The University of Vermont

Capstone Portfolio

Demonstration of Public Administration Competencies and Reflection

Master of Public Administration September 2018- May 2020

Portfolio submitted May 6th, 2020

University of Vermont Master of Public Administration

Biography

Romana Kurevija was born in Zenica, Bosnia and Herzegovina. She attended the University of Vermont, College of Arts and Sciences where she obtained her Bachelors of Arts degree in English Literature with a minor in Political Science. After graduation Romana moved back to New Hampshire where began a position for a national locum tenens company. She was in the position only for a few months before she was offered a position at the University of Vermont, University Event Services department managing their summer housing operations program.

In her roles at the summer housing coordinator at the University of Vermont she was responsible for the coordination and overall strategic management of 70+ contracted summer conferences, camps, and intern programs. She collaborated with various campus departments and external contractors in order to achieve a successful summer program. In this role she also managed a team of 8 students and two professional staff members. In this role she assisted in the development of fiscal management policies in order to improve budgeting standards for the department. While serving in this role Romana was inspired to learn more about policy management and joined the UVM Public Administration Program.

After three years of working at the university, Romana decided to join the Vermont Housing and Conservation Board as an AmeriCorps member at the Champlain Housing Trust. She made the move to learn more about housing services offered to the public and to understand how land trust models are implemented to serve vulnerable communities. In this role she serves one on one with immigrants, refugees, homeless individuals, and economically disadvantaged clients to help them engage in special programs and services. Her service has shaped her passion for working with New Americans and vulnerable communities. She hopes to use her degree in Public Administration to help pave the road for new immigration and integration policies that allow individuals to live empowered and independent lives.

Resume

Romana Kurevija

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EDUCATION

University of Vermont (UVM), Burlington, VT *Graduated May 2020*
Masters of Public Administration (Honors)

University of Vermont (UVM), Burlington, VT *Graduated May 2016*
Bachelor of Arts in English Literature
Minor in Political Science

EXPERIENCE

Champlain Housing Trust, Burlington, VT *September 2019 – Present*
Home Education Coordinator, VHCB AmeriCorps Member

- Assist with facilitation of regular monthly home education workshops and special groups; coordinate event logistics, update and prepare workshop materials and forms, conduct site setup, inform partners, community members, and clients of events and educational opportunities
- Support program evaluation through pre and post event assessments. Implement qualitative and quantitative data analysis in order to meet grant-funding standards and achieve program priorities.
- Serve one-on-one with immigrants, refugees homeless individuals, and economically disadvantaged clients to help them engage in special programs and services; this may include helping clients access technology, financial and housing resources, as well as facilitate small group discussions and other special events.

University Event Services, University of Vermont, Burlington, VT *February 2017 – September 2019*
Summer Housing Coordinator (Program Manager)

- Coordinated and worked independently as a project manager to provide overall strategic management for 70+ contracted summer conferences, camps, and intern programs. Provided services to more than 5,000 clients annually.
- Interviewed, hired and advertised for summer conference personnel. Managed and developed a comprehensive two-week student and professional staff training for 6-8 conference assistants and two professional staff members.
- Developed marketing goals and oversaw marketing strategies to stimulate growth and increase sales for summer housing operations. Built and maintained strong client relations to move toward multi-year contracts.
- Collaborated with various campus departments and external contractors to achieve a successful summer program.

Barton and Associates, Keene, NH *September 2016-February 2017*
Sales Associate

- Organized and managed a database of 120 national medical providers with a specific focus on psychiatric nurse practitioners and medical doctors.
- Evaluated the skills and backgrounds of medical providers in order to provide placement for temporary medical assignments. Work assignments ranged from three weeks to six months.
- Built national profiles of medical providers including work history, job search activity, qualifications, licensing, and pay rates. Negotiated and contracted medical provider pay rates with existing and new contractors including hospitals, private clinics, and correctional facilities.

ADDITIONAL SKILLS

Knowledge of SalesForce, MS-Word, Excel, OneSite, Conference Programmer, EMS, and PeopleSoft
Member of Vermont Housing & Conversation Board AmeriCorps program and an American Red Cross Volunteer
Four-year member of the ACUHO-I Business Operations Conference
Languages spoken: Bosnian, English, and some French

Table of Contents

AREA: Public Governance

COMPETENCY CAPACITY ADDRESSED: 1A: Capacity to understand accountability and democratic theory

TITLE/LABEL OF EVIDENCE:

1. Case and Context: Seattle Community Association Memo Assignment
2. Reflective Essay

TYPE OF EVIDENCE:

Course evidence from Foundations in Public Administration

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can illustrate how accountability in a democratic society persists within a particular cases and contexts.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix B, Appendix C

Competency 1A Capacity to Understand Accountability and Democratic Theory

In order to meet the standard for the Public Governance competency 1A I submit my memo for the Seattle Community Association institutional racism initiative case study (see Appendix B), demonstrating my understanding of the importance of accountability within a democratic structure. In addition, I submit my reflective essay on my role as a future public administrator (see Appendix C) where I explore how accountability and authority play a role in shaping our current democratic society.

In order to meet the standard for the Public Governance competency 1 A I submit my memo for the Seattle Community Association institutional racism initiative case study. This memo demonstrates my understanding of the importance of accountability within a democratic structure as it relates to the case. It identifies an awareness of power dynamics that exist within that structure as the Seattle Community Association moves towards policy implementation. As public administrators we must ensure that our practices remain ethical and inclusive of the communities that we serve. We must remain inclusive in our policy implementation and consider all power dynamics within the scope of our work.

The Seattle Community Association case is concerned with implementing an institutional racism initiative. Once the initiative is implemented many individuals struggle to accept the new policy changes. This initiative leaves staff questioning the implementation of the policies and brings with it more concerns than actually solving problems. I write the memo from the perspective of Cheryl Cobb. She is the designer of the initiative and she works with the director to implement the new policies for the staff. Her response to the memo is her addressing the board of directors in regards to the “undoing racism” initiative. Since the implementation of the policy there have been many concerns from staff and the board about the delivery of the initiative. While for some the initiative brings about positive change it is important to implement a fair policy that engages all members of the community.

As Cheryl I propose the implementation of a new internal structure to the initiative that focuses “on dialogue, collaboration, and education. It is the hope that these initial steps will move the anti-racism initiative towards a model of incorporating the diversity and voices of all staff members”. I propose beginning with the establishment of a development committee to “allow staff from various programs and areas to come together and develop ideas about how they would like to incorporate themes of diversity and address diversity as it relates to their staff and operational service areas”. Accountability is demonstrated in creating a space for active engagement amongst staff members. To be able to create the space for policy discourse is important in order to create policies that engage the community. This is demonstrated throughout the memo by allowing staff to be active participants in defining their issues and concerns in the workplace.

