



STATE OF VERMONT
JOINT FISCAL OFFICE

MEMORANDUM

To: Joint Fiscal Committee members
From: Daniel Dickerson, Fiscal Analyst
Date: November 29, 2016
Subject: Grant Request #2861- #2867

Enclosed please find seven (7) items that the Joint Fiscal Office has received from the administration.

JFO #2861 – \$170,000 grant from the Federal Transit Administration to the Agency of Transportation. The funds will be used to establish a training program for Community Health Center staff so that they may act as mobility managers to help transportation-challenged individuals schedule and attend medical appointments. Approximately \$42,500 in State matching funds would be required, which are included in the Agency's FY17 budget.

[JFO received 11/28/16]

JFO #2862 – \$480,000 grant from Federal Transit Administration to the Agency of Transportation. The grant will be used by the Agency to develop a statewide trip planner to include flexible or demand-driven routes, as well as hail-a-ride and other non-fixed route services, which would be incorporated into mobility applications. Approximately \$120,000 in State matching funds would be required, which are included in the Agency's FY17 budget.

[JFO received 11/28/16]

JFO #2863 – \$13,000 grant from Vermont Birth to Five to the Agency of Education. The funds will be used to hire temporary staff to process license applications for early childhood educators to meet full-licensing requirements under Act 166. The Agency has experienced an unexpectedly high level of Pre-K applicants and the additional staff would help reduce the backlog and meet Act 166 deadlines.

[JFO received 11/28/16]

JFO #2864 – \$30,000 grant from the Trust for Public Land to the Vermont Dept. of Forests, Parks and Recreation. The funds would be used to pay for stewardship planning and improvements to the 2,085 acres that were recently acquired to expand Camel's Hump State Park. The funded activities would include trailhead parking, replacing culverts, developing signage, improving roads and trails, performing natural resource inventories and public involvement events.

[JFO received 11/28/16]

JFO #2865 – \$15,000 grant from the Vermont Ski Areas Association to the Agency of Agriculture, Food and Markets. The funds serve as a donation to support the Working Lands Fund.

The actual grant amount will be between \$15,000 and \$20,000 as stated in the Association's award letter.

[JFO received 11/28/16]

JFO #2866 – \$10,000 grant from Advocates for Youth to the Agency of Education. The funds would be used to pay for training materials and technical assistance provided to Vermont teachers for the improvement of sexual health education in the State.

[JFO received 11/28/16]

JFO #2867 – \$100,000 grant from Vermont Technical College (VTC) (as a sub-grant of federal funds) to the Department of Economic Development. The funds will be used to pay for existing staff within the Department to dedicate time to working with employers to identify needed skills in order to create pathways to employment. This sub-grant is part of a \$4 million grant received by VTC from the U.S. Department of Labor under a project titled the *Strengthening Workforce Families Initiative*. The awarded funds will be allocated to the Department in \$25k increments from State FY 2017 through FY 2020.

[JFO received 11/28/16]

Please review the enclosed materials and notify the Joint Fiscal Office (Daniel Dickerson at (802) 828-2472; ddickerson@leg.state.vt.us) if you have questions or would like an item held for legislative review. Unless we hear from you to the contrary by December 16, 2016 we will assume that you agree to consider as final the Governor's acceptance of these requests.

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

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

JOINT FISCAL OFFICE

STATE OF VERMONT
FINANCE & MANAGEMENT GRANT REVIEW FORM

Grant Summary:		Funding to train Vermont teachers how to teach sexual health education.			
Date:		11/14/2016			
Department:		Agency of Education			
Legal Title of Grant:		School Health Equity Project - Intense Support for Capacity Building			
Federal Catalog #:		N/A			
Grant/Donor Name and Address:		Advocates for Youth, Washington, D.C.			
Grant Period:		From: 8/1/2016		To: 7/31/2017	
Grant/Donation		\$10,000			
	SFY 1	SFY 2	SFY 3	Total	Comments
Grant Amount:	\$10,000	\$	\$	\$10,000	.
Position Information:		# Positions	Explanation/Comments		
Additional Comments:		Has Vantage budget detail been reviewed and reconciled? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>DS 11-14-16</i> (Analyst Initial)			
Department of Finance & Management		<i>[Signature]</i>		(Initial)	
Secretary of Administration		<i>[Signature]</i>		(Initial)	
Sent To Joint Fiscal Office		11/21/16		Date	



