$360,089.60</b>	<b>\$373,547.20</b>	<b>\$385,548.80</b>	<b>\$398,569.60</b>	<b>\$1,689,615.20</b>

Pay Grade	Hourly Pay (Step 1)	Hourly Pay (Step 2)	Hourly Pay (Step 3)	Hourly Pay (Step 4)	Hourly Pay (Step 5)
26	30.39	31.80	33.03	34.10	35.25
25	28.58	29.95	31.09	32.09	33.19
24	26.95	28.25	29.27	30.22	31.24
24	26.95	28.25	29.27	30.22	31.24
24	26.95	28.25	29.27	30.22	31.24
23	25.43	26.62	27.66	28.51	29.46

AA-1 CATEGORY'S IN PURPLE

Budget category #'s

Per Fed Grant Application	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Salary	\$171,860.00	360,089.60	373,547.20	385,548.80	398,569.60	1,689,615.20
2. Fringe (38%)	65,306.80	136,834.05	141,947.94	146,508.54	151,456.45	642,053.78
<b>Personal Services Total:</b>	<b>237,166.80</b>	<b>496,923.65</b>	<b>515,495.14</b>	<b>532,057.34</b>	<b>550,026.05</b>	<b>2,331,668.98</b>
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
4. Contractual	83,713.00	95,655.00	135,555.00	108,431.00	136,316.00	599,670.00
5. Supplies	10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	18,000.00
<b>Operating Expenses Total:</b>	<b>98,713.00</b>	<b>102,655.00</b>	<b>142,555.00</b>	<b>115,431.00</b>	<b>143,316.00</b>	<b>602,670.00</b>
6. Sub-recipient grants	1,055,865.00	1,453,400.24	1,472,840.25	1,485,347.50	1,472,877.25	6,940,330.24
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
<b>Grants Total:</b>	<b>1,055,865.00</b>	<b>1,453,400.24</b>	<b>1,472,840.25</b>	<b>1,485,347.50</b>	<b>1,472,877.25</b>	<b>6,940,330.24</b>
9. Total Direct Costs (lines 1-8)	1,391,744.80	2,052,978.89	2,130,890.39	2,132,835.84	2,166,219.30	9,874,669.22
10. Indirect Costs (Est 5.28%)	14,346.02	25,609.06	28,106.48	27,655.37	29,613.86	125,330.78
11. Training Stipends	-	-	-	-	-	-
<b>12. Total Costs (lines 9-11)</b>	<b>1,406,090.82</b>	<b>2,078,587.95</b>	<b>2,158,996.87</b>	<b>2,160,491.21</b>	<b>2,195,833.16</b>	<b>10,000,000.00</b>

DBVI indirects @ 15%  
440,150.85 15%

**2,934,338.98 Total Direct DBVI Costs**

125,330.78 actual left for indirects  
28%

0.0427

AA-1 Item #10

Expenditures:	SFY 1	SFY 2	SFY 3	SFY 4	SFY 5	TOTAL
Personal Services:	237,166.80	496,923.65	515,495.14	532,057.34	550,026.05	2,331,668.98
Operating Expenses:	113,059.02	128,264.06	170,661.48	143,086.37	172,929.86	728,000.78
Grants:	1,055,865.00	1,453,400.24	1,472,840.25	1,485,347.50	1,472,877.25	6,940,330.24
<b>TOTAL:</b>	<b>1,406,090.82</b>	<b>2,078,587.95</b>	<b>2,158,996.87</b>	<b>2,160,491.21</b>	<b>2,195,833.16</b>	<b>10,000,000.00</b>
Revenues:	-	-	-	-	-	-
State Funds:	-	-	-	-	-	-
Cash	-	-	-	-	-	-
In-Kind	-	-	-	-	-	-
Federal Funds:	-	-	-	-	-	-
(Direct Costs)	1,406,090.82	2,078,587.95	2,158,996.87	2,160,491.21	2,195,833.16	10,000,000.00
(Statewide indirect)	1,391,744.80	2,052,978.89	2,130,890.39	2,132,835.84	2,166,219.30	9,874,669.22
(Departmental indirect)	14,346.02	25,609.06	28,106.48	27,655.37	29,613.86	125,330.78
Other Funds:	-	-	-	-	-	-
<b>TOTAL:</b>	<b>1,406,090.82</b>	<b>2,078,587.95</b>	<b>2,158,996.87</b>	<b>2,160,491.21</b>	<b>2,195,833.16</b>	<b>10,000,000.00</b>

Appropriation No:		Amount	
3460013000	350,725.82	625,187.71	675,143.71
3460030000	1,055,865.00	1,453,400.24	1,485,347.50
	1,406,090.82	2,078,587.95	2,160,491.21
			686,156.62
			1,472,840.25
			2,158,956.87
			722,955.91
			1,472,877.25
			2,195,833.16
			3,059,669.76
			6,940,330.24
			10,000,000.00



## Appendix III (Effective C

Pay Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
5	11.06	11.33	11.72	12.07	12.44	12.85
6	11.32	11.78	12.17	12.56	12.91	13.34
7	11.76	12.26	12.67	13.03	13.44	13.80
8	12.21	12.81	13.20	13.60	14.01	14.42
9	12.81	13.34	13.74	14.20	14.64	15.09
10	13.32	13.80	14.35	14.75	15.21	15.69
11	13.85	14.46	15.00	15.46	15.95	16.43
12	14.51	15.17	15.66	16.17	16.62	17.19
13	15.18	15.85	16.42	16.93	17.45	17.98
14	15.89	16.59	17.20	17.79	18.32	18.92
15	16.65	17.41	18.02	18.59	19.22	19.87
16	17.46	18.29	18.93	19.51	20.15	20.80
17	18.37	19.22	19.91	20.53	21.21	21.91
18	19.41	20.25	20.96	21.66	22.37	23.10
19	20.40	21.38	22.12	22.85	23.61	24.38
20	21.52	22.47	23.32	24.06	24.91	25.69
21	22.74	23.79	24.64	25.44	26.29	27.15
22	24.02	25.15	26.06	26.93	27.80	28.75
23	25.43	26.62	27.66	28.51	29.46	30.41
24	26.95	28.25	29.27	30.22	31.24	32.30
25	28.58	29.95	31.09	32.09	33.19	34.24
26	30.39	31.80	33.03	34.10	35.25	36.41
27	32.33	33.83	35.17	36.30	37.53	38.73
28	34.27	35.96	37.37	38.59	39.94	41.21
29	36.67	38.41	39.89	41.20	42.59	44.00
30	39.07	40.95	42.51	43.92	45.40	46.92
31	41.72	43.68	45.40	46.92	48.51	50.11
32	44.59	46.73	48.52	50.12	51.85	53.59

**Rate July 2, 2023 - June 30, 2024) (CLS Pay Plan)**

Step	Step	Step	Step	Step	Step	Step	Step
7	8	9	10	11	12	13	14
13.20	13.60	14.01	14.38	14.73	15.17	15.52	15.96
13.70	14.16	14.55	14.96	15.35	15.77	16.20	16.59
14.32	14.70	15.18	15.54	15.98	16.42	16.86	17.30
14.86	15.35	15.84	16.25	16.65	17.13	17.53	18.02
15.52	16.03	16.49	16.96	17.41	17.91	18.35	18.90
16.21	16.70	17.22	17.73	18.11	18.64	19.14	19.66
16.96	17.46	18.00	18.52	18.99	19.51	20.09	20.60
17.78	18.31	18.90	19.41	19.91	20.47	20.98	21.58
18.57	19.14	19.76	20.35	20.90	21.45	22.03	22.63
19.49	20.11	20.74	21.33	21.92	22.47	23.14	23.79
20.47	21.10	21.79	22.39	23.06	23.66	24.30	24.96
21.48	22.15	22.86	23.50	24.18	24.87	25.53	26.25
22.57	23.26	24.04	24.76	25.43	26.16	26.91	27.69
23.87	24.57	25.42	26.14	26.88	27.64	28.36	29.15
25.15	25.95	26.81	27.57	28.33	29.11	29.95	30.75
26.54	27.43	28.32	29.09	29.90	30.74	31.63	32.56
28.02	28.96	29.90	30.74	31.63	32.56	33.44	34.44
29.68	30.68	31.65	32.57	33.46	34.46	35.42	36.43
31.43	32.53	33.53	34.53	35.48	36.48	37.56	38.62
33.33	34.48	35.64	36.64	37.67	38.71	39.82	40.99
35.39	36.63	37.81	38.87	40.02	41.09	42.27	43.52
37.61	38.87	40.17	41.32	42.55	43.72	44.97	46.28
40.06	41.40	42.74	43.98	45.24	46.54	47.86	49.26
42.60	44.01	45.49	46.82	48.20	49.52	51.03	52.52
45.48	47.03	48.56	49.99	51.44	52.92	54.49	56.00
48.51	50.11	51.79	53.32	54.84	56.46	58.08	59.78
51.79	53.57	55.36	57.01	58.63	60.36	62.13	63.88
55.43	57.33	59.24	60.98	62.72	64.58	66.46	68.39



Step
15
16.38
17.06
17.82
18.53
19.40
20.22
21.15
22.16
23.25
24.43
25.68
26.99
28.44
30.01
31.65
33.44
35.39
37.50
39.70
42.14
44.82
47.64
50.69
54.04
57.62
61.55
65.78
70.40

4. The required time on each step in the Step Pay Plan
- Step 1 (probation) - normally, 6 months
  - Step 2 (EOP) - one year
  - Step 3 - one year
  - Step 4 - one year
  - Step 5 - one year
  - Step 6 - two years
  - Step 7 - two years
  - Step 8 - two years
  - Step 9 - two years
  - Step 10 - two years
  - Step 11 - two years
  - Step 12 - two years
  - Step 13 - three years
  - Step 14 - three years
  - Step 15 - final step

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n shall be as follows:

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**Budget:**

<b>DBVI Job Title</b>	<b>State Job Description (for reference)</b>	<b>Pay Grade</b>
Pathways to Partnership Program Director	VR Linking Learning to Careers Project Director (520410)	27
Administrative Support Coordinator	Administrative Support Coordinator (068100)	22
Site Coordinator	VR Programs Coordinator (475900)	25
Site Coordinator	VR Programs Coordinator (475900)	25
Site Coordinator	VR Programs Coordinator (475900)	25
Employer Account Representative	Employer Account Representative	23
<b>Total</b>		

**AA-1 CATEGORY'S IN PURPLE**

<b>Budget category #'s</b>	<b>STA</b>	
<b>Per Fed Grant Application</b>	<b>Year 1</b>	<b>Year 2</b>
1. Salary	174,220.80	364,936.00
2. Fringe (38%)	66,203.90	138,675.68
<b>Personal Services Total:</b>	<b>240,424.70</b>	<b>503,611.68</b>
3. Travel	5,000.00	5,000.00
4. Equipment	-	-
5. Supplies	10,000.00	2,000.00
<b>Operating Expenses Total:</b>	<b>15,000.00</b>	<b>7,000.00</b>
6. Contractual (Grants)	1,139,578.00	1,549,055.24
7. Construction	-	-
8. Other	-	-
<b>Grants Total:</b>	<b>1,139,578.00</b>	<b>1,549,055.24</b>
9. Total Direct Costs (lines 1-8)	1,395,002.70	2,059,666.92
10. Indirect Costs (Est 3.84%)	9,817.84	19,626.55
11. Training Stipends		
<b>12. Total Costs (lines 9-11)</b>	<b>1,404,820.55</b>	<b>2,079,293.47</b>

## AA-1 Item #10

<u>Expenditures:</u>		SFY 1	SFY 2
Personal Services:		250,242.55	523,238.23
Operating Expenses:		15,000.00	7,000.00
Grants:		1,139,578.00	1,549,055.24
	<b>TOTAL:</b>	<b>1,404,820.55</b>	<b>2,079,293.47</b>
		-	-
<u>Revenues:</u>			
State Funds:		-	-
Cash		-	-
In-Kind		-	-
Federal Funds:		1,404,820.55	2,079,293.47
(Direct Costs)		1,395,002.70	2,059,666.92
(Statewide Indirect)		-	-
(Departmental Indirect)		9,817.84	19,626.55
Other Funds:		-	-
	<b>TOTAL:</b>	<b>1,404,820.55</b>	<b>2,079,293.47</b>
<b>Appropriation No:</b>	<b>Amount</b>		
	3460013000	265,242.55	530,238.23
	3460030000	1,139,578.00	1,549,055.24
		<b>1,404,820.55</b>	<b>2,079,293.47</b>

Hourly Pay (Pay Chart)	Annual Salary Estimate	Fringe Benefits (38%)	Year 1 (6 months)
32.33	\$67,246.00	\$25,553.48	33,623.20
24.02	\$49,962.00	\$18,985.56	24,980.80
28.58	\$59,446.00	\$22,589.48	29,723.20
28.58	\$59,446.00	\$22,589.48	29,723.20
28.58	\$59,446.00	\$22,589.48	29,723.20
25.43	\$52,894.00	\$20,099.72	26,447.20
	<b>\$348,440.00</b>	<b>\$132,407.20</b>	<b>\$174,220.80</b>

Pay Grade	Hourly Pay (Step 1)
27	32.33
22	24.02
25	28.58
25	28.58
25	28.58
23	25.43

TE FISCAL YEAR (SFY)			10,000,000.00
Year 3	Year 4	Year 5	Total
378,892.80	391,060.80	404,268.80	1,713,379.20
143,979.26	148,603.10	153,622.14	651,084.10
<b>522,872.06</b>	<b>539,663.90</b>	<b>557,890.94</b>	<b>2,364,463.30</b>
5,000.00	5,000.00	5,000.00	25,000.00
-	-	-	-
2,000.00	2,000.00	2,000.00	18,000.00
<b>7,000.00</b>	<b>7,000.00</b>	<b>7,000.00</b>	<b>43,000.00</b>
1,608,395.25	1,593,778.50	1,609,193.25	7,500,000.24
-	-	-	-
-	-	-	-
<b>1,608,395.25</b>	<b>1,593,778.50</b>	<b>1,609,193.25</b>	<b>7,500,000.24</b>
2,138,267.31	2,140,442.40	2,174,084.19	9,907,463.54
20,366.87	21,012.30	21,712.90	92,536.46
			-
<b>2,158,634.18</b>	<b>2,161,454.71</b>	<b>2,195,797.09</b>	<b>10,000,000.00</b>

SFY 3	SFY 4	SFY 5	TOTAL
543,238.93	560,676.21	579,603.84	2,456,999.76
7,000.00	7,000.00	7,000.00	43,000.00
1,608,395.25	1,593,778.50	1,609,193.25	7,500,000.24
2,158,634.18	2,161,454.71	2,195,797.09	10,000,000.00
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
2,158,634.18	2,161,454.71	2,195,797.09	10,000,000.00
2,138,267.31	2,140,442.40	2,174,084.19	9,907,463.54
-	-	-	-
20,366.87	21,012.30	21,712.90	92,536.46
-	-	-	-
2,158,634.18	2,161,454.71	2,195,797.09	10,000,000.00
550,238.93	567,676.21	586,603.84	2,499,999.76
1,608,395.25	1,593,778.50	1,609,193.25	7,500,000.24
2,158,634.18	2,161,454.71	2,195,797.09	10,000,000.00



Year 2	Year 3	Year 4	Year 5	Total Salary
70,366.40	73,153.60	75,504.00	78,062.40	<b>\$330,709.60</b>
52,312.00	54,204.80	56,014.40	57,824.00	<b>\$245,336.00</b>
62,296.00	64,667.20	66,747.20	69,035.20	<b>\$292,468.80</b>
62,296.00	64,667.20	66,747.20	69,035.20	<b>\$292,468.80</b>
62,296.00	64,667.20	66,747.20	69,035.20	<b>\$292,468.80</b>
55,369.60	57,532.80	59,300.80	61,276.80	<b>\$259,927.20</b>
<b>\$364,936.00</b>	<b>\$378,892.80</b>	<b>\$391,060.80</b>	<b>\$404,268.80</b>	<b>\$1,713,379.20</b>

Hourly Pay (Step 2)	Hourly Pay (Step 3)	Hourly Pay (Step 4)	Hourly Pay (Step 5)
33.83	35.17	36.30	37.53
25.15	26.06	26.93	27.80
29.95	31.09	32.09	33.19
29.95	31.09	32.09	33.19
29.95	31.09	32.09	33.19
26.62	27.66	28.51	29.46

DBVI indirects @ 15%  
 361,119.49 15%  
**2,407,463.30 Total Direct DBVI Costs**

- 92,536.46 actual left for indirects  
 0.0384 26%

**Not Required**  
**Not Required**  
**Not Required**

**100% Federal**



Department of Disabilities, Aging, and Independent Living  
Division for the Blind and Visually Impaired  
(State Vocational Rehabilitation Agency)

Vermont Center for Independent Living

Vermont Agency of Education (State Educational Agency)

Champlain Valley, Two Rivers, & Windham Northeast Supervisory Unions  
(Local Educational Agencies)

## **Vermont Pathways to Partnerships (VT-P2P)**

Disability Innovation Fund,  
Pathways to Partnerships Innovative Model Demonstration Project  
Office of Special Education and Rehabilitative Services, Department of Education

## **Vermont Pathways to Partnerships (VT-P2P)**

### **A. Need for Project and Significance of the Project**

Vermont children and youth with disabilities experience many challenges transitioning successfully from high school to adulthood. The Vermont Pathways to Partnerships (VT-P2P) project brings together a broad array of partners who understand their needs and are positioned to create enhanced pathways to successful employment and postsecondary outcomes.