In addition, I submit my reflective essay on my role as a future public administrator. I explore how accountability and authority play a role in shaping our current democratic policy in society as it relates to the treatment of undocumented immigrants and the scope of immigration the United States. I reflect on a road trip I took with friends and family that ended with one of my friends being placed in a detention center even though he was a Deferred Action for Childhood Arrivals recipient. The ordeal left me shaken with the level of disrespect and distrust immigrants face and drew a line for me on how police profile and treat immigrants and people of color. The issue with immigration policy lies in its delivery and ability to be carried out at the federal and state level. When individuals (police/Immigration and Customs Enforcement Agents) are given power to carry out laws it can become dangerous for DACA recipients and undocumented immigrants because they can be subject to detention and horrendous jail conditions. Once in detention many lack the resources and power to fight their cases. When policies are often “muddled” in public policy practices it is important for administrators to maintain democratic practices that uphold accountability and equal treatment of individuals.

As a future public administrator I hope to remain equitable to all individuals that I serve. I want to be able to effectively carry out policies while also making sure to know whose perspectives and voices are being represented and which voices are not. For me it is important to remain accountable to the people that I hope to serve which are immigrants. I want to be able to uphold democratic practices that are not discriminatory and promote the equitable and fair treatment of all individuals.

AREA: Public Governance

COMPETENCY CAPACITY ADDRESSED: 1B: Capacity to manage the lines of authority for public, private, and non-profit collaboration.

TITLE/LABEL OF EVIDENCE:

1. Nonprofit Business Plan
2. United We Dream: Finding Your Voice Paper

TYPE OF EVIDENCE:

Course evidence from Nonprofit Administration and Organizational Theory

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can illustrate how effective collaboration between organizations of different scales and sectors plays a role in the execution of public policies.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix D, Appendix E

Competency 1B Capacity to Manage the Lines of Authority for Public, Private, and Non-Profit Collaboration

In order to meet the standard for competency 1B capacity to manage lines of authority for public, private, and non-profit collaboration I submit my Nonprofit Business Plan (see Appendix D) which demonstrates my ability to craft a business plan that executes collaboration between organizations of different scales and sectors. In addition, I submit my United We Dream: Finding Your Voice Paper (see Appendix E) which demonstrates my ability to illustrate how the nonprofit United We Dream is harnessing its network model to work with state government, private businesses and other nonprofits to advocate for undocumented immigrants.

For my course in non-profit administration we were asked to create our own nonprofit and focus on a community of interest. I chose to focus on New Americans in Vermont and the need for access to affordable housing. The nonprofit I want to start would be called New American Community and Housing Services. The business plan was created from scratch and looked at implementing organizational and planning strategies. The mission of the organization is to support the New Americans of Vermont in accessing affordable housing and strengthening community relationships through home and community education. In order to achieve this mission, I designed a non-profit that works with community partners to achieve its goals. Then I designated the following organizations as pivotal organizational connections to support our mission, operational services, and revenue. Through these connections I asses the partnerships:

Vermont Community Development Program - Working with the agency to obtain development fees (from block grant projects) when NACHS works with VCDP to place New Americans into affordable homes created by VCDP.

Champlain Housing Trust/Vermont Housing Finance Agency - Work with the CHT/VHFA to take some of their financial counseling appointments that specifically target New Americans. This partnership will alleviate the workload for both organizations and allow us to collect some of the registration fees and lenders fees for individuals.

Lenders, Banks and Local Credit Unions - Propose grants ideas for funding that specifically targets lender's missions of welcoming New Americans into the community to buy homes. Using that revenue to expand and improve education workshops. Also receiving

$100 per household lender's fee for individuals who successfully complete our homebuyer education workshop and receive their certificates.

Through these partnerships I have shown that I meet the standard of illustrating how effective partnerships across sectors can be made to benefit New Americans in Vermont. By designing and implementing various programs and connections with stakeholders I have ensured that my nonprofit can be successful in delivering services to clients while also maintaining fiscal sustainability.

In addition, one of the organizations I reviewed in depth was United We Dream in my paper United We Dream: Finding Your Voice. The youth led nonprofit focuses on advocacy for immigrants at the federal and state level as well as provides resources to clients such as legal services. United We Dream was a large advocate in congress for the DREAM Act which would have provided a pathway to citizenship for DACA recipients. The organization operates as a network model across several states in the U.S where upon the organization rallies youth to speak on the issues immigrants are facing. The organization also uses this model to collaborate with state government and other nonprofits to pass local legislation that can protect immigrants as well as secure funding. This advocacy has drastically shaped how some states approach DACA recipients and has stimulated policies that enable DACA recipients to receive benefits such as financial aid. Immigration policy as it refers to DACA recipients is complex and there are many layers to the policy issue stemming from the executive offices use of discretion to rescind the program. In promoting the private work of lawyers and organizations in collaboration with nonprofits such as United We Dream we can see policy change on a state level to improve the lives of DACA recipients. My evidence demonstrates the layers of collaboration needed when shaping policies that influence DACA recipients by bringing together the work of the private, public and nonprofit sector.

AREA: Public Governance

COMPETENCY CAPACITY ADDRESSED: 1C: Capacity to apply knowledge of system dynamics and network structures for sustainable development

TITLE/LABEL OF EVIDENCE:

1. Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act
2. Summative Analysis on Deferred Action for Childhood Arrivals

TYPE OF EVIDENCE:

Course evidence from Policy Systems and Foundations of Public Administration

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Is able to describe a complex public administration issue, problem or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development objectives.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix F, Appendix G

Competency 1C Capacity to Apply Knowledge of System Dynamics and Network Structures for Sustainable Development

In order to meet the standard for the Public Governance competency 1C I submit

my paper, "Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act" (see Appendix F). This paper explores extensive research in the realm of immigration policy as it relates to the Deferred Action for Childhood Arrivals policy issue. I also submit my summative analysis on Deferred Action for Childhood Arrivals (see Appendix G). Both pieces of evidence demonstrate my ability to describe a complex administration issue using basic system dynamic and network frameworks with an eye towards achieving sustainable development objectives.

In my final policy PA 306 paper, "Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act." I explore extensive research in the realm of immigration policy as it relates to the Deferred Action for Childhood Arrivals policy issue. In the paper I lay out the foundation of U.S. immigration policy as it relates to DACA and propose four policy alternatives. I then assess the policy issue through the advocacy coalition framework and propose that policy makers look to a comprehensive policy outcome such as the DREAM Act in order to create long term change. I feel that I meet the standard for this competency because I am able to lay out the complex history of this policy issue and layout policy alternatives under the advocacy coalition framework. The framework centers around two competing coalitions: security and economic rationale.

At the basic level I use my summative policy analysis paper to explore these competing coalitions in which the policy issue surrounding DACA recipients is framed by the current administration. My summative analysis explores President Trump's decision to end the program Deferred Action for Childhood Arrivals (DACA) which helps illegal immigrants who were brought to the United States as children received work permits, financial aid and driver's licenses. The summative analysis brings forth the challenges government will face in ending DACA as the program has enabled thousands of recipients to go to school and work. The financial and economic implications of overturning DACA must be considered in a time when security for the border is stressed with the public. The analysis explores the dynamic of the competing coalitions between economic rationale and security as dangerous rhetoric against immigrants shapes policies that exclude them from a more comprehensive policy alternative.

I believe I meet the standard for competency 1C because my summative analysis paper outlines the basic system dynamics of DACA while the expansive policy paper looks into how we can implement various policy alternatives in order to achieve sustainable development objectives for DACA recipients.

AREA: Policy Process

COMPETENCY CAPACITY ADDRESSED: 2A: Capacity to carry out effective policy implementation.