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

BASIC GRANT INFORMATION				
1. Agency:	Education			
2. Department:				
3. Program:	Student Health and Learning			
4. Legal Title of Grant:	School Health Equity Project-Intensive Support for Capacity Building			
5. Federal Catalog #:				
6. Grant/Donor Name and Address: Advocates for Youth, 2000 M Street, N.W., Washington, D.C. 20036				
7. Grant Period:	From:	8/1/2016	To:	7/31/2017
8. Purpose of Grant: This Grant is to assist Vermont's efforts to deliver exemplary sexual health education. Vermont has been awarded funds for technical assistance, training.				
9. Impact on existing program if grant is not Accepted: None				
10. BUDGET INFORMATION				
	SFY 1	SFY 2	SFY 3	Comments
Expenditures:	FY 2017	FY	FY	
Personal Services	\$4,920	\$	\$	
Operating Expenses	\$5,080	\$	\$	
Grants	\$	\$	\$	
Total	\$10,000	\$	\$	
Revenues:				
State Funds:	\$	\$	\$	
Cash	\$	\$	\$	
In-Kind	\$	\$	\$	
Federal Funds:	\$	\$	\$	
(Direct Costs)	\$	\$	\$	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$	\$	\$	
Other Funds:	\$	\$	\$	
Grant (source Advocates for Youth)	\$10,000	\$	\$	
Total	\$10,000	\$	\$	
Appropriation No:	5100070000	Amount:	\$10,000	
			\$	
			\$	
			\$	
			\$	
			\$	
			\$	
		Total	\$10,000	

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

Has current fiscal year budget detail been entered into Vantage? Yes No

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: William Talbott Agreed by: _____ (initial)

12. Limited Service Position Information:	# Positions	Title
Total Positions		

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: 	Date: 11/8/2016
Title: William Talbott, Deputy Secretary/CFO	
Signature: _____	Date: _____
Title: _____	

14. SECRETARY OF ADMINISTRATION

Approved: _____ (Secretary or designee signature) Date: 11/15/16

15. ACTION BY GOVERNOR

Check One Box: **Accepted** _____ (Governor's signature) Date: 11/21/16

Rejected _____

16. DOCUMENTATION REQUIRED

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

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).

A Partnership between Advocates for Youth and Vermont Agency of Education

Memorandum of Understanding

Advocates for Youth (Advocates) is the national non-governmental organization funded under the Centers for Disease Control and Prevention Division of Adolescent and School Health (DASH) cooperative agreement for program announcement PS13-1308 ***"Promoting Adolescent Health Through School-Based HIV/STD Prevention and School-Based Surveillance"*** (FAIN U87PS004154). Under Strategy 3, **Capacity Building Assistance for School-Based HIV/STD Prevention**, Advocates is funded to assist state education agencies (SEAs) in their efforts to deliver exemplary sexual health education (ESHE). As one of the SEAs funded under PS13-1308, the Vermont Agency of Education is eligible for Advocates' capacity building assistance. Based on Vermont Agency of Education's application, Advocates selected your agency to receive a sub-award and Tier III technical assistance.

The following Memorandum of Understanding (MOU) outlines the agreement between Advocates and Vermont Agency of Education from August 1, 2016 to July 31, 2017. A MOU for Year 2, based on an updated work plan, will outline the agreement between Advocates for Youth and Vermont Agency of Education from August 1, 2017 to July 31, 2018.

I. Responsibilities of Advocates for Youth

A. Resource materials

1. Advocates for Youth will continue to provide informational mailings of materials on Exemplary Sexual Health Education (ESHE) to Vermont Agency of Education. Mailings may include fact sheets, tip sheets, and/or other materials. Advocates will provide access to ESHE-related online learning modules and a monthly newsletter that addresses professional development opportunities, new publications information and announcements. In addition, provide resources requested by Vermont Agency of Education, if Advocates has available.