#### **1. Magnitude of the need for activities to be carried out**

*Schools are committed to and struggle to support students with disabilities.*

Approximately 18% of Vermont students were eligible for special education in school year 2021-2022 (US DOE 2021). That is significantly higher than the national average of 15%, and only five other states served more students per capita (NCES 2023). Special education numbers do not tell the full story. Vermont schools support nearly 5% of students with disabilities under section 504, and an additional 6% of students have educational support teams. This means that schools are providing individualized planning and support for nearly 30% of students. This represents a tremendous commitment of resources, at a time when Vermont has been hit hard by a shortage in special education personnel (Carroll, A., 2023). In addition, compared to national averages, Vermont identifies more students with developmental delays (20% vs. 7%) and emotional disturbance (15% vs. 5%). Research shows that students with emotional disturbance drop out of high school three times more than their peers without disabilities and experience about one-third poorer outcomes in securing jobs, about two-thirds poorer outcomes in living on their own and accessing postsecondary education (Clark et al 2004; Wagner et al 2003).

*Vermont students with disabilities have high needs related to transition.* Vermont was recently notified by the U.S. Department of Education that our state continues to not meet

standards for serving students with disabilities, particularly related to transition. Only 46% of students were found to have transition plans that met compliance standards, and the expectation is 100%. Vermont's most recent federal Annual Performance Report (2022) showed that over 20% of youth with disabilities dropped out of school. Postsecondary outcomes data show only 23% were enrolled in higher education one year after exiting high school, and about 55% were competitively employed. It is important to note that the response rate for the postsecondary survey is 35%, so the postsecondary outcomes for students with disabilities is unknown. Unfortunately, Vermont corrections data shows that approximately half of incarcerated youth had received special education while in school.

*Vermont's strong commitment to employment is challenged by service silos.* Vermont has been recognized for its inclusive and innovative policies in disability services and employment for decades, including the closure of its state institution for people with developmental disabilities in 1993 and last sheltered workshop in 2002. Since closing sheltered workshops, Vermont created employment and postsecondary education initiatives that provide supports and opportunities for education, vocational training, and continuing education. This work has garnered international recognition receiving *Zero Project Innovative Public Policy* awards for supported employment in 2017 and Postsecondary Education in 2020. All employment services for individuals with intellectual and developmental disabilities in Vermont are intended to support competitive employment, compared 20% nationally (National Core Indicators, 2021). In 2022, 40% of individuals with disabilities served by developmental services between 18 and 64 years of age were employed (VT DDS, 2023).

*Despite this impressive history, few children and youth with disabilities can access these services and most are not employed.* Only 2.5% of Vermont children and youth are

eligible for the supported employment and independent living services described above (VT DDS, 2023). In addition, Vermont is the *most rural state in the U.S.* (2/3 of Vermonters live in rural areas; Census, 2022), which creates additional barriers to accessing services because of difficulties with transportation and limited broadband internet access (Shevik, 2023). These challenges are reflected in our employment data. According to the most recent data posted by Disability Statistics at Cornell University, in 2019, Vermont had the second lowest employment rate for youth with disabilities 16-20 years in New England. These gaps persist over time with the employment rate for Vermonters with disabilities 21 to 64 years at 43% (compared to 85% for peers without disabilities). They are also less likely to work full-time than adults without disabilities (27% to 62%). One result of this low workforce participation rate is a much higher rate of poverty. In Vermont, 31% of people with disabilities live in poverty which is higher than the national average (25%), and much higher than Vermonters without disabilities (8%).

***Vermont's Vocational Rehabilitation system has identified critical needs:***

- *Lack of customized employment.* The Workforce Innovation and Opportunity Act (WIOA) places increased responsibility on to collaborate with schools in creating competitive integrated employment and customized employment opportunities. Under WIOA, students ages 14-24 must explore community employment through DBVI/DVR services.
- *Lack of self-advocacy skills and leadership goals for youth with disabilities in transition plans.* According to the OSERS's *Transition Guide* (2020) students with strong self-advocacy skills who understand and fully participate in the development of their IEP and Summary of Performance have better transition outcomes.
- *Lack of consistent school-based employment models.* Vermont schools fund school-based employment initiatives (funded by IDEA, general education work-based learning and

proficiency-based graduation requirements) but lack consistent models to facilitate access and have been hit hard by the critical shortage area in special education personnel.

- *Workforce development needed for underserved, rural, diverse, and other hard to reach communities.* Rural communities are underserved needing more flexible and mobile offerings to establish strong connections with employers and innovative programming.
- *Connections with employers.* Only a few Vermont LEAs contract with community service providers to support competitive integrated employment. School-based youth employment specialists funded by HireAbility/DVR are available to only four out of 52 districts.
- *Financial Literacy.* Vermont's ability to develop the knowledge, skills, and values of financial literacy for youth with disabilities is inconsistent.
- *Peer mentorship.* While Vermont boasts both a vibrant Center for Independent Living and one of the leading statewide self-advocacy organizations in the country, limited peer mentor opportunities are available to youth with disabilities.
- *Interagency coordination.* Vermont's experience holds that successful transitions for youth with disabilities happen at an interagency level and with the support of partners. Decades of research on the transition of students with significant disabilities has shown that post school outcomes of students will improve when educators, families, students, community members and organizations work together in transition planning (Newman et al. 2016).

## **2. Extent to which the proposed project is likely to build local capacity**

Vermont has a strong history for innovation and progress on disability rights, rehabilitation, and transition services. This proposal to create VT-P2P brings together a wide array of community partners who have led efforts to build local capacity for decades. Our partnership includes leaders from the independent living community, non-profit organizations,

state agencies, local education agencies, higher education, and critically: Individuals with disabilities and families. VT-P2P represents the largest partnership focused on transition and brings together some partners for the first time. VT-P2P is designed to integrate our work to build local capacity for expanding access for children and youth, enhancing services all to achieve better employment, postsecondary, and independent living outcomes.

*Leading this effort is one of Vermont's State Vocational Rehabilitation Agencies (SVRA): Division for the Blind and Visually Impaired (DBVI).* DBVI collaborates with HireAbility (the Division for Vocational Rehabilitation) and has played a critical role building capacity in Vermont. Just three years after the closure of the last sheltered workshop, DBVI created the *Learn, Earn and Prosper (LEAP)* program promoting employment and independence for youth who are blind or visually impaired. LEAP has been successful for over 15 years and is considered nationally significant. DBVI's specialized focus aligns closely with the capacity building initiatives that have been the hallmark of all VT-P2P partners. In 1995 the partners created a structure of State and Local Core Transition Teams to coordinate resources across state and local agencies. DBVI supports this structure through consultation on these teams, assistive technology, and independent living initiatives throughout the state. In 2014, DBVI was mandated by WIOA to reserve 15% of its service budget to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities in high school. DBVI lead the effort to serve younger age groups, provided Pre-ETS as part of LEAP, and its Business Enterprise Program (BEP), innovated a team of independent living counselors funded by the Administration of Community Living. The DBVI Independent Living (IL) program supports Vermonters to remain at home rather than to live in institutions and supports independence. DBVI brings this track record of success to provide oversight and management of VT-P2P. (A success story of a young man who



found employment by building skills through the BEP is available online: [Eric's Story](https://youtu.be/0Yq5QMfdzyA) (<https://youtu.be/0Yq5QMfdzyA>). DBVI has joined with all VT-P2P partners to focus on building capacity and achieving positive impact in three main areas.

***Impact of VT-P2P on High Performing Systems.*** VT-P2P partners understand that successful transitions start in schools, and the project will focus on improving educational indicators where Vermont is lagging and out of compliance. Specifically, graduation (indicator 1), drop out (indicator 2), transition plans (indicator 13), postsecondary outcomes (indicator 14), as well as creating effective *Summaries of Performance* (SOP) for all students with disabilities. VT-P2P will place youth with disabilities at the center, position project staff as facilitators, and establish schools and community non-profits as hubs of transition service innovation. Local capacity building will start with three LEAs dispersed throughout the state (southern, middle, and northern) regions: Champlain Valley, Two Rivers, & Windham Northeast Supervisory Unions. These LEAs were chosen because of their strong relationships with the Vermont Agency of Education and evidence for strong transition planning for students. The regions will participate in the Year 2 pilot, and VT-P2P will expand supports to many LEAs over Years 3-5.

***Impact of VT-P2P on Youth Leadership, Self-Advocacy and Self-Direction.*** Adolescents and young adults hold peer relationships and support as a high priority. With young people with the most significant disabilities in focus, and the involvement of leaders within the disability rights and independent living movement, VT-P2P will improve self-advocacy and leadership skills as well as increasing access to peer learning and supports. Educators and providers will also receive professional development to better understand the importance of self-advocacy, leadership, and self-determination as important foundations for transition.

***VT-P2P Will Improve Student Transition Outcomes.*** The ultimate goal for these efforts

is for children and youth with disabilities to have ambitious transition plans that create meaningful pathways and outcomes in postsecondary education, competitive integrated employment, independent living skills and personal development to participate in the community and adult life. As demonstrated by Indicator 14, local education agencies will sustain at least 75% positive outcomes for youth one year after graduation by Year 5.

## **B. Quality of the Project Design**

### **1. Goals, objectives, and outcomes are clearly specified and measurable**

The VT-P2P Logic Model (next page) summarizes the comprehensive approach of our proposed project and is aligned with our **VISION that Vermont will build a culture of high expectations for youth with disabilities who are transitioning from high school to adult life.** Based on the logic model, VT-P2P has identified the following project goals and objectives.

**Goal 1. Establish Partnerships and High Performing Systems of Support.** Vermont will form interagency partnerships across an array of stakeholders to establish a comprehensive set of systems and strategies to achieve postsecondary success for youth with disabilities.

**Objective 1.1 Shared vision and strong interagency relationships.** VT-P2P will integrate the work of partner organizations and build a structure of accountability that engages partners in continuous quality improvement, fidelity to best practices, and ongoing professional development. VT-P2P project is organized into a broad *Leadership Team* which encompasses all key partners will meet quarterly and a smaller *Steering Committee* that will meet monthly.

**Objective 1.2 Data-driven system improvement.** VT-P2P partners use data to inform practice around transition services, including instruction, development of transition plans, activities, and agency collaboration, as measured by the Project Evaluator.

**Goal 1. High Performing Systems**

Inputs	Activities	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes
Broad array of disability organizations and stakeholders invested in success for youth with disabilities, including: State agencies (VR, DVBI, DAIL).	Create structures for VT-P2P partners to plan, pool resources & expertise, and foster a shared vision.	Leadership Team Steering committee Resource map(s) Community Conversations (Yrs. 1 &4) Annual conference Interagency agreements and sub-awards.	VT-P2P partners are aligned with a shared vision & commitment to evidence-based best practice.	20% increase in local VT-P2P partners/year	Transition partners and resources are visible and integrated across Vermont.
Disability Rights groups. State DD Network Self and family advocates LEAs Work-based learning providers Resources from the VT-P2P grant.	Define the VT-P2P model based on best practices.  Develop menu of professional development activities for LEAs & providers.  Establish quality data system for continuous quality improvement.  Develop online comprehensive information center.  Expand work-based learning opportunities (WBL).  Train all stakeholders in disability rights, pride, & culture.	VT-P2P Model. # of LEAs that embrace the VT-P2P model.  Menu of training opportunities.  Data from participating LEAs, youth & family feedback.  Launch online information center.  New WBL opportunities and/or regional expansion of existing programs.  Training for LEAs & community partners.	The VT-P2P model is clearly articulated, and LEAs have access to necessary training.  Data collection protocols established.  Website is launched with at least 50 resources.  WBL embedded in VT-P2P model.  Training(s) for VT-P2P partners piloted & refined.	The VT-P2P model is piloted in 3 LEAs (Yr. 2) & expanded to 9 more (Yr. 3).  100% of VT-P2P LEAs & providers report data and use common data set.  Website expands by 25 resources/yr. & increases readership 20% annually.  WBL opportunities available in all 22 VT-P2P LEAs (Yr. 3)  100 community partners participate in training/year	The VT-P2P model is embraced by 50% of LEAs (Yr. 4) and 80-100% (Yr. 5)  VT-P2P partners engage in data-drive continuous improvement.  VT-P2P partners report high satisfaction with accessible online information.  WBL opportunities available in all Vermont LEAs.  75% of those trained report having higher expectations for youth.