TITLE/LABEL OF EVIDENCE:

1. Project ID Creation Process for External Events Guide
2. Case and Context: Seattle Community Association Memo Assignment

TYPE OF EVIDENCE:

Course evidence from UVM UES Internship and Foundations of Public Administration

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can undertake a detailed assessment of policy implementation within specific contexts.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix H, Appendix B

Competency 2A Capacity to Carry Out Effective Policy Implementation

In order to meet the standard for the Policy Process 2A competency I submit my Project ID Creation Process for External Events Guide (see Appendix H) demonstrating my direct ability to assess and implement new policy changes. In addition, I submit my Seattle Community Association Memo Assignment (see Appendix B) where I explore a reassessment of policy standards in order to implement a better policy.

The implementation guide I created as part of my internship played an important role in establishing revenue goals for UVM University Event Services department by allowing the department to restructure the way in which data was collected and managed in the budgeting process. The creation of the “Project ID Creation Process for External Events Guide” was significant because it documented the process of collaboration needed to restructure our financial reporting and budget. In order to restructure reporting standards, we would change the way in which Project IDs, otherwise known as chart string codes, would operate in our software(PeopleSoft). This recoding and manual reassignment of chart strings would allow all external revenue to be tracked in one account that could then be used to project more accurate revenue in our overall budgeting process.

The business manager and I conducted a focus group with key stakeholders who would be a part of the process in creating and assigning the project IDs. The group included: department management, the registration team and finance team. Stakeholders were introduced to the process implemented by the business manager and myself. Then individuals discussed feedback and assigned roles for the process. I created a temporary job aide of the process. After two months the process was re- evaluated with departmental staff and was altered to ensure accurate processing of contracts and project IDs. A final guide was drafted, and the process was reported to the ABSC to ensure revenue was accurately reported.

Conducting a focus group and meeting with staff who would be involved in the assessment and implementation process of the new standard for creating project IDs allowed me to gain the skills necessary to carry out effective policy implementation within specific contexts. It provided the tools to see the importance of conducting a detailed assessment of how standards need to be met in order to effectively see the follow through of policies.

The second piece of evidence I submit to meet the standard of competency 2A is my Seattle Community Association Memo. This piece of evidence was key in building my skills to understand what happens when existing policies fail, and you must reassess and improve policies you have administered. The Seattle Community Association case is concerned with implementing an institutional racism initiative. Once the initiative is implemented many individuals struggle to accept the new policy changes. This initiative leaves staff questioning the implementation of the policies and brings with it more concerns than problem solving. I wrote the memo from the perspective of Cheryl Cobb. She is the designer of the initiative and she works with the director to implement the new policies for the staff. Her response to the memo is her addressing the board of directors in regard to the “undoing racism” initiative. Since the implementation of the policy there have been many concerns from staff and the board about the delivery of the initiative. While for some the initiative brings about positive change it is important to implement a fair policy that engages all members of the community.

In the role of Cheryl, I propose the implementation of a new internal structure to the initiative that focuses “on dialogue, collaboration, and education. It is the hope that these initial steps will move the anti-racism initiative towards a model of incorporating the diversity and voices of all staff members”. I propose beginning with the establishment of a development committee to “allow staff from various programs and areas to come together and develop ideas about how they would like to incorporate themes of diversity and address diversity as it relates to their staff and operational service areas”. This is critical in allowing individuals to actively participate and brings all voices to the table. In doing so you allow employees to see that you are willing to hear their concerns and are open to changing policies. This allows for better buy in from staff and can create a more open dialogue between staff and management.

I have met the standard for the competency by demonstrating in both pieces of evidence my ability to evaluate existing policies and work with stakeholders to reexamine new processes in detail in order to implement policies that will work for all stakeholders. As public administrators we will need to carry out effective policy implementation, but we must also know when to change course and reassess the policies we have implemented by engaging with our stakeholders and understanding the importance of feedback and improving on past practices.

AREA: Policy Process

COMPETENCY CAPACITY ADDRESSED: 2 B: Capacity to apply policy streams, cycles, and/or systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration.

TITLE/LABEL OF EVIDENCE:

1. Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act

TYPE OF EVIDENCE:

Course evidence from Policy

Systems **SELF-ASSESSMENT**

SCORE: 3 **CRITERIA YOU**

HAVE MET:

Employs a policy streams or policy heuristics model approach to describe policy making. Can demonstrate how problem definition is defined within specific policy contexts and deconstruct the relationships between problem definitions and solutions.

INSTRUCTOR ASSESSMENT SCORE: ______

EVIDENCE IS LOCATED UNDER: Appendix F

Competency 2B Capacity to Apply Policy Streams, Cycles, and/or Systems Foci Upon Past, Present and Future Policy Issues, and to Understand How Problem Identification Impacts Public Administration.

The most significant demonstration of my capacity to apply policy streams, cycles, and/or systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration can be viewed in my final policy PA 306 paper, "Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act" (see Appendix F). This paper explores extensive research in the realm of immigration policy as it relates to the Deferred Action for Childhood Arrivals policy issue. In the paper I lay out the foundation of U.S. immigration policy as it relates to DACA and propose four policy alternatives. I then assess the policy issue through the advocacy coalition framework and propose that policy makers look to a comprehensive policy outcome in order to create long term change. Ifeel that I meet the standard for this competency because I am able to extensively apply a MPA framework to a policy issue and offer prospective policy alternatives to the policy issue. Under the advocacy coalition framework, the policy alternatives presented in this paper were reviewed based on the following goals: economic efficiency, equitable distribution, and social and cultural justice. The presented goals allowed for the selection of impact categories to further develop projected outcomes. The graph presented in the evidence will summarize the policy outcomes.

The paper demonstrates my skills to dissect a policy issue and approach the issue using the policy process that is key to our training as public administrators. I would argue that it is a skill at the core of our training. In order to approach an issue, it is important to have an understanding of the various policy frameworks. As a public administrator wanting to work with immigrant populations I understand the importance of the advocacy coalition framework and I am able to use that point of reference in the scope of my work because I have learned how to conducted a policy analysis in my PA 306 course.

The Advocacy Coalition Framework allowed me to frame the scope of my policy issue around the various involved stakeholders. This key analysis framework allowed me to build my interpersonal skills when working with various stakeholders. In my opportunities to speak with various stakeholders I was able to further dissect the policy issues under the ACF. I discuss these competing coalitions: "Immigration policies (Mishra et al., 2008) (Joppke, 1998) are driven by two dimensions of the national interest: security and economic rationale. Coalitions associated with the economic rationale focus on how the number of immigrants can be increased which will increase labor supply and increase economic performance overall. While security coalitions are focused on maintaining overall security and protecting citizens while also restricting immigrants from entering the United States." It is unclear how strategically policy brokers take their position between the two polarizing coalitions, but under the Advocacy Coalition Framework it may be possible to bring these two competing coalitions together in order to pass the DREAM Act. My ability to work with and understand the importance of various stakeholders was solidified through my policy analysis using the ACF. The evidence presented will support my claims to having met the competency.

AREA: Policy Process

COMPETENCY CAPACITY ADDRESSED: 2C: Capacity to conduct policy analysis/evaluation.