B. Technical Assistance

1. Advocates for Youth will provide ongoing technical assistance via telephone and email to Vermont Agency of Education as requested. Exemplary Sexual Health Education (ESHE) topics include: 1) Curriculum: assessing current sexual health education practices; using HECAT to review curricula; establishing, adapting, or selecting a written middle and high school standard course of study or a framework; and curricula mapping to state standards and the National Sexuality Education Standards; 2) Instructional Delivery: developing ESHE professional development opportunities for instructors: including cultural competency; reviewing social determinants of health and increasing youth adult partnerships

to support the advancement of sexual health education awareness and justification; and assisting with identification of professional development for teaching specific evidenced based curricula; and 3) Policy and Support: assessing and identifying gaps in, and tracking implementation of, current state and school district policies related to sexual health education; building school district engagement in support of ESHE; and educating decision makers and stakeholders on potential policy solutions to address school health and issues related to HIV/STD prevention

2. Advocates for Youth will organize, at minimum, quarterly conference calls with Vermont Agency of Education to provide technical assistance and review the status of the School Health Equity Tier III Intensive Support for Capacity Building Assistance Project (School Health Equity Tier III Project).

C. Site Visit/Trainings

1. Advocates for Youth staff will conduct at least one site visit to address the School Health Equity Tier III Project activities as outlined in the Vermont Agency of Education work plan in Vermont. Advocates will be responsible for covering the cost of travel for Advocates' trainers, including lodging, flight and per diem.

Sub-awards

1. Advocates for Youth will administer a sub-award of \$10,000 to Vermont Agency of Education. The \$10,000 sub-award *must* be used to conduct activities outlined in Vermont Agency of Education's School Health Equity Tier III application. The sub-award will be paid in two installments. The first installment of \$5,000 will be paid upon receipt of the signed Memorandum of Understanding for Year 1. The second installment of \$5,000 will be paid upon receipt of a signed MOU and updated work plan by August 31, 2017. Year 2 sub-award is contingent upon CDC funding.
2. Advocates for Youth will provide Vermont Agency of Education with technical assistance on its sub-award project.

II. Responsibilities of Vermont Agency of Education

A. Resource Materials

1. Vermont Agency of Education will share with Advocates for Youth materials, documents and publications made possible through CDC PS13-1308 funding in order to achieve activities outlined in the School Health Equity Tier III proposal. Advocates will seek permission to share and or distribute any material, document or publication developed solely by Vermont Agency of Education through this partnership.

2. Vermont Agency of Education will disseminate materials/information provided by Advocates to its members/clients via its newsletter and/or other publications as it feels appropriate.

B. Technical Assistance

1. Vermont Agency of Education will participate in, at minimum, quarterly conference calls with Advocates' staff.
2. Vermont Agency of Education will participate in two cluster calls with other Tier III funded partners.

C. Site Visit/ Trainings

1. Vermont Agency of Education will cover meeting logistics, room rental and other associated costs with the site visit/ training.
2. Vermont Agency of Education will be responsible for planning logistics, advertising the training and identifying participants.

D. Sub-awards

Use of Sub-award

1. Vermont Agency of Education will use its sub-award to conduct ESHE activities outlined in their School Health Equity Tier III Project proposal as mutually agreed upon by Wisconsin Department of Public Instruction and Advocates for Youth. This sub-award is to be expended solely in support of the objectives detailed in the proposal submitted by Vermont Agency of Education to Advocates for Youth.
2. Advocates for Youth reserves the right to require a refund of any unexpended sub-award funds if, in Advocates for Youth's judgment, the sub-award funds have been used for purposes other than those outlined by this Memorandum of Understanding.