## Goal 2. Centering Leadership, Self-Advocacy, and Self-Direction of Children & Youth

Inputs	Activities	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes
<p>Strong Independent Living &amp; Self-Advocacy organizations with expertise in supporting disability rights, leadership development, creating plain language materials, and delivering accessible, peer-led training.</p> <p>Resources from the VT-P2P grant.</p>	<p>Youth with disabilities serve as VT-P2P project staff, advisors, &amp; trainers.</p>	<p>Youth/young adults in leadership positions.</p>	<p>Youth/young adults with disabilities are 50% of Leadership Team.</p>	<p>Youth/young adults are 50% of project staff &amp; trainers.</p>	<p>Youth/young adults play a leadership role in all aspects of the VT-P2P Initiative.</p>
	<p>Expand access to trained peer mentors.</p>	<p>New peer mentor programs.</p>	<p>At least 25 peer educators are trained/year, including Youth Ambassadors for SDM.</p>	<p>Students in all VT-P2P LEAs learn about career paths, self-advocacy, SDM, and disability pride from peers.</p>	<p>75% of youth at VT-P2P LEAs report at least 1 impactful encounter with a peer each year when surveyed.</p>
	<p>Provide multiple training opportunities for youth to learn about civil rights &amp; self-advocacy.</p>	<p>Menu of high-quality trainings in self-advocacy and civil rights by GMSA and VCIL.</p>	<p>Existing trainings revised based on stakeholder input.</p>	<p>75% of youth at VT-P2P LEAs attend at least 1 training/yr. in self-advocacy</p>	<p>75% of youth demonstrate knowledge of civil rights &amp; self-advocacy skills.</p>
	<p>Train VT-P2P LEAs to support student-led IEP meetings, prioritize student input in transition plans &amp; SOP, and support youth engaging natural supports on their transition team.</p>	<p>Menu of high quality trainings for VT-P2P school teams.</p>	<p>Build support for meaningful indicators of youth engagement including student-led IEPs, person-centered planning, and engaging natural supports into the VT-P2P model.</p>	<p>At least 50% of youth at VT-P2P LEAs report that they lead their IEP meetings, that their input is impactful, and that they have family, friends &amp; mentors to support them in adult life.</p>	<p>Indicators of meaningful youth engagement increase to 75% as students practice self-advocacy, leadership, &amp; self-determination as they plan for their adult life.</p>
	<p>Support family engagement in transition planning, job discovery, &amp; the transition activities.</p>	<p>New resources &amp; training for parents through VT's Parent Information center</p>	<p>Family engagement is built into the VT-P2P model.</p>	<p>At least 75% of family members at VT-P2P LEAs report being an integral part of transition planning.</p>	<p>Family members at VT-P2P LEAs report they are meaningfully engaged their student's transition.</p>
	<p>Create/deliver training about Supported Decision Making (SDM) and alternatives to guardianship.</p>	<p>Annual training series for youth &amp; families about guardianship alternatives &amp; building SDM teams.</p>	<p>20 youth, family &amp; key support providers attend a pilot series of 3 workshops about SDM.</p>	<p>At least 10 youth &amp; their family/key support providers from each VT-P2P LEA attend SDM training series.</p>	<p>75% of youth &amp; family members have information about SDM &amp; other guardianship alternatives.</p>

**Goal 3. Improving Student Outcomes**

Inputs	Activities	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes
<p>Broad array of disability organizations and stakeholders with a shared vision of high expectations for transitioning students.</p> <p>Planning Team and Community of Practice.</p> <p>Accountability structures including interagency agreements &amp; contract.</p> <p>The VT-P2P model and quality metrics.</p> <p>Resources from the VT-P2P grant.</p>	<p>Participating LEAs support ambitious, comprehensive transition plans for their youth with disabilities.</p> <p>Provider agencies will participate in transition planning.</p> <p>Students have access to the supports they need to accomplish their transition goals</p>	<p>Robust &amp; ambitious transition plans.</p> <p>Engaged partner agencies.</p> <p>Local expansion of WBL opportunities, peer mentoring &amp; peer-led training, and support for independent living skills.</p>	<p>First VT-P2P LEAs model improved student transition plans.</p> <p>First VT-P2P LEAs model engagement with community provider agencies.</p> <p>First VT-P2P LEAs actively utilize resources from VT-P2P partners.</p>	<p>VT-P2P LEAs will demonstrate improvement in Indicator 13 during each year of participation beginning with the Year 2 cohort.</p> <p>New VT-P2P LEAs add at least 5 new community partners to support youth transition goals.</p>	<p>As demonstrated by Indicator 13, youth with disabilities will have ambitious transition plans that address the full range of employment experiences, independent living skills, and personal development necessary for successful adult life.</p>
<p>Established best-practice employment programs including LEAP, ReSOURCE, Career Start, Youth Build, the Business Enterprise Program, Project Search, and developmental disabilities service agency program.</p>	<p>VT-P2P LEAs support students in developing a robust Summary of Performance (SOP).</p> <p>VT-P2P LEAs successfully transition youth to competitive integrated employment, postsecondary education and/or programs that support development of independent living skill and track these outcomes.</p>	<p>SOPs that facilitate transition to adult services</p> <p>Improved data collection system for Indicator 14.</p>	<p>First VT-P2P LEAs model the development of high-quality SOPs.</p> <p>Response rate for Indicator 14 improves 15%/year for VT-P2P LEAs, sustained throughout the grant.</p>	<p>New VT-P2P LEAs will develop robust SOPs as measured by Agency of Education review.</p> <p>Indicator 14 shows at least 75% of VT-P2P LEAs reporting positive outcomes for youth one year after graduation.</p>	<p>75% of youth surveyed post-graduation report their SOP was helpful in accessing adult services and postsecondary opportunities.</p> <p>As demonstrated by Indicator 14, LEAs sustain at least 75% positive outcomes for youth one year after graduation while VT-P2P expands to 80%-100% of LEAs in Vermont.</p>

**Objective 1.3 Building hubs of transition innovation at local education agencies.** VT-P2P will direct resources and supports, collectively identified as the VT-P2P Model, to assist partner sites, local education agencies to leverage, evidence-based, equitable practices that address transition outcome targets with 80%-100% of LEAs participating the Model by Year 5.

**Objective 1.4 Workforce development partners improve transition systems.** VT-P2P will establish ReSOURCE as the workforce development partner and will build competitive integrated employment, and work-based learning menu of options such as internships, student enterprises, work-training, and service-learning as well as the soft skills needed on the job, with WLB opportunities available to transitioning students in all LEAs Year 1 to Year 5.

**Objective 1.5 Best Practices and Resource Development.** VT-P2P partners will identify model districts' best practices in transition and collaboration and a menu of high quality, content validated professional development activities to ensure adequate resources for scaling up the VT-P2P approach, prioritizing our most rural and diverse communities.

**Objective 1.6 Web-based portal with comprehensive, accessible information.** Youth, families, and VT-P2P partners will have access to a comprehensive, web-based tool that explains adult services and the postsecondary opportunities available to youth and young adults in an easy-to-understand format, with users reporting high engagement and satisfaction by Year 3.

**Objective 1.7 Partner Education.** Because societal attitudes are often a barrier to successful postsecondary outcomes for youth with disabilities, all entities that engage transitioning youth will be educated in disability laws, respectful language, and key concepts in disability pride and culture, with at least 75% of community partners surveyed reporting having higher expectations for youth by Year 5.

***Goal 2. Center Leadership, Advocacy, and Engagement of People with Disabilities and***

***Their Families.*** Students will be prepared as self-advocates and serve as primary contributors and decision-makers regarding their transition plans and services.

**Objective 2.1 Youth Leadership.** Children and youth with disabilities will have leadership development opportunities throughout VT-P2P, as evidenced by at least 50% of project staff, advisors, and trainers being youth with disabilities during Years 1 through Year 5.

**Objective 2.2 Peer Mentoring.** VT-P2P will expand peer mentoring opportunities between and among youth and young adults with disabilities, with 75% of youth at VT-P2P schools reporting at least one impactful encounter with a peer mentor each year when surveyed.

**Objective 2.3 Self-Advocacy Training.** Youth and young adults with disabilities will have opportunities to learn about their civil rights and to practice self-advocacy skills throughout VT-P2P, with at least 75% of transitioning students at VT-P2P LEAs participating in at least one peer-led training or program annually beginning in Year 2.

**Objective 2.4 Student-Centered Service Planning.** LEAs and service providers seek, prioritize, and utilize student input for current programming and future planning efforts leading to an individualized transition plan and Summary of Performance that leads to meaningful, positive outcomes in employment or other postsecondary pathways, with at least 75% of students reporting leading their IEP meetings by Year 5.

**Objective 2.5 Building natural supports.** Youth are supported to identify family, friends, and mentors on their transition team, with 90% of students at VT-P2P LEAs reporting that they have the people they want on their transition team by Year 5.

**Objective 2.6 Family Engagement.** Families are engaged in their student's transition efforts, with 75% of families surveyed reporting that their input was solicited and considered in transition plan development, job discovery, and other planning activities.

**Objective 2.7 Alternatives to Guardianship.** Youth and their families have information about supported decision making (SDM) and other alternatives to guardianship so that they can make an informed choice about how to support the individual with a disability in directing their future, with at least 75% of youth and families in VT-P2P LEAs reporting that they know about SDM and other options prior to the age of 18 by Year 5.

**Goal 3. Improve Outcomes for Youth with Disabilities.** Youth with disabilities in VT-P2P schools will have: Ambitious, personally meaningful transition goals that lead to improved outcomes during high school and after graduation; effective transition plans that address the full range of employment, postsecondary education, and independent living necessary for successful adult life; and access to more integrated and effective employment and transition services.

**Objective 3.1 Improve quality and effectiveness of student transition plans.** Youth with disabilities will have ambitious transition plans that address the full range of employment experiences, independent living skills, and personal development necessary for successful adult life, as measured by an annual improvement in Indicator 13 for participating LEAs.

**Objective 3.2 Expand Local Opportunities for Students.** Youth with disabilities, including those with higher support needs, will have access to and engage in a variety of meaningful opportunities for WBL, competitive integrated employment, peer mentoring, peer-led training, and life skill development during their transition years, as measured by an increase in the number of community partners engaged by VT-P2P LEAs.

**Objective 3.3 Increase the use of the Summary of Performance (SOP).** VT-P2P LEAs collaborate with community agencies and partners to develop robust student SOPs that help youth and families access adult services more quickly, as demonstrated by AOE data.

**Objective 3.4 Increase the number of young adults with disabilities who achieve**



**competitive integrated employment and/or postsecondary education.** An increased number of students from VT-P2P LEAs will achieve competitive integrated employment and postsecondary education after high school, as indicated by Indicator 14 for VT-P2P LEAs.

### **Project Timeline**

**YEAR 1 Development.** VT-P2P will create Steering Committee will develop the pilot project with input from the broader VT-P2P Leadership Team, including the three pilot LEAs. Revisions to training curricula and resource mapping will involve a wide and diverse range of stakeholders during this development year. An initial project website will be launched for stakeholder feedback. Baseline data collection and evaluation planning will occur.

**Local Resource Mapping.** VT-P2P will conduct a local Resource Mapping and a community needs assessment to gather data and stakeholder feedback on transition practices, resources, and barriers experienced by underserved populations. This will involve literature review, interviews, focus groups, Community Conversations, and surveys. The findings will be summarized in regional profiles, publicly shared on the project website, and used to inform identify schools and regions for future VT-P2P activities and participant selection.

**Development of the VT-P2P model.** All partners and LEAs agree to participate in data collection, including participating in community conversations and local mapping that will shape the VT-P2P model. DBVI and VFN will provide administrative support, coordinate meetings and trainings, collect and compile data, and maintain resource lists. CDCI will provide technical expertise in data analysis, training, and technical assistance. The Steering Committee will develop a centralized project website. Schools, families, and self-advocates agree that it is difficult in Vermont to understand available resources, best practices, and even one's rights because information is highly dispersed among various systems. GMSA, VCIL, the DD Council

and all partners will help ensure web information is in plain language and accessible and appropriate to all Vermonters, including those from diverse backgrounds.

**Expansion of Workforce Development.** VT will expand four workforce development initiatives as resources for youth and pilot sites statewide. CareerStart, the most mobile of the four programs, will serve one pilot site in years 1 and 2 and will expand to serve the three pilot sites in years 3 and 4.

**Proposed Approaches, Training and Product Development.** As guided by the VT-P2P Leadership Team, partners will create or revise trainings, workshops and workforce development career advancement opportunities. Partners have identified their areas of expertise and will contribute content to be enhanced during the Planning Year.

1. **VCIL/SILC and GMSA:** Conduct one-on-one dialogues and focus groups with individuals from marginalized communities. Provide training and technical assistance on person-centered service planning, employment, and independent living skills. Develop a speaker's bureau of young adults with disabilities who will act as mentors and encourage peers to come out of the shadows and express their disability pride, a sense of belonging, and being needed.
2. **VFN:** Offer technical assistance, fact sheets, a revised Transition Toolkit, training sessions, outreach to families, conference sponsorship, and creation of short films for transitioning youth.
3. **ReSOURCE:** Assist in resource mapping, design service plans, expand opportunities for students with disabilities, and develop personalized learning opportunities.
4. **Deaf, Hard of Hearing and DeafBlind:** Develop a social network, peer connections and informational YouTube videos for youth who are deaf, hard of hearing, or deaf-blind.
5. **AOE:** Enhance and disseminate virtual training on IEP postsecondary transition plans and new tools. Provide case studies and support compliance with Act 77 and IDEA.

6. **HireAbility:** Convene State and Local Core Transition Teams; provide transition services, career assessments, and work-based learning; and coordinate statewide collaboration.

7. **VABVI:** Teach visually impaired students independent living skills for workplace success and promote best practices in training.

8. **VTDDC:** Expand the Youth Ambassador Program for Alternatives to Guardianship, organize workshops on supported decision making, provide training on Medicaid-funded services and financial literacy, and contribute comprehensive information about adult services.

**Communication and Outreach.** Year 1 will also be instrumental in identifying how to communicate with all the key stakeholders in a manner that contributes to project success. With input from the VT-P2P Leadership Team, the Steering Committee will develop a Communications/Outreach Action Plan, including strategies to reach underserved populations. The plan will ensure that there is a dedicated VT-P2P webpage as required by this grant, where partners and the public can view reports, training, and information. This early site will be translated into Vermont's five major languages. The outreach plan will be important in identifying families and students to serve as reviewers/advisors/focus group participants. Because youth rely on social media, outreach will include a robust and interactive social media and messaging campaign to promote the goals of the VT-P2P.

**Annual Transition Conference and Resource Fair.** HireAbility hosts an annual State Core Transition conference. VT-P2P will coordinate with that transition venue and host an additional VT-P2P Conference. VFN will plan and coordinate this new or enhanced, annual event with DBVI/HireAbility and the other partners.

**YEAR 2 Pilot.** Three supervisory unions have committed to participate in a pilot of the VT-P2P Model in Year 2. These three supervisory unions were selected because they have: (a)

strong relationships with the Vermont Agency of Education; (b) a demonstrated commitment to improving transition supports for students; and (c) high levels of compliance with transition indicators. The table below shares a few characteristics of these three pilot supervisory unions.

### Student Characteristics for Three Participating Pilot Supervisory Unions

Supervisory Union, School Name	County	Students	BIPOC	IEP	504
<b>Windham Northeast, BFUHS</b>	Windham	310	6%	20%	14%
<b>Champlain Valley, CVUHS</b>	Chittenden	1,284	9%	13%	11%
<b>Two Rivers, GMUHS</b>	Windsor	363	3%	16%	12%
<b>Pilot School Totals</b>		<b>1,957</b>	<b>7%</b>	<b>14%</b>	<b>12%</b>
<b>Vermont Totals (K-12)</b>		<b>80,388</b>	<b>11%</b>	<b>15%</b>	<b>5%</b>

*Notes:* IEP = Individualized Education Program; 504 = 504 Plan. Enrollment data is from 2021-2022 (National Center for Education Statistics 2022) and (Vermont Agency of Education 2021).