TITLE/LABEL OF EVIDENCE:

1. Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act

TYPE OF EVIDENCE:

Course evidence from Policy Systems

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can conduct an independent piece of policy analysis, successfully rendering new insights and applicable findings for policy makers.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix F

Competency 2C Capacity to Conduct Policy Analysis/ Evaluation

The most significant demonstration of my capacity to conduct policy analysis/ evaluation can be viewed in my final policy PA 306 paper, “Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act (see Appendix F). This paper explores extensive research in the realm of immigration policy as it relates to the Deferred Action for Childhood Arrivals policy issue. In the paper I lay out the foundation of U.S. immigration policy as it relates to DACA and propose four policy alternatives. I then assess the policy issue through the advocacy coalition framework and propose that policy makers look to a comprehensive policy outcome in order to create long term change. I feel that I meet the standard for this competency because I am able to extensively apply a MPA framework to a policy issue and offer prospective policy alternatives to the policy issue. Under the advocacy coalition framework, the policy alternatives presented in this paper were reviewed based on the following goals: economic efficiency, equitable distribution, and social and cultural justice. The presented goals allowed for the selection of impact categories to further develop projected outcomes. The graph presented in the evidence will summarize the policy outcomes.

The paper demonstrates my skills to dissect a policy issue and approach the issue using the policy process that is key to our training as public administrators. I would argue that it is a skill at the core of our training. In order to approach an issue, it is important to have an understanding of the various policy frameworks. As a public administrator wanting to work with immigrant populations I understand the importance of the advocacy coalition framework and I am able to use that point of reference in the scope of my work because I have learned how to conduct a policy analysis in my PA 306 course.

In addition, I met the standard in rendering new insights to my policy issue by developing a new policy alternative for policy makers to consider when it comes to DACA recipients. The policy alternative is known as an adjustment of status for Green Card petition employment-based visas (Orrenius et al., 2017). They have been implemented for individuals whose employers are willing to sponsor them in the United States while on a temporary work visa (Orrenius, 2017, p. 184). In order for employment-based sponsorship to be successful individuals must be able to travel to their home countries for initial visa sponsorship. Under the current law DACA recipients would not qualify because they have broken the law by entering into the United State illegally or staying longer than allowed. In order to move beyond this policy, lawmakers must consider issuing DACA recipients an inadmissibility waiver. A waiver would allow individuals currently working for employers to apply for an adjustment of status that could grant them a long-term green card. The analysis provides a demonstration of my skills to look beyond the standard illegal/citizenship binary narrative to offer a policy solution that can also consider the economic and social impacts of employment-based sponsorship.

AREA: Analyze, synthesize, think critically, solve problems, and make decisions

COMPETENCY CAPACITY ADDRESSED: 3A: Capacity to employ quantitative and qualitative research methods for a program evaluation and action research.

TITLE/LABEL OF EVIDENCE:

1. Evaluating the Impacts of Attending Afterschool Programs paper
2. Eviction Prevention Program Conference Program Interest Surveys and Evaluations.

TYPE OF EVIDENCE:

Course evidence from Research Methods and Champlain Housing Trust Internship

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can provide a piece of original analysis of an observed phenomena employing one qualitative or quantitative methodology effectively. Possesses capacity to commission a piece or original research. Can provide a detailed account of how a program or project evaluation should be structured within the context of a specific program or project.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix I, Appendix J

Competency 3A Capacity to Employ Quantitative and Qualitative Research Methods for Program Evaluation and Action Research

In order to meet the standard competency 3A capacity to employ quantitative and qualitative research methods for program evaluation and action research I submit my Evaluating the Impacts of Attending Afterschool Programs paper (see Appendix I), demonstrating my skills to analyze and quantify qualitative data in order to provide program evaluation. In addition, I submit my Eviction Prevention Program Conference Program Interest Surveys and Evaluations (see Appendix J) where I collect survey data to structure a program and collect evaluation data in order to improve the future program, demonstrating my capacity to commission a piece of original research.

My first piece of evidence the Evaluating the Impacts of Attending Afterschool Program paper began with obtaining pre-existing data from the University of Vermont, Center for Rural Studies annual state-wide poll of Vermont residents. Overall, there were 599 respondents to the survey. The results were based on a group of this size to have a margin of error of plus or minus 4 percent at a confidence interval of 95 percent.

Data managed by the class began the process by initially storing the data in a Microsoft Excel spreadsheet then the data was imported into IBM SPSS Statics for analysis. Upon successful import I then coded the data providing labels, value labels, and measures. Any “don’t know” or “refused” responses were marked as missing values. The research question for this paper explores; do children attend after-school or out-of-school programs other than school sports?

In order to meet this competency, I researched the impact of after-school or out-of-school programs to provide relevant data on how policies can be strengthened or improved in order to assist the youth population. The null hypotheses address the impacts of various variables on if children attend after-school programs: There is not impact on after school attendance if students are under the age of 18, have any children in the household between kindergarten and the 12^{t} grade, and whether or not youth live in a rural, suburban or urban area. In order to test these hypotheses a bivariate analysis was conducted using a cross tabulation and chi square test.

An updated analysis was conducted on the null hypothesis that there is no relationship between how many people in your household are under the age of 18 and if children attend after-school or out-of-school programs other than school sports and found the results to be statistically significant. Individuals who attend after-school programs would be under the age of 18. Not enough evidence was statistically significant to reject the null hypothesis there is no relationship between whether or no individuals live in a rural, suburban or urban area and if they attend after-school or out-of-school programs other than school sports. In order to meet the competency, I was able to provide a piece of original analysis which required various coding structures between qualitative and quantitative data in order to generate an effective methodology that would enable me to observe phenomena specific to my null hypotheses.

The second piece of evidence I submit is my Eviction Prevention Program Conference Program Interest Surveys and Evaluations. Every year the Champlain Housing Trust hosts an annual Eviction Prevention Program conference. This conference invites housing agencies across the U.S. to join them for a two-day conference on how to build their own eviction prevention programs that can help tenants get on track with their rent rather than become late and face eviction.

As part of my internship I was required to send our pre-event and post-event surveys that would provide feedback from participants in order to structure the program and evaluate the program post-event. The following questions were asked pre and post the event.

Pre-Event Survey Questions:

1.As best you know, what is your organization's level of preparation to start an eviction prevention program? (Select One)

2.Our organization currently offer (Select All that Apply)

3.In starting an eviction prevention program, I am most worried about: (Blank)

Post-Event Survey Questions:

1. How would you rate your overall experience? 1(Poor)-5(Excellent)
2. What did you like most about the conference?
3. Were there any materials or information that would have been helpful to you that we did not provide?

Both sets of surveys required the collection of quantitative and qualitative data. The surveys and results provide the detailed account of how a program should be structured and evaluated. By using the pre-event surveys I was able to gain key insights on how to best structure the program in a way that would be helpful to individuals and make our program most effective. By allowing individuals to provide us feedback prior to the conference we were able to gain a lot of insight on the direction of our program.

Creating and deploying the surveys as well as conducting the evaluation provided me with the understanding of how to commission a piece of original research. I feel that I have met the competency standard by providing a detailed account of how program evaluation can be implemented.