Grant Accounting

1. Vermont Agency of Education is required to maintain financial records for expenditures and receipts relating to this project.
2. Expenditures may not exceed the approved budget amounts for personnel and administrative cost items. Vermont Agency of Education may re-allocate funds ***under 10 percent*** from other line items as appropriate. To re-allocate funds

greater than 10 percent, Vermont Agency of Education must seek approval from Advocates for Youth.

3. Vermont Agency of Education is required to retain all records and other supporting documentation relating to this grant for two years after the grant's termination date. Vermont Agency of Education is also required to permit Advocates for Youth to have reasonable access to its files, records, and personnel during the term of this grant and for two years thereafter for the purpose of making financial audits, verifications or program evaluations.
4. Vermont Agency of Education is required to provide Advocates for Youth a copy of its most recent fiscal year Single Audit Report by no later than April 1, 2017.

Reports

1. Advocates for Youth requires two reports for this grant, to be submitted as follows:
 - For the period, August 1, 2016 to July 31, 2017, the interim report is due August 15, 2017.
 - For the period, August 1, 2017 to July 31, 2018, the final report is due August 15, 2018.

Each report must include the following:

1. A narrative summary of the progress achieved toward each objective and activity stated in your proposal.
2. A financial report detailing how funds were utilized.

Undisbursed Funds

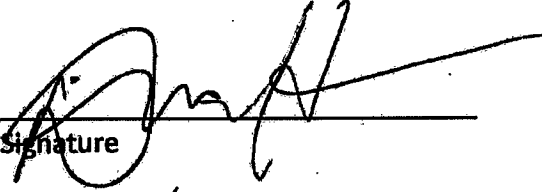
1. Vermont Agency of Education is required to return any undisbursed project funds to Advocates for Youth within three months after the end of the grant. Any refund of less than \$100 will be waived.

III. Publications

- A. All materials original to the partnership and mutually produced will have joint copyright. Mutually produced publications are those where both organizations equally contribute to writing a publication.

IV. General


1. The MOU may be updated at anytime. If so, Advocates for Youth and Vermont Agency of Education agree to jointly discuss and consider such amendments.



Signature

9/1/2016

Date



Signature

9-6-16

Date

**Deb Hauser
Executive Director
Advocates for Youth
2000 M St NW, suite 750
Washington D.C. 20036**

**William Talbott
Deputy Secretary/CFO
Vermont Agency of Education
219 North Main Street, Suite 402
Barre, Vermont 05641**

Application Form

School Health Equity Project

Name of SEA Vermont Agency of Education

Contact Name Tom Aloisi

Title/Position Sexual Health Program Coordinator

Mailing Address 219 North Main Street Suite 402

City, State and Zip code Barre, VT 05641

Telephone 802 479-1869 Fax 802 479-1829

E-mail thomas.aloisi@vermont.gov

Website: education.vermont.gov

Tier III Services (Return this form and a proposal for a project to strengthen and Institutionalize ESHE in your state and priority districts.)

Tier III: General Resources, Capacity Building Assistance, Training and Seed Grant for Project to Strengthen and Institutionalize ESHE.



Capacity

Vermont is one of only two low-incidence states (based on teen pregnancy and STD rates) that received DASH's 1308 funding in 2013. Because of its low incidence, Vermont is a state where real primary prevention can occur. However, the state does have health disparities that can lead to educational disparities. The youth most at risk for health disparities are those living in households with lower incomes, sexual minority youth and racial and ethnic minority youth. Youth from these households are more likely to engage in risky health behaviors such as having more sexual partners and engaging in sexual activity at younger ages. They are less likely to use a condom during sexual intercourse and are more likely to use alcohol or other drugs prior to sexual activity. Engaging in these high risk activities greatly increases the likelihood of being diagnosed with a preventable sexually transmitted disease, including HIV.

Vermont law requires all public schools to provide comprehensive health education (16 V.S.A. § 131). The statute defines comprehensive health education as a systematic and extensive elementary and secondary educational program, including: the prevention of disease such as HIV infection; family health and mental health, instruction which promotes the development of responsible personal behavior involving decision making about sexual activity including abstinence; the possible outcomes of premature sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion; and, how to recognize and prevent sexual abuse and sexual violence, and developmentally appropriate instruction about promoting healthy and respectful relationships. Of the eleven components in the law, five include some aspect of sexual health education.