VT-P2P partners are aware that more planning will be needed to right-size the VT P2P model and menu of professional development opportunities to accommodate different geographic locations that may not have the same community resources. The work of the Leadership Team and Steering Committee will be ongoing. VT-P2P partners will also focus on preparing and/or expanding other services to local LEAs, including peer-led training and peer mentoring, family education and support, and workshops about alternatives to guardianship.

**Centering Leadership, Self-Advocacy, and Self-Direction of Children & Youth.** A key element of Year 2 will be the roll-out of peer-led trainings in self-advocacy and disability rights, family education, and workshops about alternatives to guardianship. VT-P2P boasts many partners with extensive experience in building a positive self-image for people with disabilities.

GMSA, VCIL, and SILC will train and support adults with disabilities to educate and support students in IEP meetings, learn about person-centered planning, and practice self-advocacy skills. The VT DD Council will prepare youth and families in Supported Decision Making.

**Expanding Work Based Learning.** WBL coordinators at pilot local education agencies will receive specialized training in supported and customized employment from CDCI, ReSOURCE, DBVI and national experts. ReSOURCE YouthBuild will expand to serve one of the P2P pilot sites in Years 2 and 3 and two new pilots in Years 4 and 5. The DBVI and ReSOURCE program known as Learn, Earn and Prosper (LEAP), and the Business Enterprise Program (BEP) will expand vertically (and virtually) to serve more youth with disabilities from referrals from HireAbility and all VT-P2P partners.

**YEAR 3 Expanded Pilot both vertically and horizontally.** The 3 pilot sites will continue VT-P2P strategies into Year 3 when they will be joined by 9 new supervisory unions. New LEAs will be selected who are struggling to meet compliance with transition and postsecondary outcomes and represent underserved regions (due to racial and ethnic diversity and rural locations). The Steering Committee will refine and implement the project website and create a sustainability plan, with data informing necessary adjustments.

Throughout the third year, the VT-P2P Leadership Team and Steering Committee will assess the results of the mapping, website, and the three pilot sites, including data collection and evaluation, to determine whether components of the pilot produced the expected results as planned or will need to be altered prior to the implementation of the proposed project. As described in other sections, the review process will include continuous assessment and improvement to ensure project activities are achieving goals and objectives. Data will also position the project leaders for a scale up of over 50% of Vermont school districts as

appropriate and as conducive to an implementation with fidelity.

**YEAR 4 Scale Up.** Ongoing evaluation data and additional resources will guide the scaling up process. Community Conversations and participant feedback will inform statewide access to activities, services, and resources. We anticipate adding 13 new LEAs in Year 4 including targeted monitoring schools and selected districts from rural and diverse communities, totaling 22 LEAs which represents over 50% of all school districts in Vermont.

**YEAR 5 Statewide Access and Sustainability.** Ongoing evaluation data will inform resource allocation and scaling up efforts to achieve 80%- 100% participation of Vermont school districts in VT-P2P activities. Formative and summative evaluations will guide the integration of project practices into permanent practice.

## **2. Design reflects up-to-date knowledge from research and effective practice**

Preparing youth with disabilities for employment is a primary goal of special education and transition services as mandated by IDEA. Research has consistently shown that equipping students with specific skills, knowledge, and experiences during high school significantly influences their employment outcomes (Haber et al., 2016; Mazzotti et al., 2021; Test et al., 2009). For instance, Carter et al. (2012) identified skills and experiences during high school that predict employment success for youth with severe disabilities. Wehman et al. (2017) found that students' skills and experiences were predictive of later employment across disability categories. A key finding from various studies is the strong association between having a paid work experience during high school and obtaining employment in the early years after graduation.

The employment pathway for youth with disabilities is challenging, with low employment rates compared to their peers without disabilities (Erickson et al., 2021). Workforce participation is even lower for youth with severe disabilities (Carter et al., 2010). Descriptive

studies reveal challenges faced by educators and stakeholders in preparing youth with disabilities for employment (Carter et al., 2021; Snell-Rood et al., 2020; Trainor et al., 2008). Identifying effective approaches and pathways to work for youth and young adults is crucial. A scoping review of intervention studies emphasized the important roles of school staff and agency providers in achieving positive outcomes for students (Schutz et al., 2022). Research supports the positive impact of an integrated support system that promotes independence and competitive employment for young adults with disabilities (Ali et al., 2011; Carter et al., 2021; Haber et al., 2016; Ishler et al., 2022). Collaboration among agencies, families, and students is a strong predictor of positive post-school outcomes, including paid employment (Test et al., 2009; Wehman et al., 2014). Effective collaboration remains a challenge to achieve and sustain.

### **3. Results will be disseminated to enable others to use the information or strategies.**

Vermont's plan for dissemination of information is rooted in ensuring that all stakeholders, partners, and audiences have access to project findings. Transparency and meaningful public access are an essential feedback loop for continual growth. Vermont will use multiple strategies to reach different audiences and has a commitment from all partners to disseminate to their communities. VT-P2P will partner with VFN to coordinate communications and ensure that outputs and deliverables are accessible to multiple audiences. A Year 1 deliverable is a Communications/Outreach Action Plan and a key project activity is the development of a single, on-line web portal, with a full launch slated for Year 3. Other dissemination strategies include hands on technical assistance, replication guides, point-of-decision prompts for use, and media campaigns. Messaging will include implementation details such as systematic processes, activities, and resources used to integrate new approaches and interventions into school and service provider settings, agency communications, and

communities serving transition-aged youth.

#### **4. Project represents an exceptional innovative approach to the priority**

VT-P2P aims to create a statewide network of partners in Vermont to improve transition services and outcomes for students. By fostering collaboration, sharing resources, and addressing geographic barriers, this innovative project seeks to ensure comprehensive support for all students. The project involves utilizing existing data sources, mapping services and supports, promoting family engagement, and creating model demonstration sites. The project expands workforce development initiatives and brings these workforce collaborations into new regions of the state. The project emphasizes data literacy, improving response rates, and providing accessible resources. Additionally, it focuses on youth self-advocacy, educating families and youth with disabilities about options, enhancing teacher preparation, and empowering young adults in the workforce. VT-P2P intends to share findings and maintain momentum beyond 2028. Collaboration with other federal grants, impact on teacher training, and engaging families in low-income and rural regions are also important aspects.

Communication strategies include a website for transition, multi-media resources and animated shorts to educate and engage students. Finally, the project aims to train young adults with disabilities in person-centered planning and advocacy.

#### **5. Performance feedback and continuous improvement are integral to project design**

VT-P2P will implement three broad overlapping mechanisms for performance feedback and continuous improvement: A performance dashboard providing real-time tracking of VT-P2P indicators, an external evaluator, and the Leadership Team.

**Data Dashboard:** With assistance from CDCI and AOE, the VT-P2P Steering Committee will ensure that project data is made available in a dashboard using plain language. Along with



formal evaluation by CDCI, community partners, including VFN, GMSA, and VCIL, will collect extensive community feedback. Finally, resource maps will be summarized in a visual format.

***External Evaluator:*** CDCI will conduct and implementation evaluation of the project (see Section D). Collecting, analyzing, and sharing performance feedback for continuous improvement is a primary goal for the evaluation. The implementation evaluation will document participant and system milestones such as who participates, participants' progress along career pathways, and the implementation's fidelity to VT-P2P model. This information will be essential for and the Steering Committee and Leadership Team to track progress and improve processes.

***VT-P2P Leadership Team:*** The VT-P2P Leadership Team has broad representation and serves in an advisory role for the full project. They will review performance feedback from the dashboard and shared by the evaluator at each quarterly meeting.

## **C. Quality of Project Services**

### **1. Services involve collaboration of appropriate partners for maximizing the effectiveness and seamlessness of proposed project services**

DBVI is the lead partner for this statewide initiative will create and convene the VT-P2P Leadership Team. DBVI is one of the two SVRAs in Vermont. DBVI is also the Designated State Entity for the Statewide Independent Living Council (SILC). The work of this partnership will be facilitated by the Project Director employed by DBVI. DBVI will facilitate a strong partnership among all partners, developing the fiscal management and reporting structure for the project; managing data through CDCI; serving as the liaison with the US Department of Education's, Rehabilitative Services Administration (RSA); providing on-going communications regarding the project with all project partners and the public; developing a statewide outreach and marketing campaign to build participant engagement; providing support services and

coordination of services for all VT-P2P participants; and overseeing the project evaluation.

All key project partners will participate on the VT-P2P Steering Committee, which will be responsible for overseeing the project and working with the VT-P2P Project Director to support the achievement of the project's goals and intended deliverables. The specific responsibilities and demonstrated commitments of each of these required partners, as well as many additional partners, are articulated in the partner Letters of Intent & Support, Appendix A.

**Logistics/Coordination Services.** Administrative assistant support; coordinate meetings/agenda/minutes; coordinate trainings and training platforms; coordinate schedules; create training eval forms and analyze training impact data; collect and compile data from the multiple partners; arrange for interpreters/cultural brokers; registers participants in training and sends certificates of attendance or completion; provides updates on progress toward MOU completion; supports the VT-P2P Leadership Team and the P2P Steering Committee; sets up Owl for hybrid meetings; ensures deliverables meet the open license requirements of RSA; research prices and purchases equipment; receiving and verifying invoices; maintain resource lists from start to end of project; edits closed captions for any recorded trainings.

**Communications/Outreach Services.** Recruitment, including hard to reach populations; maintain dedicated webpage as required by grant; compile reports, such as the annual and end of year performance reports; proof materials and federal documents; ensure major training and information materials are translated into five major languages; monitor transition conversations on Closed Facebook site; identify families and students to serve as reviewers/advisors/focus group participants; identify and recruit representative expertise to assist with project; develop orientation materials for new partners as they join the collaboration; maintain demographics on recruitment efforts; establish and improve data sharing and communication among partners;

secures feedback through various methods from representative, interested parties and feeds back into the project systems; ensures all messaging maximizes diversity, equity, and inclusion; engages partners from social justice organizations; message Indicator 14 and its importance; recruits for Community Conversations; supports graphics in Local Resource Mapping project.

**Finance Office Services.** Ensure payments of stipends/project activity expenditures; monitoring or tracking of budget; pay mileage and related expenses; pay experts/consultants; quarterly reports on budget and projections in collaboration with Project Director; processes invoices and ensures payment; receives advisement from VFN finance committee, as appropriate; ensures compliance with USDOE requirements surrounding allowable costs of grant activities. The VFN Finance Team will work with the PI/Project Director to ensure budgetary resources for VT-P2P Project Activities are frontloaded for easier draw down and/or ensure that invoices paid through reimbursement will not affect VFN reserves.

In Summary, through the collaboration and input of partners and the internal controls designed to assess the quality of the project services -- including but not limited to survey design, academic outcomes (through pre and post assessment), community conversations, training evaluation, attendance tracking, and extensive document review and content validation -- active review of the quality of services will be evident and a significant driver in the project.

## **2. Services to be provided are appropriate to needs of the intended participants**

Our Statement of Needs clearly articulates the concerns that Vermont has for its students and those who support, educate, serve, and care about their outcomes. Our services are about meeting the needs of the whole child as well as those that bring together organizations and agencies that have previously operated in silos, partly due to geographical limitations. Critical staff shortages and frequent staff turnover create a lack of continuity. By pulling together best

practices, training, and information, VT-P2P will create opportunities for implementation regardless of zip code and benefit all 52 school districts in Vermont. The program includes specific strategies to ensure equal access through recruitment, monitoring, and active engagement of students, schools, service providers, and all relevant and enthusiastic stakeholders. Access to the intended services by the target populations are clear in this proposal, primarily because the target populations are connected with the schools and are specifically identified as the direct recipient of the services within the schools. Collaboration between partners is consistently articulated throughout the proposal, including but not limited to professional development sequences for parents, service providers, and educators, clearly outlined engagement strategies (e.g. resource centers with family workshops), and an emphasis on outreach as well as quality assurance. Further, while we have a clear sense of need and have already begun to map regional resources as a result of pulling this grant application together, we know we will be even more targeted in our Year 1 Development phase and determine the best course of action for wrapping around these services.

### **3. The likely impact of the services for participants**

The VT-P2P partnership team concludes this will be the likely impact:

- ***Statewide Workforce.*** Access, equity, and opportunity in the Vermont workforce will be enhanced by increased rates of individuals with disabilities finding meaningful employment in Vermont. The VT-P2P will move Vermont's job market away from an ableist culture, reduce the silos for those striving to support transition-age youth, and support well-prepared staff and service providers.
- ***Agencies.*** Policies, practices, procedures, resource allocation and system coordination, will be influenced by the data, outcomes, lessons learned, and perspectives from

multiple stakeholders. Because VT-P2P will support more representative data collection, partners will better understand the needs of all youth with disabilities.

- ***Families.*** Families will understand their role during and after the transition years and feel confident in their ability to support and extend the learning of their son or daughter. They will have a sense of optimism for the future of their child.
- ***Youth with disabilities.*** Students will leave their transition programs with many more choices as they move toward a meaningful, independent adult. They will report satisfaction with all of the newly enhanced supports and activities and will provide more ideas towards innovative ways to support the next cohorts of peers. Graduation rates will increase, drop out will be reduced, and students who have been typically educated in out-of-district placements will likely return because their home districts have the knowledge, skills, and supports, to serve them.
- ***Schools.*** Districts will have access to model demonstration sites, professional development, and technical assistance grow their implementation of best practices.
- ***Workforce development*** opportunities will support model demonstration sites, professional development, and technical assistance to connect schools to community.
- ***State Performance Plan and Annual Performance Report.*** Data will show an increasing trend toward 100% compliance, disparities will be reduced, and Vermont actions and activities will be positively recognized by OSEP.

#### **D. Quality of the Project Evaluation**

The evaluation will be led by Dr. Jesse C. Suter at the Center on Disability and Community Inclusion (CDCI) at the University of Vermont. Dr. Suter and CDCI have led multiple federally funded statewide program evaluations in Vermont in education, child welfare,

and mental health. Guided by the VT-P2P logic model we will determine to what extent the project achieved its goals and objectives by using a strong implementation evaluation framework, obtaining comprehensive baseline data to measure improvements over time, and using an inclusive approach to data collection and mixed methods to analyze findings.

Evaluation personnel will attend all project and federal grantee meetings, to ensure a thorough and collaborative evaluation plan that meets the goals and requirements of Vermont and RSA.

*The proposed methodologies represent a preliminary evaluation plan.* The purpose of Year 1 is to plan the overall approach for this 5-year project. In addition, we understand performance measures will be developed in collaboration with RSA during the first few months of this project. As such we are prepared to revise and refine the evaluation in Year 1.

**1. Evaluation methods are thorough, feasible, and appropriate.**

*(a) Formative & summative evaluation questions aligned with logic model.*

Implementation science literature distinguishes between implementation outcomes (formative) and client outcomes (summative; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005) to bridge the gap between scientific research and practice in the field. VT-P2P has a complex logic model representing a wide array of resources, activities, and deliverables that will be developed and rolled out across multiple LEAs and regions. As such, the evaluation questions must capture that complexity to produce knowledge about what worked, for whom, and under what circumstances. Proctor et al. (2011) emphasized the importance of evaluating the intentional actions taken to implement new systems and services (*implementation outcomes*), and that they are necessary preconditions for services to be effective (*service outcomes*) and clients to be better off (*client outcomes*). During the VT-P2P project if we find children, youth, or the providers who support them are not achieving success, we need to be able to determine if problems are due to

ineffective services (e.g., poor training curriculum) or implementation (e.g., training was not delivered as planned). Below we summarize evaluation questions aligned with the three types of outcomes from this framework.