AREA: Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

COMPETENCY CAPACITY ADDRESSED: 3B: Capacity to initiate strategic planning and apply organizational learning and development principles.

TITLE/LABEL OF EVIDENCE:

1. United We Dream: Finding Your Voice Paper
2. Max Weber and the Street Level Bureaucrat paper

TYPE OF EVIDENCE:

Course evidence for 1 and 2 from Organizational Theory and for 3 from Nonprofit Administration

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can demonstrate a knowledge of one or more strategic planning processes or techniques along with an explanation for how, where and why they should be used. Can conduct an analysis of an organization's culture and can identify opportunity for development and promotion of organizational learning.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix E, Appendix K,

Competency 3B Capacity to initiate strategic planning and apply organizational learning and development principles

An in-depth organizational analysis (paper) was conducted on the nonprofit United We Dream in order to assess the organization's culture and overall health in order to review opportunities for improvement (see Appendix E). The youth-led organization has focused on addressing important issues in communities at the local, state, and federal level such as: protecting all immigrants, defending against deportations, and educational access for all immigrants. It does this by bringing people together to talk about their fear and encourages them to find their voices. The organization empowers people to develop their leadership, their organizational skills, and to develop their own campaigns to fight for justice and dignity for immigrants and all people. It has been important for United We Dream to work in solidarity with others to achieve their mission. Today the organization is a non-partisan network made up of 400,000 members, 48 network affiliates in 26 states (United We Dream, 2018).

Culture plays a large role in the organization and has been the grounding rock of its foundation and the work that United We Dream does. 75% of organizers are DREAMers who share experiences of growing up being undocumented. The immigrant identity fosters cultural responsiveness. Some core values of the organization include: committed to nonviolence, empower the whole person, our stories are power. When I completed the analysis I found that the main organizational challenges that United We Dream faces are structure, leadership, and finances. The biggest challenge the network faces is the OTD site-specific network model because it is so broad that often reporting networks and national communications between staff do not work efficiently. The structure places a lot of responsibility on staff with not much support from upper management.

My second piece of evidence is a paper that analyzes the organizational role of street level bureaucrats (see Appendix K). It looks at policies that have given public service workers a larger role of discretion than ever before. Street-level bureaucrats are agents of policy as they maintain a level of social control and regulate the public. Weber argues "the more complicated and specialized modern culture becomes, the more its external supporting apparatus demands the personally detached and strictly 'objective' *expert*, in lieu of the master of older social structures, who was moved by personal sympathy and favor, by grace and gratitude" (Tompkins, 2005, 52). Max Weber's ideal to maintain a level of impersonality free from bias has been upheld by administrators and the public at large when policies of discrimination and profiling by USCIS officers in the state of Arizona reflected changing political and authoritative views (Campo- Flores, 2010, 1). The analysis demonstrates a knowledge of strategic planning when working with the public and how administrators must navigate organizational and policy change.

In order to meet the standard for the competency I have demonstrated my ability to analyze and think critically when it comes to changing immigration policy and being able to maintain strategies that allow public administrators to remain neutral as well as have the ability to recognize when policies are discriminatory. In addition, I have demonstrated my ability to conduct an organizational analysis and suggest improvements within the United We Dream network in order to improve the organization's culture and financial health.

AREA: Analyze, synthesize, think critically, solve problems, and make decisions

COMPETENCY CAPACITY ADDRESSED: 3C: Capacity to apply sound performance measurement and management practices.

TITLE/LABEL OF EVIDENCE:

1. Change Recommendations US Army Second Infantry Division (PowerPoint)
2. Improving the Department of Mental Health paper.

TYPE OF EVIDENCE:

Course evidence from Organizational Theory and Public and Nonprofit Budgeting

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can identify and analyze performance management systems, needs and emerging opportunities within a specific organization or network.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix L, Appendix M

Competency 3C Capacity to Apply Sound Performance Measurement and Management Practices

In order to meet the standard for competency 3C capacity to apply sound performance measurement and management practices I submit my Change Recommendations US Army Second Infantry Division (PowerPoint) (see Appendix L) demonstrating my skills to analyze emerging opportunities of growth within the US Army Second Infantry Division. In addition, I submit my Improving the Department of Mental Health paper (see Appendix M) where I review the organization programmatically and financially in order to analyze performance measures and management practices.

In order to provide change recommendation on the US Army Second Infantry Division my team and I implemented the organizational analysis tool McKinsey 7S Framework. The structure focuses on the 7Ss which are structure, strategy, systems, skills, style, staff and shared values. Under this model the organization will perform well if these elements are aligned and mutually reinforcing. Within the scope of our research we came across the inequalities women face in the army.

Significant findings included:

- Inability to enlist in infantry or armor occupations or be assigned to ground combat units at the entry level in 48 states under the Leader First policy.
- 7 out of 10 service members did not report their assault in an “unrestricted” (actionable) manner to their chain of command. Showing a lack of confidence in current reporting standards. The Military Justice Improvement Act S. 2141 keeps military crimes within the chain of commands which can have serious consequences for those who report sexual assault/harassment.
- The Army’s Sexual Assault Response and Prevention Program (SHARP) needs to shorten the credentialing time for their reporters who assist women with reporting their assaults. Due to long credential time frames there is a lack of reporters on the ground speaking with victims.

While this data was worrying we did find data showing men and women were able to perform physically at similar performance measures and just wanted to be seen as soldiers in order to be given the same opportunities as their male colleagues. In addition to these findings we also had findings on outsourcing of services by the US Army and made recommendations for the continued need of statistical reporting. This piece of evidence demonstrates my ability to analyze an organization’s performance measures by looking at the overall health of the organization in order to make recommendations on future growth opportunities.

In addition, I submit my paper, Improving the Department of Mental Health. This paper examines the overall health of the department from its programs to its budget. I used the review of the department to address key recommendations on the future health and programmatic funding of the department following detailed recommendations addressing my ability to meet the competency.

Recommendations:

The Department of Mental Health needs to address issues surrounding funding under the Global Commitment Fund. The state will lose all funding for the Vermont Psychiatric Care Hospital. Under the IMD Medicaid waiver facilities larger than 16 beds do not qualify for federal Medicaid. In order to prevent the turnover of the facility the state of Vermont could choose to operate the facility as an inpatient 16 bed unit. This will require cuts under personal services, but could drastically limit the number of individuals who lose their jobs with the state. This option ensures the facility is in line to receive Medicaid funding for future patient care.

The secondary option would allow the state to privatize the facility with the UVMMC Network who would be responsible for its operation. Under this plan the state would save the most money because it would no longer be responsible for state salaries. Privatization would result in smaller salaries for staff especially mental health workers. Alvarez describes the jump as “significant and discouraging” (Alvarez, 2018). As a previous employee of the non-profit, the Brattleboro Retreat, he worked on Tyler four which is the state funded unit that deals with level one adult inpatient care.

The Vermont Department of Mental Health faces a large budgetary issue in its federal Medicaid funding. According to AHS (2015), “Vermont and CMS negotiated IMD expenditure authority using investment dollars that was time limited for the duration of the extension period (January 1, 2017-December 31, 2021)” (p. 9). The state of Vermont must decide how they will manage the care and staffing of facilities that do not meet the IMD reimbursement requirement. The Vermont Psychiatric Care Hospital will be the primary target of this phase-out plan. The facility is completely state run and dependent on federal funding in order to support its operations.