Training Needs

The Vermont Agency of Education (AOE) has been funded for many years to provide HIV prevention education across the state. With the advent of the 1308 funding in 2013, the agency broadened the scope of work to sexual health. The program continues to focus on HIV prevention, but adds Sexually Transmitted Infections (STI) and pregnancy prevention to the work. The AOE has been very successful in the first three years of the 1308 Program. The 12 priority districts in the grant already had fairly strong health education programs, but with professional development focusing on curriculum planning and classroom instruction, most of these programs are now exemplary. However, our data shows us that there are still professional development needs. In a 2014 needs assessment with the priority districts, a major barrier to the delivery of sexual health education was, according to respondents, a lack of time to deliver the curriculum or to fit it in the schedule. Along these lines, scheduling was also a frequently reported challenge. In open-ended responses to the needs assessment survey, respondents reported a variety of challenges, including the following:

- *"[There is] limited time spent on health education in current schedule."*
- *"[The] number of minutes devoted to health education in general, and sexuality education specifically [is a challenge]."*

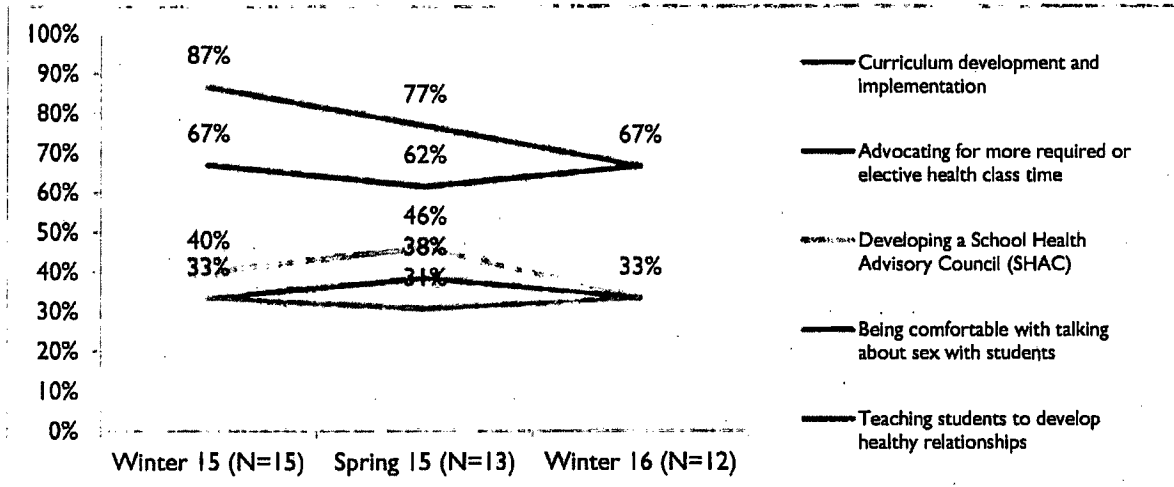
Notably, the lack of time and scheduling challenges may contribute to other commonly reported challenges such as the lack of consistency in terms of when students receive sexual health education and the timing at which they do receive it, which is often times not early enough in their development. For example, respondents wrote:

- *"[S]tudents only receive one quarter of sexual health education each year. They might need more or need it at a different time of the year."*
- *"[We need] more opportunities over a 4-year period to deliver the information, rather than only during freshman year."*
- *"Students are not receiving sexual health education at a young enough age. "*
- *"Students are delivered health education too late in schools and not long enough to cover all topics on our current schedule"*

Vermont educators currently have a unique opportunity to address concerns such as those mentioned by respondents. Vermont is in the process of moving to a proficiency-based education system, which moves the focus away from time in the classroom and credits earned. Instead, students will be assessed based on their proficiency in core content areas, including health education. Despite the needs described earlier and the opportunity to focus on proficiencies and skills, many priority district staff report that they do not feel comfortable or skillful enough to work with building and district leadership to address these barriers.