### ***Implementation Outcomes Evaluation Questions***

VT-P2P proposes activities to support successful implementation across three goals (see Project Design and Logic Model). Goal 1 brings together local and statewide groups to form the VT-P2P Steering Committee and Leadership Team, identify needs and data systems, create the resource web portal, and enhance work-based learning and professional development. Goal 2 centers leadership and self-determination, through peer mentorship, trainings for children and youth on self-advocacy, trainings for school personnel, family engagement, and supported decision making. Goal 3 emphasizes implementation to support better transition plans, access to services, summaries of performance, and better data to measure successful transition. Specific implementation outcomes (Proctor, et al., 2011) guide our initial evaluation questions:

1. ***Acceptability:*** Did partners find VT-P2P strategies agreeable and satisfactory?
2. ***Adoption:*** What initial decisions and actions were taken to implement VT-P2P strategies?
3. ***Appropriateness:*** How compatible were VT-P2P strategies with existing systems?
4. ***Feasibility:*** What resources were needed to implement VT-P2P strategies?
5. ***Fidelity:*** Were VT-P2P strategies implemented as intended?
6. ***Penetration:*** How were VT-P2P strategies integrated within existing systems?
7. ***Sustainability:*** How likely are VT-P2P strategies to be extended beyond the project?

### ***Service Outcomes Evaluation Questions***

Service delivery outcomes reflect changes to everyday practice because of VT-P2P

implementation efforts at the state and local levels. Evaluation questions are aligned with the different service categories that will be introduced or enhanced through this project.

1. ***Trainings or training modules for educators, providers, youth, and families.*** To what extent do participants demonstrate improved knowledge, skills, and self-efficacy?
2. ***Transition plans:*** What ways did children, youth, and families participate in creating plans? To what extent did the plans include required elements?
3. ***Peer Supports:*** Were more children and youth able to access peer supports? How helpful did they find these supports?
4. ***Work-Based Learning:*** Were more children and youth able to access work-based learning opportunities? How helpful did they find these supports?
5. ***Web Portal:*** How successful was the project website at sharing resources, raising awareness, and increasing engagement with public entities and the business community?

### ***Child and Youth Outcomes***

Ultimately, VT-P2P partners want to create positive and meaningful improvements in the lives of children and youth with disabilities and their families. The evaluation will use a combination of school records, surveys, and interviews to answer the question: *What progress are children, youth, and families making on targeted short, intermediate, and long-term outcomes in...?* (1) Self-determination and independent living skills, (2) student engagement, (3) family engagement, (4) high school graduation, (5) postsecondary education, (6) competitive integrated employment.

#### ***(b) Measures of implementation, service, and child outcomes.***

To evaluate ***implementation outcomes*** of the VT-P2P project we will use a mixed-methods approach. Annual interviews (individual and group) with Steering Committee members and the



Leadership Team, will be conducted to explore implementation across state and local partners. In addition, bi-annual surveys will be administered to all members of the Steering Committee to provide information about completion of tasks and collaboration and partnership effort at baseline and over time. The surveys will include brief, reliable, and validated implementation outcome measures: *Acceptability of Intervention Measure*, *Intervention Appropriateness Measure*, and *Feasibility of Intervention Measure* (Weiner et al., 2017). Fidelity measures for specific interventions (e.g., trainings, work-based learning, transition plans), will be created to align with Vermont and national standards and best practices. Other measures of implementation outcomes have been recommended in the literature (Khadjesari, et al., 2020). These will be included based on the developing needs of the VT-P2P plan and what performance measures are selected in collaboration with RSA.

***We will use social network analysis to examine the influence of the different state and local partnerships on implementation outcomes.*** Social network analysis is a useful analytic tool when multiple partners are meant to collaborate over time to achieve broad community goals. Using a revised version of the *Network Data Collection Instrument* (Provan, Veazie, Staten, & Teufel-Shone, 2005), the evaluator will survey all Leadership Team members and other identified partners at the outset regarding the extent of collaborative mechanisms shared such as pooled resources, referrals sent, and referrals received. Each partner rates every other partner, resulting in a map and metrics that show dense and diffuse relationships. This can be useful in identifying partners who may not currently be central to the developing VT-P2P network but may have vital resources. This evaluation piece will be used in an applied manner, with feedback to the Steering Committee for the purposes of strengthening the collaboration.

***A combination of service records and brief surveys will be used to measure service***

**outcomes.** As the VT-P2P partnership designs trainings, peer supports, work-based learning enhancements, and other services, the evaluation team will help developers identify indicators of service outcome effectiveness. The first indicator of success is access and participation in available services. This will be measured by examining the number and characteristics of providers, children, youth, and families participating in the offered services. For trainings registration and attendance records will be reviewed to understand who is (and is not) being reached. Similarly, participating schools and providers will share records for student and family participation in transition plans, work-based learning, and peer supports. Brief feedback surveys to assess service outcomes will be designed with training and service designers. These surveys will be administered coupled with the fidelity assessments. VFN has committed resources to administer feedback surveys with adequate response rates.

***Outcomes for children, youth, and families will be measured through agency and school records, surveys, and interviews.*** Utilizing better data on child, youth, family outcomes is a key strategy identified in the VT-P2P project design and logic model and multiple partners have committed to collecting quantitative and qualitative data that will inform the overall project and be used in its evaluation. The Vermont AOE is required to measure progress on annual performance indicators for special education relevant for this project: ***High school graduation*** (indicator 1), ***drop out*** (indicator 2), ***parent involvement*** (indicator 8), ***transition plans with appropriate postsecondary goals*** (indicator 13), and students achieving positive ***postsecondary outcomes including employment, postsecondary education, and job training*** (indicator 14). The VT-P2P project design includes efforts to enhance this data collection with new quality metrics (Goal 1) and increase response rates (Goal 3). An innovative approach of the VT-P2P proposal is the commitment of VCIL, GMSA, and VFN to support ***qualitative data collection led by youth***

*with disabilities and families*. The evaluation will work with these leaders to analyze and share their findings through accessible means to inform the project and measure outcomes.

The VT-P2P proposal identified several specific outcomes that will be measured through reliable and valid survey measures. ***Self-determination*** is a critical outcome for this project and the evaluator will determine whether the *Arc's Self-Determination Scale - Adolescent Version* (Wehmeyer & Kelchner, 1995) or the newer *Self-Determination Inventory-Student Report* (Shogren, et al., 2018) is the best fit based on Year 1 planning. Similarly, ***student engagement*** is a key outcome for achieving academic success and is included in the VT-P2P logic model. The *Student Engagement Instrument* (SEI) is a reliable and validated self-report questionnaire (Appleton et al, 2008) that includes subscales matched to goals of this project including future aspirations as well as peer and family support for learning. While there are many measures of ***family engagement*** in the literature (e.g., Schueler, et al., 2017), an indicator of parent involvement is collected annually by AOE. Therefore, the evaluator will work with the VT-P2P Leadership (particularly VFN) to determine if an additional validated survey is needed.

***(c) Data analytic strategies will inform and refine logic model.***

Mixed methods (qualitative and quantitative analytic procedures) will be used to analyze the different sources of data for this project. For qualitative data, such as interviews, focus groups, and open-ended survey responses, all data will be transcribed, and text responses will be imported into NVivo for data management and analysis. Thematic analysis will be conducted creating hierarchical coding schemes linked to the evaluation questions. The quantitative data analyses of student records and surveys will also be designed to answer the evaluation questions above, starting with descriptive statistics and trends followed by appropriate parametric (e.g., correlation, regression) or non-parametric (e.g., chi-square, logistic regression) analyses based on

data and power to detect effects. While a randomized controlled trial is beyond the capacity of the current project, the evaluator will work with partners to compare service and youth outcomes between regions, schools, or districts at different stages of participation with VT-P2P.

The evaluator will provide regular and timely feedback to the Steering Committee and Leadership Team to show progress on project activities that can be used improve implementation. Findings will be summarized and shared at quarterly Leadership Team meetings to provide ongoing feedback on implementation, service, and child / youth / family outcomes. We will collaborate with Steering Committee to design useful dashboards that track progress on key outcomes for continuous quality improvement.

***(d) Evaluation timeline and staff assignments for completing the plan.*** The evaluation plan and staffing are designed to meet the timeline and iterative development of the full VT-P2P project. In Year 1, Dr. Suter will dedicate 30% effort (3.6 months) to have sufficient time to develop the evaluation plan through a series of steps. ***First, he will participate in all Steering Committee meetings and quarterly Leadership Team meetings.*** Team meetings will ensure the evaluation has the latest information about project design to refine the evaluation plan. ***Second, the evaluator will work individually with all state partners who are responsible for designing and leading VT-P2P services*** to facilitate the design of fidelity and service outcome measures tailored to the innovative services offered. ***Third, the evaluator will work with project partners who collect or hold data to ensure efficient and secure mechanisms for data sharing*** from DAIL (project oversight and deliverables); AOE and LEAs (student demographics, academics, transition plans, and postsecondary outcomes); VCIL and GMSA (resource mapping and community needs assessment, youth-led trainings), and VFN (training surveys). Fourth, the evaluation plan will be submitted to UVM's Institutional Review Board (IRB) for review. ***Fifth,***

*once secure data sharing systems and IRB approval is in place, the evaluator will gather baseline administrative data from AOE and LEAs before the end of the first quarter.* This baseline data will include the number of children and youth with disabilities who have (a) transition plans with all required elements (special education indicator 13), (b) participate in work-based learning, (c) secured competitive integrated employment (indicator 14) and (b) enrolled in postsecondary education (indicator 14). At this stage in the project no students will have been contacted or enrolled in VT-P2P activities. *Sixth, the evaluator will seek baseline data on the number of youth service professionals, broken down by participating partners, that are expected to participate in VT-P2P trainings.* All baseline data will be used to establish target numbers for outreach and enrollment for the Pilot starting in Year 2, as well as setting measurable and observable service and client outcome targets to refine the logic model.

In Year 2, evaluation activities will shift from design and setup to data collection, analysis, and reporting. To increase capacity for data collection within the evaluation budget, Dr. Suter will reduce his time to 10% in Years 2-5 (1.2 calendar months) and hire a graduate research assistant (100% effort, 4.5 calendar months). Year 2 is necessarily focused on the pilot with three participating supervisory unions. Refinement of data collection procedures to enhance efficiency and response rates is anticipated. Year 2 will include creating and updating the project dashboard using data from the pilot LEAs. To ensure regular dissemination of findings from the project, we plan to present the latest findings from this project at national conferences starting with pilot data in Year 2. Years 3 – 5 evaluation activities will focus on expanding data collection to include new schools and regions, and final analyses and reporting (focused on sustainability and identification of promising practices) in Year 5.

*(e) We will collect data regarding the project participants and regions to evaluate*

*effects.* To understand how VT-P2P strategies work, for whom and under what circumstances it is necessary to collect demographic and regional information. For students, demographic information about race, ethnicity, gender, disability, language, socioeconomic status is available in student records. Permission to obtain this information along with student records will be sought from participating students, families, and schools to reduce duplicative requests for data. Demographics for training participants will be collected at the time of training survey completion. Schools and regions also have important characteristics that will be gathered such as total enrollment, grades served, percent of students with disabilities, student to teacher ratios, rurality, and participation in any related initiatives that may influence effects. Similarly, regions experience different rates of employment, poverty, and other economic and postsecondary opportunities that need to be considered. The evaluator plans to gather this information from U.S. Census Bureau, Department of Labor, and other existing state and federal agencies. In addition, the Resource Mapping and Community Needs Assessment activities planned as part of the VT-P2P project design will provide regional profiles of services, needs, and barriers that will be examined for effects on implementation, service, and client outcomes.

*(f) We will identify and evaluate innovative strategies for systemic change.* As described in previous sections the VT-P2P includes several innovative strategies designed to enhance partnerships and systems (goal 1), promote leadership and self-determination (goal 2), and achieve postsecondary outcomes (goal 3). The sections of the evaluation plan described above were designed to measure these innovations, with an emphasis on deeply understanding implementation outcomes and service outcomes so client outcomes for children and youth with disabilities and their families can be understood. The mixed-methods approach and social network analysis is planned to provide comprehensive data on types and strengths of

partnerships – the RSA priority for this grant competition.

***(g) We will evaluate the relationship between project participants' engagement VT-P2P strategies and key outcomes.*** Measuring participant engagement is key for understanding outcomes. In the Logic Model, indicators of participation and engagement can be found in short and intermediate outcomes for goal 1 (e.g., 20% increase in local partners), goal 2 (e.g., 75% of youth attend at least one training), and goal 3 (e.g., increased response rate for AOE postsecondary surveys). Baseline measures of the number and demographics of children, youth, and providers in participating schools and regions will be compared to those who directly receive and participate in VT-P2P trainings, peer supports, and other services. This comparison will provide an important indicator of who is accessing services and project activities. In addition, student and family engagement are targeted intermediate client outcomes for this project and will be compared to long-term postsecondary outcomes.

***(h) Evaluation findings will be shared through accessible, formal, and informal mechanisms.*** An important responsibility of the evaluation is sharing findings to inform decision-making within the VTP2P project and across the broader transition field. An overarching goal for dissemination is accessibility. CDCI has expertise and models for sharing research that are free, use plain language, offer multiple options (e.g., newsletters, videos, podcasts, data briefs), and follow accessibility guidelines (e.g., captions). Importantly, the larger VT-P2P project has a dissemination plan that includes communication across the partners' networks and through the project website. Aligned with the goal of centering youth leadership, dissemination strategies and products will be designed with self and family advocates.

Throughout the project we anticipate several types of dissemination. First, as outlined above, the first evaluation audience is the VT-P2P Leadership Team and Steering Committee.

Regular reports on findings and the development of a dashboard will provide regular and timely updates. Second, we will make data available to other grantee projects, the RSA, and other national partners in formats as requested. Third, the evaluator is responsible for making data available bi-annually, for the annual performance report (October 1–March 31) and end of year performance report (October 1–September 30). And fourth, where findings can contribute to field's knowledge base about successful strategies for implementing, integrating, and sustaining transition models for children and youth with disabilities we will write journal articles, book chapters, conference presentations, and other research products.

## **2. Evaluation will provide performance feedback and periodic assessment of progress**

The evaluation will produce quarterly reports and dashboards documenting VT-P2P enrollment, service delivery, and outcomes as outlined above. The Project Director, Steering Committee, and Leadership Team will be presented with summaries and will receive necessary data for performance reports. The evaluator will work with federal partners to identify, collect, and report on national performance measures.

### ***(a) Evaluation data will be shared with independent evaluator identified by RSA.***

Dr. Suter and CDCI have track record working with federal agencies and independent contractors through previous grants and cooperative agreements. Dr. Suter will meet as needed with RSA and independent evaluators, participate in national cross-site evaluation endeavors or technical assistance efforts, as well as collaborate with other projects funded under this initiative. Procedures for sharing data will be part of UVM's IRB review to ensure consent and privacy. We understand performance measures will be developed in collaboration with RSA and independent evaluators during the first three months of the project.

### ***(b) The evaluation will help assess the evidence base for VT-P2P strategies.*** As outlined



in the funding opportunity notice, “*Promising evidence* means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding that includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.” Our evaluation plan includes statistical analyses of implementation, service, and client-level outcomes that meets that threshold. In addition, we will conduct quasi-experimental comparisons with administrative data between LEAs that are engaged with VT-P2P strategies and those that are not, using propensity score matching to match comparable groups.