In order to meet the standard, I have shown my ability to identify and analyze performance management needs and emerging opportunities within the department of Mental Health. My in-depth analysis identifies specific needs within the department’s budget as it relates to Medicaid funding. In addition, I show my ability to identify how the DMH can provide continued services to clients by exploring emerging opportunities for alternative designs and structures such as privatization which can improve the overall performance for the department.

AREA: Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

COMPETENCY CAPACITY ADDRESSED: 3D: Capacity to apply sound financial planning and fiscal responsibility.

TITLE/LABEL OF EVIDENCE:

1. Rate Calculation Historical Summary Sheet
2. Summer 2020 Housing Rates

TYPE OF EVIDENCE:

Internship artifacts for Finance Internship at University Event Services, UVM

SELF-ASSESSMENT SCORE: 4

CRITERIA YOU HAVE MET:

Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and budgeting scenarios.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix N, Appendix O

Competency 3D Capacity to Apply Sound Financial Planning and Fiscal Responsibility

In order to exceed the competency 3D, apply sound financial planning and fiscal responsibility standard I submit my Rate Calculation Historical Summary Sheet (see Appendix N) which demonstrates my ability to produce new budgeting standards in order to provide new insights to financial management challenges of the UVM University Event Services department. In addition, I submit my Summer 2020 Housing Rates (see Appendix O) which demonstrate my ability to articulate and suggest an alternative rate structure based on the assessment of financial management challenges.

The rate calculation historical summary sheet illustrates the criteria to meet the capacity to apply sound financial planning and fiscal responsibility because the rate calculation summary includes a multi-year analysis of data pertaining to summer housing groups in order to calculate the average bed night cost. The summary sheet was then used to change reporting standards around new budget management policies. The rate calculation sheet was the first attempt by the department to implement fiscal planning around rate implementation in order to determine the bottom line to be charged per person per night for overnight housing accommodations. Along with the ABSC, the Event Services Business Manager and myself the summer rate calculation sheet was created to include overall yearly projections from the years of 2011 through 2019.

The budgets included overall expenses and revenues for those years. It was my responsibility to collect and organize revenue data for all summer groups housed on campus from the years of 201l through summer 2019. Data was collected on both internal groups to the University of Vermont as well as external groups to the University of Vermont. In addition, expenses pertaining to summer housing operations were also collected for those years including: linen and parking as well as custodial expenses charged for the cleaning of the dorms used for overnight accommodations. Most importantly data was also collected on the total number of bed nights for each of the years. This data collection occurred through the Conference Programmer Software that tracks the number of individuals who stayed and for how many nights they stayed. Once the data was collected and entered then a formula was used to calculate the average cost per bed night. This was calculated from the yearly expenses for each year divided by the number of bed nights for each year. At the time the department was also facing a deficit and wanted to know what the rates would be if the deficit was also factored in. This was calculated by (expenses plus deficits) divided by the total number of bed nights.

Once the average cost per bed night was calculated for each year then a focus group was held with the management team about how rates could be set to the calculated average cost per bed night. The 2020 housing rate sheet was established as an excel and produced an overall 4 percent rate increase for summer housing rates from the previous year. This brought many rates within the range needed to meet the total average cost per bed night for 2019. However not all programs were able to meet the rate range because myself and the business manager wanted to remain equitable to programs who would not be able to manage the 4 percent increase. The evidence demonstrates a detailed need to understand financial data and implement an action plan around how data can be used to inform the decision making process around budgets. By deciding to conduct a rate analysis I was able to obtain sound financial accounting standards to implement the data collected into action in order to set summer housing rates that would be reflective of a healthy and sustainable business as well as be equitable to those wishing to find affordable housing accommodations. The process was challenging and required a knowledge of Microsoft Excel in order to build the rate sheet. The process involved meeting several standards set forth by the ABSC as well as the department's director. The process of evaluating the historical data allowed the department to capture a baseline for setting future housing rates. It also allowed the department to assess potential leads for the next summer. At the time the department was facing a major overhaul of the budget due to a departmental deficit. This made the historical data analysis even more important in propelling the organization forward in creating change and taking drastic actions to continue to support its employees and the university. Through this process I was able to gain valuable skills in budgeting as well as an understanding of the importance of fiscal responsibility.

AREA: Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

COMPETENCY CAPACITY ADDRESSED: 3E: Capacity to effectively manage projects

TITLE/LABEL OF EVIDENCE:

1. Project ID Creation Process for External Events Guide
2. Status and Project ID List Report

TYPE OF EVIDENCE:

Internship artifacts for Finance Internship at University Event Services, UVM

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can evaluate and articulate effective project management practices, applied to specific cases and contexts.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix H, Appendix P

Competency 3E Capacity to Effectively Manage Projects

In order to meet the standard for competency 3E Capacity to Effectively Manage Projects I submit my Project ID Creation Process for External Events Guide (see Appendix H) which demonstrates my ability to articulate and execute an effective project process as it relates to restructuring financial reporting standards. In addition, I submit my Status and Project ID List Report (see Appendix P) which demonstrates my ability to evaluate and improve a report in order to improve overall project practices. The implemented projects played an important role in establishing the UVM University Event Service's revenue goals by allowing the department to restructure the way in which data was collected and managed in the budgeting process.

The creation of the Project ID Creation Process for External Events Guide was significant because it documented the process of collaboration needed to restructure our financial reporting and budget. The business manager and myself conducted a focus group with key stakeholders who would be a part of the process in creating and assigning the project IDs. Project IDs are account codes that link to specific budgets. The group included: department management, the registration team and finance team. Stakeholders were introduced to the process implemented by the business manager and myself. Then individuals discussed feedback and assigned roles for the process. I created a temporary job aide of the process. After two months the process was re- evaluated with departmental staff and was altered to ensure accurate processing of contracts and project IDs. A final guide was drafted and the process was reported to the ABSC to ensure revenue was accurately reported.

In addition, the Status and Project ID List Report was built and generated through a system called Conference Programmer to ensure accurate project IDs were being created by staff for conferences. The report, Status and Project ID List, also included additional information needed for revenue projection and calculations. The report and job aide were both distributed amongst departmental staff to ensure individuals were aware of the process of project ID creation for all events as well as informed on the status of their events. The Status and Project ID List Report was able to generate data on contract status as well as billing status for individual camps and groups (see Appendix P).

In order to meet the standard, I have demonstrated how the development of both my guide and report show my ability to evaluate an existing process that was not working and articulate a new method of approaching the issue. This is evident in my ability to create a focus group and create a process for the reestablishment of accurate project IDs.

Specifically, the Status and Project ID list implemented more streamlined reporting for the department. The report also assisted all teams with improving communications by serving as the primary tool for verifying the status of project IDs created. This process was also streamlined by the assistance of the UVM Business Center. Working with the department staff, university, and the ABSC we were able to begin to improve our reporting standards.

These standards were set forth by Richard Cate during our departmental review and required us to change the way in which we reported external and internal revenue.