Since 2014, Vermont has asked priority districts in a twice annual survey to indicate their professional development needs in sexual health education. Notably, in early 2015, 67% of the priority districts indicated that they would like professional development on advocating for more required or elective health class time. This figure has remained fairly consistent since that time. The chart below shows this and other sexual health education professional development needs.

Please check the areas in which you believe your district needs additional professional development or support for sexual health education



In order to begin to address these professional development needs, the first component of our proposal will provide support to help increase the knowledge and skills of staff from priority districts to allow them to better communicate and address the need for sexual health education with district leaders, ultimately improving the delivery of sexual health education in these districts.

Goals/Objectives/Evaluation Plan

ESHE Engagement Track

Goal 1: By May 31, 2018, staff from eight priority districts will report increased comfort and confidence in communicating and addressing the need for sexual health education with both building-level and district leaders.

Goal 2: By May 31, 201, the percentage of districts reporting the need for professional development in advocating for more required or elective health class time will decrease from 67% to 10%.

Goal 3: By May 31, 2018 five priority districts will have adopted policies, procedures, and/or protocols to be better able to provide exemplary sexual health education to students within a proficiency-based learning format.

Year 1 Objectives

Objective 1. By December 31, 2016 staff from 8 priority districts will have participated in on-site training from *Advocates for Youth* and proficiency-based learning from AOE staff.

Objective 2. By February 28 , 2017, each district team will identify an issue related to sexual health instruction in their **local school community** (building level) that they would like to change and then develop a work plan to address the issue.

Objective 3. By February 28 2017 all district teams will have participated in a webinar training/meeting to discuss local work plans.

Objective 4. By May 31, 2017, each local team will have implemented and completed their work plan and reported back to the group via web meeting.

Year 2 Objectives

Objective 5. By December, 31, 2017, staff from 8 priority districts will have participated in advanced on-site training from *Advocates for Youth* and proficiency based learning from AOE staff.

Objective 6. By February 28, 2018 each local team will have identified an issue related to sexual health instruction that they would like to address at the **district** level, and develop a work plan to address the issue.

Objective 7. By May 31, 2018, each local team will have implemented and completed their district-wide work plan and reported back to the group via web meeting.

Evaluation:

Participants will be assessed on their comfort and confidence levels in working to create change at the beginning (pre), mid-point, and conclusion (post) of the program via survey. Vermont AOE's evaluation partner, Metis Associates, will conduct annual interviews/focus groups with participating district team staff to gather information on participant perceptions of the impact of program activities on district schools.

ESHE Professional Development Cadre Track

An additional need to assist with long-term sustainability of exemplary sexual health education is the development of a cadre of sexual health education trainers to provide training and technical assistance to their peers. This work is often very reliant on federal funding resources. To ensure sustainability without the need for federal dollars, a cadre of 5-8 trainers chosen

from the best health educators in the state will be trained to provide training and technical to their peers. In the past year, 17 health educators from Vermont have attended *Answer's Training Institute for Sexual Health Education*. Eleven of these educators were from the 12 priority districts. We will invite these educators to become a part of the train-the-trainer cadre. Year one of the program focus on increasing the skills of excellent teachers to work with their fellow educators to provide exemplary sexual health education. In year two, participating educators will deliver training at the local or regional level, and then process their experience with AFY staff. In the year following the completion of the project, each member of the cadre will deliver more extensive professional development.

Goal: By May 31, 2018, a cadre of six health educators will have been trained to provide short and full-day professional development on exemplary sexual health education in Vermont, and will have implemented both short and full-day professional development sessions.

Year 1 Objectives

Objective 1. Fall 2016: By November, 30, 2016, six health educators will have participated in basic skills training from *Advocates for Youth*.

Objective 2. By Jan 31, 2017, each participant will identify or develop an opportunity to provide a short professional development workshop.

Objective 3. By May 31, 2017 each participant will have implemented their short professional development workshop.