*(c) VT-P2P will cooperate with any technical assistance provided by the Department or contractors and comply with requirements of any other evaluation of the program conducted by the Department, including the need to share project data.* As stated above, the evaluator and many of the full project proposal team have a successful track record working with federal funding agencies and independent contractors. We welcome the opportunity to receive technical assistance and share lessons learned on innovative strategies developed in Vermont.

## **E. Quality of Project Personnel**

### **1. Qualifications, including relevant training and experience, of key project personnel**

One of the strengths of the VT P2P Initiative is the large number and quality of the organizational leaders who have committed to participating as advisors, trainers, and managers of VT-P2P activities. This section describes key personnel, with a complete list of partners in Appendix C. Resumes for key staff, subgrantees, and consultants can be found in Appendix D. A personnel loading and timeline/responsibility chart by activity are in Appendix E.

This section also explains the employment policy for the VT SVRS, as well as similar policies for specified organizational partners and potential subgrantees and contractors. As an equal opportunity/affirmative action employer, DAIL and all partners implementing project

activities are committed to providing equity in employment and services, irrespective of gender, race, national origin, color, disability, or age. Subgrantees will be required to seek applicants from underrepresented groups and to provide any special accommodations.

### **Key Personnel**

**Principal Investigator/Project Director** – (25 % FTE) – Fred Jones, Director of the Division for the Blind and Visually Impaired (DBVI) will provide overarching project management and support the coordination and alignment of the VT-P2P within DAIL and across the partners in the MOU. Fred Jones is the Director of the State Division for the Blind and Visually Impaired and has been in this role for the past 21-years. He currently also serves as the Designated State Entity as a liaison between the State of Vermont and the SILC. Other professional experience includes 7-years as a Special Education Consultant at the Vermont Agency of Education, and 7-years as a high school special education teacher and a teacher of the visually impaired. He was also Chair of the Governor’s Committee for Employment of People with Disabilities for several years. He believes strongly that people with disabilities can achieve their goals and live the life they want. Fred has a master's degree in education from Vanderbilt University. Fred is blind and uses assistive technology in his job.

**Sarah Wendell Launderville – VCIL.** Sarah Wendell Launderville is the Executive Director of VCIL. She oversee training to service providers and support peer mentoring. She has worked in the disability rights movement since 1997 and has a psychiatric disability. She has a MS in Human Services, Organizational Management and Leadership.

**Karen Topper – GMSA.** Karen Topper is the Administrative Director for Green Mountain Self-Advocates. She has extensive experience in developing curricula for self-advocates, providers and families on: Independent Living, Abuse Prevention, Supportive

Decision-Making, and Sexuality Education. Topper has been an ally of the self-determination, disability rights, and self-advocacy movements since the early 90's.

**John Spinney – Agency of Education.** Growing up with brothers who have disabilities has inspired John's work. He has been at the Vermont Agency of Education for 13 years focused on two primary areas – Transition Planning for high school students with disabilities and the implications of Act 77 for students with disabilities.

**Dr. Jacqui Kelleher (25% FTE)** is the Executive Director of Vermont Family Network (VFN) whose mission is to empower and support all Vermont children, youth, and families, especially those with disabilities, and special health needs. Dr. Kelleher will coordinate activities related to Product Development, Local Mapping Activities, and project administrative activities specific to logistics, communication, outreach, and marketing. VFN is the Vermont's federally designated Parent Training Information Center. Prior to VFN, Dr. Kelleher, an individual with disabilities, worked as the State Director of Special Education for the Vermont Agency of Education.

**Project Director (100% FTE).** The Project Director will be a resourceful, detail oriented, and collaborative DBVI staff and VT-P2P team member whose primary role is to organize and develop grants and project activity proposals and guide them through the implementation process and ensure outcomes are being met. The Project Director will interact with Partners, Committees, Key Personnel, and those engaged in logistics/communication activities on a weekly basis to achieve benchmarks, metrics, and resource allocation strategies. This individual is responsible for managing all aspects of the grant project development process including the MOU, planning, budgeting, writing, and submitting and tracking subgrants and/or contracts. They will also have direct supervisory responsibility for DBVI Site Coordinators.

**Pathways to Partnership Administrative Assistant (100%)** Administrative assistant support; coordinate meetings/agenda/minutes; coordinate trainings and training platforms; coordinate schedules; create training eval forms and analyze training impact data; collect and compile data from the multiple partners; arrange for interpreters/cultural brokers; registers participants in training and sends certificates of attendance or completion; support the Project Director provides updates on progress toward MOU completion; supports the VT-P2P Leadership Team and the P2P Steering Committee; research prices and purchases equipment; receiving and verifying invoices; maintain resource lists from start to end of project; edits closed captions for any recorded trainings.

**Pathways to Partnership Site Coordinators (3 @ 100% FTE)** TBD. DBVI will hire site-based coordinators working with the LEAs on implementation and scale up across the five regions of the state – North Country, Northeast Kingdom, Central, Southwest, and Southeast regions. They will provide ongoing technical assistance to LEAs and service providers for their region, as well as assistance in data collection. They will be responsible for ensuring the schedule, budget and details of a given task are well organized. They communicate with other coordinators and the Project Manager to keep everyone on board about any changes to the project plan or to the planned activities. They also organize information for reporting, plan meetings with relevant site contacts, and provide updates to the Project Manager.

**Employer Account Representative (100% FTE).** During Year 1, DBVI will hire an Employer Account Representative responsible for developing relationships with employers, labor groups, and community partners. This staff member will maintain a Salesforce Customer Relations Management system to track outreach activities and identify businesses willing to engage in a variety of Progressive Employment activities including job shadows, company tours,

time-limited work experiences and other preparatory activities.

**Project Evaluator UVM/CDCI**, (30% FTE in Year 1 and 10% in Years 2-5). DBVI will provide a subgrant of 5% of the total VT-P2P budget to CDCI to address the evaluation needs of the VT-P2P. Dr. Jesse Suter, Executive Director of CDCI, will design and lead the formative and summative evaluation plan described within this proposal. He has extensive experience leading evaluation plans and will hire a UVM graduate assistant for support in data collection in Years 2-5. Dr. Suter has led and collaborated on federal and state-funded projects in mental health, special education, and child welfare. He was Principal Investigator on an Institute of Education Sciences grant on Efficacy of RENEW for High School Students with Emotional and Behavioral Challenges. He currently serves as co-investigator on an IES grant to develop school-based wraparound. He has published over 30 articles and book chapters.

**2. Time commitments of key personnel are appropriate and adequate to meet objectives.**

Key personnel have committed significant FTE to meet their VT-P2P responsibilities. Details on time commitments for key personnel are shared above and in letters of commitment.

**F. Adequacy of Resources**

**1. Relevance and commitment of each partner to project implementation and success**

The VT-P2P partners hold the expertise and have made clear commitments necessary to accomplish the goals and objectives of this project. As the lead agency, DBVI has extensive experience in project coordination, as well as deep knowledge of vocational rehabilitation and community resources. The DD Council, GMSA, ReSOURCE, VCIL and VFN have deep roots in self and family advocacy and expertise in community engagement, producing accessible resources, and training. They are also committed to and actively involved in centering the voices of underserved groups, including BIPOC Vermonters, New Americans, and those who

identify as LGBTQIA+. UVM's CDCI has an excellent track record in and the necessary data collection and management resources, financial infrastructure, and IRB for conducting research and program evaluation. See Appendix A, Letters of Intent & Support, for more information.

A successful partnership requires not only the right members, but also organizational structure. Our project is structured around collaborative leadership and teaming to ensure implementation and sustainability of our goals. We have organized partners into two overlapping groups: First, a broad *VT-P2P Leadership Team that includes all partners and meets quarterly to provide advisement on the project*. During Year 1, the Leadership Team will identify self-advocates and employers to serve on this team for the entirety of the project. VT-P2P partners are committed to having 50% of the Leadership Team be composed of self-advocates and/or family members. Second, a core *VT-P2P Steering Committee will meet monthly to direct implementation of project activities, review evaluation findings, and make day to day decisions*. The Steering Committee will include the required entities (DBVI, AOE, VCIL, LEAs), advocacy groups (GMSA, VFN, VTDDC), the evaluator (CDCI), and other partners responsible for direct implementation and oversight of VT-P2P activities.

## **2. Costs are reasonable in relation to number served and anticipated results and benefits**

DBVI is requesting \$10,000,000.00 in funding for the 5-year period. This provides sufficient funds for subcontracts, travel, VT-P2P trainers and coaches, and other direct costs. The evaluation is accomplished below 5% of the total award. We received pricing feedback from providers of similar services to arrive at an amount that reflects the reality of the contracts. At least 75% of the budget will support project activities.

The personnel loading chart lists the VT-P2P personnel responsible, and the amount of time required for implementing each project objective. The budget narrative provides an explanation of personnel and other direct costs such as travel and supplies. The project has

budgeted for travel to the bi-annual Project Directors and annual National P2P meetings in Washington DC. Extensive thought has been given to how to minimize or share costs among the collaborating partners. The budget narrative clearly outlines projected expenditures and discusses how the expenditure relates to specific activities. Wherever possible, we are committed to working with partners who are offering services and activities at reasonable price points, employ individuals with disabilities, and are Vermont-based.

### **3. Potential for incorporation of project into ongoing program at end of Federal funding**

VT P2P has been developed with sustainability in mind and will focus on investing in infrastructure and proven strategies that have worked within Vermont. The evaluation will determine which strategies and projects are working and should be supported once VT-P2P funding has ended. Given the commitment to transition by DBVI and HireAbility/DVR, engagement in and sustainability of multiple federal and state-level policy initiatives, and substantial public and private sector financial commitment, Vermont is well positioned to sustain these strategies. Vermont's strong cross-sector infrastructure and partnerships in place through the DBVI and partners of this initiative will contribute to programmatic sustainability. Through the VT P2P leadership structure, these groups will use their collective networks and contacts to address both the contingency and sustainability plan.

### **4. Adequacy of support from the applicant organization**

**VT SVRS/Division for the Blind and Visually Impaired (DBVI):** The DBVI's dedication to the success of this project is demonstrated, in part, by the commitment of personnel and resources to the success of the project. The VT-P2P PI/Project Director, along with his 5 staff members, will oversee implementation of VT-P2P activities. DBVI is comprised of four regions, extensive partnership with community agencies, and assistive technology. Members of

the DBVI State Rehabilitation Council are program representatives, advocates, and consumers who represent both individuals with disabilities and older Vermonters. The executive committee and full council meet monthly, and they will be advisors to the PI/Project Director. DBVI's VT-P2P PI/Project Director oversees and administers multiple statewide subgrants and contracts in addition to its own \$1 million dollar budget. DBVI has access to all state agencies and relevant community partners because of leading or representing several state workgroups, task forces, and committees. The DBVI has committed the necessary equipment, teleconferencing and videoconferencing capabilities, supplies, and resources, including fiscal, accounting, contract, human resources, and technology support to those administering the project. The State of VT maintains a cloud-based computer network and e-mail system. VT-P2P's dedicated website will be utilized and updated frequently by the Project Manager. The VT-P2P website materials will be formatted to be accessible and follow best practices of the Website Accessibility under Title II of the Americans with Disabilities Act. Additionally, in accordance with Section 427 of the General Education Provisions Act (GEPA) of 1994 any educator, paraeducator, school administrator, related service provider, student with disabilities, and parent enrolled in any proposed VT-P2P program will be provided accessible materials in alternate formats including large print, audio, or Braille. Video and audio recordings developed by the project work will be closed-captioned. Due to VT's mountainous and rural nature, remote meeting capability has been a critical component of the DBVI's work prior to this grant application. As a result of the pandemic, we now rely on virtual meeting spaces for our day-to-day work. As described above, our plan is to continue to use virtual platforms in addition to providing in-person opportunities for training, coaching, meetings, collaboration, and networking.



VERMONT DEPARTMENT OF PERSONNEL  
**Request for Classification Action**  
**New or Vacant Positions**  
**Existing Job Class/Titles ONLY**  
**Position Description Form C**

- **This form is to be used by management to request the allocation of a new position, or reallocation of a vacant position, to an EXISTING class title.**
- Employee requests must be submitted on the separate "Position Description Form A."
- Requests for full classification, to determine the appropriate pay grade for any job class must be submitted on "Position Description Form A."
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded  areas of the form.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

**Request for Classification Action**  
**New or Vacant Positions**  
**EXISTING Job Class/Title ONLY**  
**Position Description Form C/Notice of Action**  
**For Department of Personnel Use Only**

Notice of Action # _____	Date Received (Stamp)
Action Taken: _____	
New Job Title _____	
Current Class Code _____	New Class Code _____
Current Pay Grade _____	New Pay Grade _____
Current Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____	
New Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____	
Classification Analyst _____	Date _____
Effective Date: _____	
Comments: _____	
Date Processed: _____	
Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____	
Working Conditions: _____ Total: _____	

**Position Information:**Incumbent: **Vacant or New Position**Position Number: TBD Current Job/Class Title: N/AAgency/Department/Unit: AHS/DAIL/DBVI GUC: Pay Group:  Work Station:  Zip Code: Position Type:  Permanent  Limited Service (end date) 9/30/28Funding Source:  Core  Sponsored  Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.) 100% FederalSupervisor's Name, Title and Phone Number: Interim: Fred Jones, Director, DBVI, 802-241-0326, to be replaced by P2P Program Director when hired**Check the type of request (new or vacant position) and complete the appropriate section.** **New Position(s):**a. **REQUIRED:** Allocation requested: Existing Class Code 089260 Existing Job/Class Title: Administrative Services Manager I

b. Position authorized by:

- Joint Fiscal Office – JFO #  Approval Date:
- Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)
- Other (explain) -- Provide statutory citation if appropriate.

**Vacant Position:**

- a. Position Number:
- b. Date position became vacant:
- c. Current Job/Class Code:  Current Job/Class Title:
- d. **REQUIRED:** Requested (existing) Job/Class Code:  Requested (existing) Job/Class Title:
- e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes  No  If Yes, please provide detailed information:

**For All Requests:**

1. List the anticipated job duties and expectations; include all major job duties:

2. Provide a brief justification/explanation of this request: DBVI has been awarded the Vermont Pathways to Partnership grant from the US Department of Education, Rehabilitation Services Administration, Disability Innovation Fund. The 10million grant will be served over a 5 year timeframe. The required partners include DBVI, HireAbility, Vermont Center for Independent Living, Vermont Agency of Educaiton, and Local Educational Agencies. There are numerous other partners that will be involved as well. This position will be responsible for the administrative services.

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well). N/A

**Personnel Administrator's Section:**

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes  No

5. The name and title of the person who completed this form: Taya Tarr, Blind Sevices Assistant Director.

6. Who should be contacted if there are questions about this position (provide name and phone number): Taya Tarr, 802-904-3702

7. How many other positions are allocated to the requested class title in the department: 0

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor's management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

**Attachments:**

- Organizational charts are **required** and must indicate where the position reports.
- Class specification (optional).
- For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.
- Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

Taya Tarr  
Personnel Administrator's Signature (**required**)\*

10/31/2023  
Date

Fred Jones  
Supervisor's Signature (**required**)\*

10/31/23  
Date

DocuSigned by:  
*Monica White*  
6AB107CA6E4041A...