In addition, the creation of the Status and Project ID List required significant software updates to Conference Programmer in order to generate the report in the manner in which we needed it. The creation of the report was a collaboration in meeting the needs of the ABSC to working one on one with our technical support staff in conference programmer. I worked with CP staff to adjust the report and make sure that it was compatible to what we needed. The report was also altered to match the reporting standards needed to import data into our budgeting worksheet. The projects also had a successful hands on approach in working with the department staff to understand why data would need to be reported differently and how we could get there as a team. Implementing a focus group allowed for the project's success because we realized that within the department there had been much variation in the way revenue was collected and reported to the business manager. These projects allowed for the standardization of that process. The projects also involved several stakeholders who got to be a part of the conversation and that was key in keeping everyone on the same page and happy to implement the changes. By working with individual feedback the project was able to meet all the financial needs of the department, but also the needs of the staff who saw the project not as a burden, but rather a collaboration.

The development of both the guide and report demonstrate my ability to meet the standard by balancing both projects at the same time while working to conduct a focus group with staff and also working with IT consultants and various UVM departments to establish our report. Both projects required re-evaluation and the skills to articulate changes based on desired outcomes and needs for the whole team. Once the evaluations were completed I was then able to articulate through my guide the best project practices we should take in order to achieve our goal.

AREA: Public Service Perspective

COMPETENCY CAPACITY ADDRESSED: 4A: Capacity to understand the value of authentic citizen participation in PA practice.

TITLE/LABEL OF EVIDENCE:

1. Personal Leadership Plan
2. Interview with Selene Colburn paper
3. CDAE Foundation Community Development Grant Proposal

TYPE OF EVIDENCE:

Course evidence for 1 and 2 from Women in Leadership and for 3 from Community Economic Development

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Possesses the capacity to describe how citizen participation can be undertaken in an authentic way that improves the democratic accountability of an organization or network.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix Q, Appendix R, Appendix S

Competency 4A Capacity to Understand the Value of Authentic Citizen Participation in PA Practices

My Personal Leadership Plan (see Appendix Q) and my experience interviewing legislator Selene Colburn (see Appendix R) for my Women in Leadership class provided a foundation in understanding the importance of citizen participation for women as well as women in government. Speaking with Selene I learned of her challenges in being seen as a strong legislator, and also finding her own voice when facing harassment by her male colleagues. She describes the importance of finding a community and using the barriers against her to work on her communication skills in order to improve her interactions with her male colleagues. She describes initiating more in person meetings in order to meet individuals at their level and with experience she was able to assert her voice and remain confident in her abilities. She also discusses the importance of sponsorship and mentorship when it comes to women in government. It was pivotal for her and she talks about how important it is to get involved in your community and reach out to individuals to create a network. Sometimes citizen participation can begin with volunteering or speaking to your local legislators. These avenues of authentic participations were also explored in my own Personal Leadership Plan. I was able to further build off of my own ideas by looking at various case studies we explored in class in order to create an action plan for myself. It was important to network and reach out to Selene and she provided the opportunity to speak with her on her own ideas of authentic participation for women in government as well.

In our Community Economic Development class, we explored the capacity to understand the value of authentic citizen participation in PA practice through our CDAE Foundation Community Development Grant Proposal (see Appendix S). In response to the request for proposal I chose to study my hometown of Zenica, Bosnia and Herzegovina. The grant describes how citizen participation can be undertaken for women in Zenica in order to improve the democratic accountability of the city of Zenica, businesses, and community. In Zenica, Bosnia and Herzegovina women are significantly under-represented in the labor force. In a city with a staggering unemployment rate of 28.2%, the unemployment rate for women is 17% higher than that of men (Zenica Economic Development Agency, 2012, p.26). This is due to a variety of factors such as lack of education, paternalistic societal norms, and post war trauma. The impact of this under representation is less economic stability for the country, an inadequate number of women in the workforce, and overall loss of human capital.

The goal of the grant and the organization responding to the grant, Women for Zenica, is to execute a day and half conference called Zenica's Women in the Workforce Conference in order to promote the inclusion of more women into Zenica's labor force by bringing together various stakeholders in order to assess how the community will begin to address the gaps, obstacles and challenges women face in entering and staying in the labor market. By bringing community stakeholders together the organization can raise awareness about the challenges women face in the community and begin to implement policies and support services for women that can lead to long-term policy implementation within the city. This conference is essential in seeing women as an asset to the community outside their role as caretakers, mothers, and wives. By inviting a larger conversation on the issues women are facing we are allowing city stakeholders the opportunity to be accountable in promoting active change within the community.

AREA: Public Service Perspective

COMPETENCY CAPACITY ADDRESSED: 4B: Capacity to understand the value of social and economic equity in PA practices.

TITLE/LABEL OF EVIDENCE:

1. Change Recommendations US Army Second Infantry Division (Powerpoint)
2. Bosnian ITC Action Plan
3. Ehome America guide

TYPE OF EVIDENCE:

Course evidence for 1 from Organizational Theory and for 2 and 3from Champlain Housing Trust Internship

SELF-ASSESSMENT SCORE: 4

CRITERIA YOU HAVE MET:

Can demonstrate how she/he has facilitated the improvement of inequitable situations through action.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix L, Appendix T, Appendix U

Competency 4B Capacity to Understand the Value of Social and Economic Equity in PA Practice

In order to exceed the standard for the Public Service Perspective 4B competency I submit my Change Recommendations US Army Second Infantry Division (Powerpoint) (see Appendix L) demonstrating my skills to analyze the inequality women face in the US Army Second Division. In addition, I submit my Bosnian ITC Action Plan and Ehome America Guide (see Appendix T and Appendix U) from my Internship with the Champlain Housing Trust as a demonstration of my ability to improve housing access for individuals for whom English is not their first language.

In order to provide change recommendation on the US Army Second Infantry Division my team and I implemented the organizational analysis tool McKinsey 7S Framework. The structure focuses on the 7S's which are structure, strategy, systems, skills, style, staff and shared values. Under this model the organization will perform well if these elements are aligned and mutually reinforcing. Within the scope of our research we came across the inequities women face in the army. One significant finding was the inability of women to enlist in infantry or armor occupations or be assigned to ground combat units at the entry level in 48 states under the Leader First policy. The "leader first" policy requires two women officers of any rank, to be assigned at the battalion level before junior enlisted women could be assigned. This is very difficult to achieve since there are not many women in leadership positions. Recommendations were made to improve the equality of women in leadership, combat and training specific to this issue:

-Remove the leader first policy

-Create gender neutral standards when it comes to onboarding and training: Develop soldier centric requirements. Improve recruitment to be more inclusive. For basic training replace the Army Physical Fitness Test (APFT) with the Army Combat Readiness Test (ACRT), and offer more advanced individual training (AIT) for women in careers such as infantry, engineering, and aviation logistics.

-Improve Leadership Training Access: Provide women the same opportunities to contribute in an organizational leadership capacity for a role they are qualified for. By allowing more men to see women in leadership it shapes a positive culture of women in combat.

In addition, I submit my Bosnian ITC Action Plan and Ehome America Guide to demonstrate my capacity to work to offer access for non-English speakers at the Champlain Housing Trust during recent COVID 19 crisis. The Champlain Housing Trust offers a variety of educational programs in order to help potential renters and homeowners achieve their goals of finding long-term housing.