Year2 Objectives

Objective 4. By Nov 30, 2017 6 cadre members will have participated in an advanced skills training from *Advocates for Youth*.

Objective 5. By Jan 31, 2018, each participant will choose a partner from among cadre members and the team will identify or develop an opportunity to provide a full day professional development workshop.

Objective 6. By May 31, 2017 each team will have implemented their full-day professional development workshop.

Evaluation

Cadre members will be assessed on their confidence levels in presenting professional development with their peers via self-assessment questionnaires and locally-developed workshop feedback forms to be completed by training participants at the end of both short and

full-day sessions. AOE staff will monitor and track both short and full-day professional development interventions.

Youth Involvement

Because the RFP for this project was released after the end of the school year, it was not possible to have involvement from members of the statewide Advisory Group (with 4 youth seats) participate in the development of this proposal. However, if funded, the project will be discussed at length at the next Advisory Group meeting on October 7, 2016. AOE will also encourage two participating districts in the ESHE Engagement Track to develop a project to increase youth engagement in both building-level and district-wide work. All participating districts will be encouraged to include youth as part of their ESHE Engagement teams.

Long-Range Impact

Both of these activities will have lasting impact beyond 2018. The work done in response to the ***ESHE Engagement*** work will provide for improved sexual health education in the priority districts. Although we cannot ensure policy change at all participating districts by 2018, AOE staff will continue to monitor these districts and report on change as it occurs over time. Vermont has never had the capacity to provide professional development on exemplary sexual health education, and has relied on external partners, such as ANSWER to provide this support in Vermont. Following the development of the ***ESHE Professional Development Cadre***, Vermont will no longer need to solely rely on out of state partners to provide this important support.

These activities will also assist in meeting many of the goals described in Vermont's 1308 funding application. These goals will be monitored by using YRBS data and interviews with school personnel. These goals are:

- To decrease the number of youth who engage in risky sexual behaviors;
- To increase the number of youth at disproportionate risk who are choosing health enhancing behaviors;
- To increase the number of school leaders and decision makers who recognize the health and safety of students as an educational priority;
- To increase the number of schools using exemplary sexual health education curricula; and
- To improve the skills of health educators.

Budget 2016-2018

AOE staff time will be in-kind, as the goals of this project correspond with the goals of the AOE and the years four and five work plans of the 1308 program.

Budget Items and justification

Personnel

- | | |
|--|---------|
| 1. Substitute teachers (\$100/day, 10 teachers, 2 days)
<i>costs for substitute teachers for two Friday ESHE Engagement trainings (late 2016 and late 2017)</i> | \$2000 |
| 2. Stipends for Saturday work (\$100/day 6 teachers, 2 days)
<i>stipends for participants of PD Cadre Saturday sessions (late 2016 and late 2017)</i> | \$1,200 |
| 3. ESHE Engagement webinars (4 webinars \$30/webinar , 10 participants)
<i>Stipends for Engagement participants</i> | \$1000 |
| 4. PD Cadre Webinars (4 webinars \$30/webinar , 6 participants)
<i>Stipends for PD Cadre participants</i> | \$720 |

Space rental (4 days @ 500/day)	\$2000
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Travel

- | | |
|---|--------|
| 1. Participant mileage for ESHE Engagement (2 round trips \$60/round trip, 10 vehicles) | \$1200 |
| 2. Participant mileage for PD Cadre (2 roundtrips days \$60/ roundtrip, 6 vehicles) | \$720 |

Overhead Supplies, printing, phone, staff mileage	\$300
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Indirect Costs	\$860
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TOTAL	\$10,000
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Key Staff

Tom Aloisi, M.Ed., joined the Vermont Agency of Education in November 2013 to coordinate the Vermont Sexual Health and Education Program (V-SHEP) funded by CDC DASH. He moved from Washington D.C., where he served as education and outreach manager for community-level and school-based STD screening and outreach programs. Tom has served as a school board member, has been on a city Board of Health and has extensive public health experience.

AOE will also provide staff from the proficiency-based learning team to provide professional development for the ESHE Engagement.