12/7/2023

---

Appointing Authority or Authorized Representative Signature **(required)\***

---

Date

\* Note: Attach additional information or comments if appropriate.

VERMONT DEPARTMENT OF PERSONNEL  
**Request for Classification Action**  
**New or Vacant Positions**  
**Existing Job Class/Titles ONLY**  
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- Where additional space is needed to respond to a question, you will need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- All sections of this form are required to be completed unless otherwise stated.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office.

**Request for Classification Action  
New or Vacant Positions  
EXISTING Job Class/Title ONLY  
Position Description Form C/Notice of Action  
For Department of Personnel Use Only**

Notice of Action # _____		Date Received (Stamp)
Action Taken: _____		
New Job Title _____		
Current Class Code _____	New Class Code _____	
Current Pay Grade _____	New Pay Grade _____	
Current Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____		
New Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____		
Classification Analyst _____ Date _____		Effective Date: _____
Comments:		Date Processed: _____
Willis Rating/Components:	Knowledge & Skills: _____	Mental Demands: _____
	Working Conditions: _____	Accountability: _____
	Total: _____	

**Position Information:**

Incumbent: **Vacant or New Position**

Position Number:  Current Job/Class Title:

Agency/Department/Unit:  GUC:

Pay Group:  Work Station:  Zip Code:

Position Type:  Permanent  Limited Service (end date)

Funding Source:  Core  Sponsored  Partnership. For Partnership positions provide the funding breakdown (% General Fund, % Federal, etc.)

Supervisor's Name, Title and Phone Number:

**Check the type of request (new or vacant position) and complete the appropriate section.**

**New Position(s):**

a. **REQUIRED:** Allocation requested: Existing Class Code  Existing Job/Class Title:

b. Position authorized by:

- Joint Fiscal Office – JFO #  Approval Date:
- Legislature – Provide statutory citation (e.g. Act XX, Section XXX(x), XXXX session)
- Other (explain) -- Provide statutory citation if appropriate.

**Vacant Position:**

- a. Position Number:
- b. Date position became vacant:
- c. Current Job/Class Code:  Current Job/Class Title:
- d. REQUIRED: Requested (existing) Job/Class Code:  Requested (existing) Job/Class Title:
- e. Are there any other changes to this position; for example: change of supervisor, GUC, work station? Yes  No  If Yes, please provide detailed information:

**For All Requests:**

1. List the anticipated job duties and expectations; include all major job duties:

2. Provide a brief justification/explanation of this request:

3. If the position will be supervisory, please list the names and titles of all classified employees reporting to this position (this information should be identified on the organizational chart as well).

**Personnel Administrator's Section:**

4. If the requested class title is part of a job series or career ladder, will the position be recruited at different levels? Yes  No
5. The name and title of the person who completed this form:



6. Who should be contacted if there are questions about this position (provide name and phone number):

Taya Tarr, 802-904-3702

7. How many other positions are allocated to the requested class title in the department: 0

8. Will this change (new position added/change to vacant position) affect other positions within the organization? (For example, will this have an impact on the supervisor’s management level designation; will duties be shifted within the unit requiring review of other positions; or are there other issues relevant to the classification process.) No

**Attachments:**

- Organizational charts are **required** and must indicate where the position reports.
- Class specification (optional).
- For new positions, include copies of the language authorizing the position, or any other information that would help us better understand the program, the need for the position, etc.
- Other supporting documentation such as memos regarding department reorganization, or further explanation regarding the need to reallocate a vacancy (if appropriate).

*Taya Tarr*

10/31/2023

Personnel Administrator’s Signature (**required**)\*

Date

*Fred Jones*

10/31/23

Supervisor’s Signature (**required**)\*

Date

DocuSigned by:

*Monica White*

6AB107CA6E4041A...

12/7/2023

Appointing Authority or Authorized Representative Signature (**required**)\*

Date

\* Note: Attach additional information or comments if appropriate.

**VERMONT DEPARTMENT OF PERSONNEL**  
**Request for Classification Review**  
**Position Description Form A**

- **This form is to be used by managers and supervisors to request classification of a position (filled or vacant) when the duties have changed, and by managers and supervisors to request the creation of a new job class/title (for a filled, vacant, or new position), and by employees to request classification of their position.**
- This form was designed in Microsoft Word to download and complete on your computer. This is a form-protected document, so information can only be entered in the shaded  areas of the form.
- If you prefer to fill out a hard copy of the form, contact your Personnel Officer.
- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you might need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office. All sections of this form are required to be completed unless otherwise stated.

**INSTRUCTIONS:** Tell us about the job. The information you provide will be used to evaluate the position. It will not be used in any way to evaluate an employee's performance or qualifications.

Answer the questions carefully. The information you give will help ensure that the position is fairly evaluated. Here are some suggestions to consider in completing this questionnaire:

- Tell the **facts** about what an employee in this position is actually expected to do.
- Give **specific examples** to make it clear.
- Write in a way so a person unfamiliar with the job will be able to understand it.
- Describe the job **as it is now**; not the way it was or will become.
- Before answering each question, read it carefully.

**To Submit this Request for Classification Review:** If this is a filled position, the employee must sign the original\* and forward to the supervisor for the supervisor's review and signature. The Personnel Officer and the Appointing Authority must also review and sign this request before it is considered complete. The effective date of review is the beginning of the first pay period following the date the complete Request for Classification Review is date stamped by the Classification Division of the Department of Personnel.

\*An employee may choose to sign the form, make a copy, submit original to supervisor as noted above, while concurrently sending the copy to the Classification Division, 144 State Street, Montpelier, with a cover note indicating that the employee has submitted the original to the supervisor and is submitting the copy as a **Concurrent** filing.

**If this is a request (initiated by employees, VSEA, or management) for review of all positions in a class/title please contact the appropriate Classification Analyst or the Classification Manager to discuss the request prior to submitting.**

## Request for Classification Review Position Description Form A

### For Department of Personnel Use Only

Notice of Action # _____ Action Taken: _____ New Job Title _____ Current Class Code _____      New Class Code _____ Current Pay Grade _____      New Pay Grade _____ Current Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____ New Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____ Classification Analyst _____ Date _____      Effective Date: _____ Comments: _____ _____ Willis Rating/Components:    Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____ Working Conditions: _____ Total: _____	Date Received (Stamp)           Date Processed: _____
--	--

#### Incumbent Information:

Employee Name:  Employee Number:

Position Number:  Current Job/Class Title:

Agency/Department/Unit:  Work Station:  Zip Code:

Supervisor's Name, Title, and Phone Number:

How should the notification to the employee be sent:  employee's work location  or  other address, please provide mailing address:

#### New Position/Vacant Position Information:

New Position Authorization:  Request Job/Class Title:

Position Type:  Permanent or  Limited / Funding Source:  Core,  Partnership, or  Sponsored

Vacant Position Number:  Current Job/Class Title:

Agency/Department/Unit:  Work Station:  Zip Code:

Supervisor's Name, Title and Phone Number:

#### Type of Request:

**Management:** A management request to review the classification of an existing position, class, or create a new job class.

**Employee:** An employee's request to review the classification of his/her current position.

## 1. Job Duties

This is the **most critical** part of the form. Describe the activities and duties required in your job, **noting changes (new duties, duties no longer required, etc.) since the last review**. Place them in order of importance, beginning with the single most important activity or responsibility required in your job. The importance of the duties and expected end results should be clear, including the tolerance that may be permitted for error. Describe each job duty or activity as follows:

- **What** it is: The nature of the activity.
- **How** you do it: The steps you go through to perform the activity. Be specific so the reader can understand the steps.
- **Why** it is done: What you are attempting to accomplish and the end result of the activity.

For example a Tax Examiner might respond as follows: **(What)** *Audits tax returns and/or taxpayer records.* **(How)** *By developing investigation strategy; reviewing materials submitted; when appropriate interviewing people, other than the taxpayer, who have information about the taxpayer's business or residency.* **(Why)** *To determine actual tax liabilities.*

This position will have the overall responsibility for the Vermont Pathways to Partnership (VT-P2P) grant from the US Department of Education, Rehabilitation Services Administration, Disability Innovation Fund. The VT-P2P award is a \$10 million grant over a five-year period, with national evaluation from Mathematica and state evaluation from the University of Vermont Center on Disability and Community Inclusion (CDCI). This statewide demonstration project will serve students from all supervisory unions over the five years; over 500 students will be identified/enrolled by Year 2. Goal 1. Establish Partnerships and High Performing Systems of Support. VT P2P will form interagency partnerships across an array of stakeholders to establish a comprehensive set of systems and strategies to achieve postsecondary success for youth with disabilities. Goal 2. Center Leadership, Advocacy, and Engagement of People with Disabilities and Their Families. Students will be prepared as self-advocates and serve as primary contributors and decision-makers regarding their transition plans and services. Goal 3. Improve Career and Post-secondary Outcomes for Youth with Disabilities. VT-P2P demonstration grant will improve employment, community participation and post-secondary education outcomes for youth with disabilities.

The Primary responsibilities of this position are as follows:

- \*Organize and develop grants and project activity proposals and guide them through the implementation process and ensure outcomes are being met.
- \*Overall responsibility for the communication and collaboration with partners to ensure the planning and implementation of a complex and innovation project. This includes the goal of serving 80% of schools in Vermont.
- \*Oversight and monitoring of the \$10million over the 5year period. Collectively working with the Administrative Services Manager to ensure all partners are submitting documents and planning their budgets.
- \*Approval of the development and submission of all required federal reporting to the Department of Education. The Project Director must communicate effectively with the Administrative Services Manager to ensure that reporting to the federal staff is accurate and the progress of the project to ensure continued support.

## 2. Key Contacts

This question deals with the personal contacts and interactions that occur in this job. Provide brief typical examples indicating your primary contacts (**not** an exhaustive or all-inclusive list of contacts) other than those persons to whom you report or who report to you. If you work as part of a team, or if your primary contacts are with other agencies or groups outside State government describe those interactions, and what your role is. For example: you may *collaborate, monitor, guide, or facilitate change*.

Typical Examples:

\*The Project Director will be closely with the 5 DBVI staff members that have been developed at part of the VT-P2P grant.

\*The P2P Project Director will have to work with the required partners including Agency of Education, Vermont Council of Independent Living, Dept. of Vocational Rehabilitation, and the Local Education Agencies.

\*Other partners that include Center on Disability and Community Inclusion, Vermont Developmental Disabilities Council, Green Mountain Self Advocates, Griffin-Hammis Associates, ReSOURCE (YouthBuild and Learn Earn and Prosper (LEAP)), University of Vermont Medical Center DHHDB Educational Services Program, Vermont Association for the blind and Visually Impaired, and Vermont Family Network.

\*Develop relationships and key contacts for ongoing specialized projects like regional events, community education, and outreach.

\*The federal staff of the Department of Education.

**3. Are there licensing, registration, or certification requirements; or special or unusual skills necessary to perform this job?**

Include any special licenses, registrations, certifications, skills; (such as counseling, engineering, computer programming, graphic design, strategic planning, keyboarding) including skills with specific equipment, tools, technology, etc. (such as mainframe computers, power tools, trucks, road equipment, specific software packages). Be specific, if you must be able to drive a commercial vehicle, or must know Visual Basic, indicate so.

The Project Director must have an extensive background in special education, disability, employment, and transition services. This would include a comprehensive knowledge of special education services and regulations. It would also include considerable experience working with students and schools around the transition from school to work/post-secondary education.

Education:

Master's degree in rehabilitation counseling, mental health, substance abuse or guidance counseling, psychology, social work or special education.

OR

Bachelor's Degree or higher in rehabilitation counseling, mental health, substance abuse, guidance counseling, psychology, social work or special education AND two (5) years of experience in a human services field.

OR

Associate degree or higher in human services, psychology, social work or a related field, and six (6) years' experience in a human services field

**4. Do you supervise?**

In this question “supervise” means if you direct the work of others where you are held **directly** responsible for assigning work; performance ratings; training; reward and discipline or effectively recommend such action; and other personnel matters. List the names, titles, and position numbers of the classified employees reporting to you:

Yes,

Administrative Services Manager 1 (positions are to be determined)

Three P2P Transition Coordinators (positions are to be determined)

Employer Account Representative (positions are to be determined)

## 5. In what way does your supervisor provide you with work assignments and review your work?

This question deals with how you are supervised. Explain how you receive work assignments, how priorities are determined, and how your work is reviewed. There are a wide variety of ways a job can be supervised, so there may not be just one answer to this question. For example, some aspects of your work may be reviewed on a regular basis and in others you may operate within general guidelines with much independence in determining how you accomplish tasks.

This position is supervised by the Division Director. This position will have a broad set of overall responsibilities and be expected to be self-directed around how the VT-P2P project is implemented. As the Project Director he/she will be given considerable authority around project implementation, however they will be expected to exercise good judgement around when to seek direction from senior DAIL/DBVI Management.

## 6. Mental Effort

This section addresses the mental demands associated with this job. Describe the most mentally challenging part of your job or the most difficult typical problems you are expected to solve. Be sure to give a specific response and describe the situation(s) by example.

- For example, a purchasing clerk might respond: *In pricing purchase orders, I frequently must find the cost of materials not listed in the pricing guides. This involves locating vendors or other sources of pricing information for a great variety of materials.*
- Or, a systems developer might say: *Understanding the ways in which a database or program will be used, and what the users must accomplish and then developing a system to meet their needs, often with limited time and resources.*

This position will be responsible for organizing the functions of the VT-P2P grant and involving multiple partners. He/she will have to be able direct and coordinate the efforts of all VT-P2P grant and partners statewide to make sure the VT-P2P project achieves required benchmarks. This requires strong management and communication skills as well as the ability to set clear goals for staff and contractors and meet deadlines.

This position will have to have high-level problem-solving skills to address issues that will inevitably come up with such a large and complex project. For example, the types of problems that might emerge could include lower than expected enrollment, conflicts between partners, concerns from participating schools about random assignment and a myriad of other possible issues. The VT-P2P Director will have to have the judgement and skill to develop and implement solutions.

## 7. Accountability

This section evaluates the job's expected results. In weighing the importance of results, consideration should be given to responsibility for the safety and well-being of people, protection of confidential information and protection of resources.

What is needed here is information not already presented about the job's scope of responsibility. What is the job's most significant influence upon the organization, or in what way does the job contribute to the organization's mission?

Provide annualized dollar figures if it makes sense to do so, explaining what the amount(s) represent.

For example:

- A social worker might respond: *To promote permanence for children through coordination and delivery of services;*
- A financial officer might state: *Overseeing preparation and ongoing management of division budget: \$2M Operating/Personal Services, \$1.5M Federal Grants.*

The Project Director has ultimate accountability for the successful implementation of the VT-P2P Grant. Oversees the 10million dollar award for the next 5 years.

## 8. Working Conditions

The intent of this question is to describe any adverse conditions that are routine and expected in your job. It is not to identify special situations such as overcrowded conditions or understaffing.

- a) What significant mental stress are you exposed to? All jobs contain some amount of stress. If your job stands out as having a significant degree of mental or emotional pressure or tension associated with it, this should be described.

Type	How Much of the Time?
Typical level of stress a project manager would expect implementing a large scale project.	20%

- b) What hazards, special conditions or discomfort are you exposed to? (Clarification of terms: **hazards** include such things as potential accidents, illness, chronic health conditions or other harm. Typical examples might involve exposure to dangerous persons, including potentially violent customers and clients, fumes, toxic waste, contaminated materials, vehicle accident, disease, cuts, falls, etc.; and **discomfort** includes exposure to such things as cold, dirt, dust, rain or snow, heat, etc.)

Type	How Much of the Time?
N/A	

- c) What weights do you lift; how much do they weigh and how much time per day/week do you spend lifting?

Type	How Heavy?	How Much of the Time?

N/A		

d) What working positions (sitting, standing, bending, reaching) or types of effort (hiking, walking, driving) are required?

Type	How Much of the Time?
Driving	2days per week.

**Additional Information:**

Carefully review your job description responses so far. If there is anything that you feel is important in understanding your job that you haven't clearly described, use this space for that purpose. Perhaps your job has some unique aspects or characteristics that weren't brought out by your answers to the previous questions. In this space, add any additional comments that you feel will add to a clear understanding of the requirements of your job.

Employee's Signature (**required**): \_\_\_\_\_ Date: \_\_\_\_\_



**Supervisor's Section:**

Carefully review this completed job description, but **do not** alter or eliminate any portion of the original response. Please answer the questions listed below.

1. What do you consider the most important duties of this job and why?

2. What do you consider the most important knowledge, skills, and abilities of an employee in this job (not necessarily the qualifications of the present employee) and why?

3. Comment on the accuracy and completeness of the responses by the employee. List below any missing items and/or differences where appropriate.

4. Suggested Title and/or Pay Grade:

Pathways to Partnership Project Director, PG 26

Supervisor's Signature (**required**): Fred Jones Date: 10/31/23

**Personnel Administrator's Section:**

*Please complete any missing information on the front page of this form before submitting it for review.*

Are there other changes to this position, for example: Change of supervisor, GUC, work station?

Yes  No If yes, please provide detailed information.

Attachments:

Organizational charts are **required** and must indicate where the position reports.

Draft job specification is **required** for proposed new job classes.

Will this change affect other positions within the organization? If so, describe how, (for example, have duties been shifted within the unit requiring review of other positions; or are there other issues relevant to the classification review process).

Suggested Title and/or Pay Grade:

Pathways to Partnership Project Director, PG 26

Personnel Administrator's Signature (required): Taya Tarr Date: 10/31/2023

**Appointing Authority's Section:**

Please review this completed job description but **do not alter** or eliminate any of the entries. Add any clarifying information and/or additional comments (if necessary) in the space below.

[Empty rectangular box for additional comments]

Suggested Title and/or Pay Grade:

Pathways to Partnership Project Director, PG 26

DocuSigned by:

*Monica White*

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12/7/2023

Appointing Authority or Authorized Representative Signature (required)

Date

**VERMONT DEPARTMENT OF PERSONNEL**  
**Request for Classification Review**  
**Position Description Form A**

- **This form is to be used by managers and supervisors to request classification of a position (filled or vacant) when the duties have changed, and by managers and supervisors to request the creation of a new job class/title (for a filled, vacant, or new position), and by employees to request classification of their position.**
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- To move from field to field use your mouse, the arrow keys or press Tab. Each form field has a limited number of characters. Use your mouse or the spacebar to mark and unmark a checkbox.
- Where additional space is needed to respond to a question, you might need to attach a separate page, and number the responses to correspond with the numbers of the questions on the form. Please contact your Personnel Officer if you have difficulty completing the form.
- The form must be complete, including required attachments and signatures or it will be returned to the department's personnel office. All sections of this form are required to be completed unless otherwise stated.

**INSTRUCTIONS:** Tell us about the job. The information you provide will be used to evaluate the position. It will not be used in any way to evaluate an employee's performance or qualifications.

Answer the questions carefully. The information you give will help ensure that the position is fairly evaluated. Here are some suggestions to consider in completing this questionnaire:

- Tell the **facts** about what an employee in this position is actually expected to do.
- Give **specific examples** to make it clear.
- Write in a way so a person unfamiliar with the job will be able to understand it.
- Describe the job **as it is now**; not the way it was or will become.
- Before answering each question, read it carefully.

**To Submit this Request for Classification Review:** If this is a filled position, the employee must sign the original\* and forward to the supervisor for the supervisor's review and signature. The Personnel Officer and the Appointing Authority must also review and sign this request before it is considered complete. The effective date of review is the beginning of the first pay period following the date the complete Request for Classification Review is date stamped by the Classification Division of the Department of Personnel.

\*An employee may choose to sign the form, make a copy, submit original to supervisor as noted above, while concurrently sending the copy to the Classification Division, 144 State Street, Montpelier, with a cover note indicating that the employee has submitted the original to the supervisor and is submitting the copy as a **Concurrent** filing.

**If this is a request (initiated by employees, VSEA, or management) for review of all positions in a class/title please contact the appropriate Classification Analyst or the Classification Manager to discuss the request prior to submitting.**

## Request for Classification Review Position Description Form A

### For Department of Personnel Use Only

Notice of Action # _____		Date Received (Stamp)
Action Taken: _____		
New Job Title _____		
Current Class Code _____	New Class Code _____	
Current Pay Grade _____	New Pay Grade _____	
Current Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____		
New Mgt Level ____ B/U ____ OT Cat. ____ EEO Cat. ____ FLSA ____		
Classification Analyst _____ Date _____		Effective Date: _____
Comments: _____		Date Processed: _____
Willis Rating/Components: Knowledge & Skills: _____ Mental Demands: _____ Accountability: _____ Working Conditions: _____ Total: _____		

**Incumbent Information:**

Employee Name:  Employee Number:

Position Number:  Current Job/Class Title:

Agency/Department/Unit:  Work Station:  Zip Code:

Supervisor's Name, Title, and Phone Number:

How should the notification to the employee be sent:  employee's work location  or  other address, please provide mailing address:

**New Position/Vacant Position Information:**

New Position Authorization:  Request Job/Class Title:

Position Type:  Permanent or  Limited / Funding Source:  Core,  Partnership, or  Sponsored

Vacant Position Number:  Current Job/Class Title:

Agency/Department/Unit:  Work Station:  Zip Code:

Supervisor's Name, Title and Phone Number:

**Type of Request:**

**Management:** A management request to review the classification of an existing position, class, or create a new job class.

**Employee:** An employee's request to review the classification of his/her current position.

## 1. Job Duties

This is the **most critical** part of the form. Describe the activities and duties required in your job, **noting changes (new duties, duties no longer required, etc.) since the last review**. Place them in order of importance, beginning with the single most important activity or responsibility required in your job. The importance of the duties and expected end results should be clear, including the tolerance that may be permitted for error. Describe each job duty or activity as follows:

- **What** it is: The nature of the activity.
- **How** you do it: The steps you go through to perform the activity. Be specific so the reader can understand the steps.
- **Why** it is done: What you are attempting to accomplish and the end result of the activity.

For example a Tax Examiner might respond as follows: **(What)** *Audits tax returns and/or taxpayer records.* **(How)** *By developing investigation strategy; reviewing materials submitted; when appropriate interviewing people, other than the taxpayer, who have information about the taxpayer's business or residency.* **(Why)** *To determine actual tax liabilities.*

The Vermont Pathways to Partnership (VT-P2P) Transition Coordinator will be involved in the VT-P2P grant from the US Department of Education, Rehabilitation Services Administration, Disability Innovation Fund. This position will work closely with the Project Director, Administrative Services Manager, P2P Transition Coordinators, and the Employment Account Representative to support the project over the 5year time frame.

The Primary responsibilities of this position are as follows:

\*Work with LEAs on implementation and scale up across the five regions of the state- North Country, Northeast Kingdom, Central, Southwest, and Southeast regions.

\*Provide ongoing technical assistance to LEAs and service providers for their region, as well as assistance in data collection.

\*Responsible for ensuring the schedule, budget and details of a given task are well organized.

\*Organize information for reporting, plan meetings with relevant site contacts, and provide updates to the Project Director.

## 2. Key Contacts

This question deals with the personal contacts and interactions that occur in this job. Provide brief typical examples indicating your primary contacts (**not** an exhaustive or all-inclusive list of contacts) other than those persons to whom you report or who report to you. If you work as part of a team, or if your primary contacts are with other agencies or groups outside State government describe those interactions, and what your role is. For example: you may *collaborate, monitor, guide, or facilitate change*.

\*P2P Project Director, Administrative Services Manager, P2P Transition Coordinators, and the Employment Account Representative.

\*Local Education Agencies, worksites, post-secondary education facilities, and independent living agencies.

\*Youth and young adults with disabilities and family and/or support systems.

**3. Are there licensing, registration, or certification requirements; or special or unusual skills necessary to perform this job?**

Include any special licenses, registrations, certifications, skills; (such as counseling, engineering, computer programming, graphic design, strategic planning, keyboarding) including skills with specific equipment, tools, technology, etc. (such as mainframe computers, power tools, trucks, road equipment, specific software packages). Be specific, if you must be able to drive a commercial vehicle, or must know Visual Basic, indicate so.

- \*Considerable knowledge of disabilities and their functional impact on education and employment.
- \*Considerable knowledge of program evaluation techniques and strategies, including quality improvement processes and interpretation of outcomes.
- \*Knowledge of data collection and review.
- \*Ability to implement and train on protocols and processes.
- \*Ability to manage resources, tools and materials, both electronic and hard copy.
- \*Ability to provide small group or one-on-one training and technical assistance.
- \*Organizational skills.
- \*Ability to be innovative, self-directed, and sustain a high level of accomplishment.
- \*Ability to establish and maintain effective working relationships in diverse settings.
- \*Ability to communicate orally and in writing to a wide variety of audiences.
- \*Ability to perform job duties within the framework of the four key practices of the
- \*Agency of Human Services: customer service, holistic service, strengths-based relationships and results orientation.

Education:

Bachelor’s Degree or higher in rehabilitation counseling, mental health, substance abuse, guidance counseling, psychology, social work or special education.

OR

Associate degree or higher in human services, psychology, social work or a related field, and two (2) years’ experience in a human services field that

Or

Six (6) Years or more of experience working in human services.

**4. Do you supervise?**

In this question “supervise” means if you direct the work of others where you are held **directly** responsible for assigning work; performance ratings; training; reward and discipline or effectively recommend such action; and other personnel matters. List the names, titles, and position numbers of the classified employees reporting to you:

N/A

**5. In what way does your supervisor provide you with work assignments and review your work?**

This question deals with how you are supervised. Explain how you receive work assignments, how priorities are determined, and how your work is reviewed. There are a wide variety of ways a job can be supervised, so there may not be just one answer to this question. For example, some aspects of your work may be reviewed on a regular basis and in others you may operate within general guidelines with much independence in determining how you accomplish tasks.

This position is supervised by the P2P Project Director. This position with work with local educational agencies and worksites that is assigned according to geographic area of the state.

## 6. Mental Effort

This section addresses the mental demands associated with this job. Describe the most mentally challenging part of your job or the most difficult typical problems you are expected to solve. Be sure to give a specific response and describe the situation(s) by example.

- For example, a purchasing clerk might respond: *In pricing purchase orders, I frequently must find the cost of materials not listed in the pricing guides. This involves locating vendors or other sources of pricing information for a great variety of materials.*
- Or, a systems developer might say: *Understanding the ways in which a database or program will be used, and what the users must accomplish and then developing a system to meet their needs, often with limited time and resources.*

This position will coordinate and maintain relationships with all partners and help coordinate services for youth and young adults with disabilities.

## 7. Accountability

This section evaluates the job's expected results. In weighing the importance of results, consideration should be given to responsibility for the safety and well-being of people, protection of confidential information and protection of resources.

What is needed here is information not already presented about the job's scope of responsibility. What is the job's most significant influence upon the organization, or in what way does the job contribute to the organization's mission?

Provide annualized dollar figures if it makes sense to do so, explaining what the amount(s) represent.

For example:

- A social worker might respond: *To promote permanence for children through coordination and delivery of services;*
- A financial officer might state: *Overseeing preparation and ongoing management of division budget: \$2M Operating/Personal Services, \$1.5M Federal Grants.*

Responsible for their designated region with the local LEAs, worksites, and post-secondary education facilities.

## 8. Working Conditions

The intent of this question is to describe any adverse conditions that are routine and expected in your job. It is not to identify special situations such as overcrowded conditions or understaffing.

- a) What significant mental stress are you exposed to? All jobs contain some amount of stress. If your job stands out as having a significant degree of mental or emotional pressure or tension associated with it, this should be described.

Type	How Much of the Time?
Typical stress of working with multiple partners and individuals with disabilities.	20%

- b) What hazards, special conditions or discomfort are you exposed to? (Clarification of terms: **hazards** include such things as potential accidents, illness, chronic health conditions or other harm. Typical examples might involve exposure to dangerous persons, including potentially violent customers and clients, fumes, toxic waste, contaminated materials, vehicle accident, disease, cuts, falls, etc.; and **discomfort** includes exposure to such things as cold, dirt, dust, rain or snow, heat, etc.)

Type	How Much of the Time?
N/A	

- c) What weights do you lift; how much do they weigh and how much time per day/week do you spend lifting?

Type	How Heavy?	How Much of the Time?
N/A		

- d) What working positions (sitting, standing, bending, reaching) or types of effort (hiking, walking, driving) are required?

Type	How Much of the Time?
Travel	3-5 days per week.

#### Additional Information:

Carefully review your job description responses so far. If there is anything that you feel is important in understanding your job that you haven't clearly described, use this space for that purpose. Perhaps your job has some unique aspects or characteristics that weren't brought out by your answers to the previous questions. In this space, add any additional comments that you feel will add to a clear understanding of the requirements of your job.

--

Employee's Signature (required): \_\_\_\_\_ Date: \_\_\_\_\_



**Supervisor's Section:**

Carefully review this completed job description, but **do not** alter or eliminate any portion of the original response. Please answer the questions listed below.

1. What do you consider the most important duties of this job and why?

2. What do you consider the most important knowledge, skills, and abilities of an employee in this job (not necessarily the qualifications of the present employee) and why?

3. Comment on the accuracy and completeness of the responses by the employee. List below any missing items and/or differences where appropriate.

4. Suggested Title and/or Pay Grade:

Pathways to Partnership Transition Coordinator, PG 24

Supervisor's Signature (**required**): Fred Jones Date: 10/31/23

**Personnel Administrator's Section:**

*Please complete any missing information on the front page of this form before submitting it for review.*

Are there other changes to this position, for example: Change of supervisor, GUC, work station?

Yes  No If yes, please provide detailed information.

Attachments:

Organizational charts are **required** and must indicate where the position reports.

Draft job specification is **required** for proposed new job classes.

Will this change affect other positions within the organization? If so, describe how, (for example, have duties been shifted within the unit requiring review of other positions; or are there other issues relevant to the classification review process).

Suggested Title and/or Pay Grade:

Pathways to Partnership Transition Coordinator, PG 24

Personnel Administrator's Signature (required): Taya Tarr Date: 10/31/2023

**Appointing Authority's Section:**

Please review this completed job description but **do not alter** or eliminate any of the entries. Add any clarifying information and/or additional comments (if necessary) in the space below.

[Empty rectangular box for comments]

Suggested Title and/or Pay Grade:

Pathways to Partnership Transition Coordinator, PG 24

DocuSigned by:  
*Monica White*  
6AB107CA6E4041A...

12/7/2023

Appointing Authority or Authorized Representative Signature (required)

Date