Prior to the COVID 19 outbreak the Champlain Housing Trust offered a program called Ready Set Rent. This program enables individuals with no credit or bad credit to qualify for affordable apartments through the Champlain Housing Trust. Ready Set Rent consists of two subprograms called Intro to Credit and Credit Management Skills. If you are someone who has no credit history at all you will have to complete is Intro to Credit, which is an individual one-on-one counseling appointment with a financial coach. If you are someone who has poor credit, then you would need to complete the Credit Management Skills Class. This class is offered in person twice a month. In order to improve access to non-English speakers we schedule both ITC and CMS as an individual counseling appointment where we bring in a translator through the local nonprofit AALV (Association of Africans Living in Vermont) at no cost to the client in order to provide translation for the client in his or her home language. Due to the recent COVID 19 crisis we have temporarily waived these credit requirements for individuals with no credit.

During my internship I took on the process of translating all our ITC materials in order to improve access to non-English speakers. I have committed myself not only to improve access but provide physical materials that can be helpful in improving financial literacy. The main languages that we will be providing materials in will be Nepali, Swahili, Somali and Bosnian to start. My Bosnian ITC Action Plan is one piece of documentation used during the ITC appointments. Translation of materials will allow clients to have an even better experience working with our counselors and translators as they learn the importance or credit. Under fair housing law we need to be inclusive of all individuals we serve. If we offer a service to one group, we need to be able to do it for another. To me it was important to be able to improve their financial literacy by providing the tools and materials they can reference again after their appointment.

In addition, I also created our Ehome America Guide during my internship in order to improve online access for non-English speakers/ASL users who wish to complete our online homebuyer education course. The course was always offered online, but now during COVID 19 is the primary means for individuals to access our class and complete their homebuyer education certificate. When individuals are looking to purchase a home, this class is required by lenders. It's a two-step process of completing the class as well as an individual one on one counseling appointment. The guide provides step-by-step access for individuals in completing their registration. Both pieces of evidence demonstrate my commitment to improve equitable practices within my organization in order to serve as many individuals as possible regardless of the barriers they may face. I have demonstrated an ability and willingness to analyze and think critically on how to deliver accessible materials to individuals who need access to housing during a vulnerable time when often individuals who are non-English speakers or have disabilities can be looked over the most.

AREA: Public Service Perspective

COMPETENCY CAPACITY ADDRESSED: 4C: Capacity to lead in an ethical and reflective manner.

TITLE/LABEL OF EVIDENCE:

1. Personal Leadership Plan
2. Interview with Selene Colburn
3. Reflective Essay

TYPE OF EVIDENCE:

Course evidence for 1 and 2 from Women in Leadership and 3 from Foundations of Public Administration

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can apply leadership theories and frameworks to specific situations and contexts. Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she/he views ethics as a professional competency.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix Q, Appendix R, Appendix C

Competency 4C Capacity to Lead in an Ethical and Reflective Manner

In order to meet the standard for competency 4C capacity to lead in an ethical and reflective manner I submit my Personal Leadership Plan (see Appendix Q) which demonstrates my ability to apply the “double bind” theory of leadership to my own experience as a leader. In addition, I submit Interview with Selene Colburn (see Appendix R) which demonstrates my ability to use and understand the “double bind” framework as it relates to the experiences and roles of women in leadership and best practices to navigate ethical and discriminatory obstacles. Lastly, I submit my Reflective Essay (see Appendix C) which demonstrates my ability to reflect on the ethical challenges of being a public administrator and navigating policies specific to undocumented immigrants and my future goals as a public administrator.

My Personal Leadership Plan from my Women in Leadership class was pivotal in building my understanding of ethics as a professional competency. The leadership plan was based in our study of various case studies of women in leadership who faced adversity and challenges growing as leaders. As part of our plan we were also asked to interview a female in leadership who represented a sector we wanted to explore in our leadership journey. Lastly, we also broke down our strengths and weaknesses as assessed by the Harvard Strength Finder Survey.

I address meeting the competency by exploring “the double bind” theory of leadership women face in my own experiences as those of the case studies that we looked at. The double bind focuses on women expected to fulfill certain stereotypes while also being opposite to what men are. These challenges are addressed in my work as a manager but also in my goals of wanting to be an advocate for immigrant rights. Much of my work is based in immigration reform and advocacy. At the time I was really interested in working with legislator Selene Colburn and Migrant Justice to learn about the legal process immigrants go through. I wanted to start a legal clinic run by immigrants for immigrants that could assist with providing resources to families. I also wanted to provide them with a space to learn jobs skills, English and provide housing.

In conducting an interview with Selene Colburn I was able to gain an understanding of the importance of ethics as it relates to her work as a public administrator and to my own journey in becoming a leader. It is important to have my voice heard in this community because I represent a voice for a minority that does not have a seat at the table. It is my hope that I can be a representative of the values and beliefs immigrants hold in our community and can use their support to channel new policies that can support individuals and families within the scope of an ethical framework. In the future I hope to meet someone from the public service sector to be my mentor as I navigate this new sector. I want to help others in my community by advocating on behalf of immigrant rights and I would like to work to educate immigrants about their own legal rights in Vermont.

In addition, I submit my reflective essay on my role as a future public administrator from my Foundations of Public Administration class. I explore how accountability and authority play a role in shaping our current democratic society as it relates to the treatment of undocumented immigrants and the scope of immigration policy in the United States. When we have to "muddle" through policies as coined by Lindblom we must ensure that we consider our own ethics as administrators. This is at the core of our training as public administrators as we ensure our practices do not harm individuals and groups. My experience of watching my friend being detained was pivotal in shaping my understanding of how important it is to treat stakeholders with respect when policies are not as clear. It is important that we maintain practices that bring all voices to the table and advocate for solutions that include rather than exclude.

AREA: Public Service Perspective

COMPETENCY CAPACITY ADDRESSED: 4D: Capacity to achieve cooperation through participatory practices

TITLE/LABEL OF EVIDENCE:

1. AmeriCorps COVID 19 Reflection

TYPE OF EVIDENCE:

Evidence from public service experience as a VHCB AmeriCorps member

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices in specific cases or contexts.

INSTRUCTOR ASSESSMENT SCORE:_______

EVIDENCE IS LOCATED UNDER: Appendix V

Competency 4D Capacity to Achieve Cooperation Through Participatory Practices

In order to meet the standard for competency 4D capacity to achieve cooperation through participatory practices I submit my AmeriCorps COVID 19 Reflection (see Appendix V) which demonstrates my ability to maintain inclusive programming practices and manage conflicts as we moved client services online in order to provide support during the COVID19 pandemic.

At the first news of the COVID 19 outbreak my team and I at the CHT HomeOwnership Center, Home Education Department began to shift our programs online. One area we focused on were our credit classes in our program called Ready Set Rent. Ready Set Rent consists of two subprograms called Intro to Credit and Credit Management Skills. If you are someone who has no credit history at all you will have to complete Intro to Credit which is an individual one on one counseling appointment with a financial coach. If you are someone who has poor credit, then you would need to complete our Credit Management Skills Class.

For our ITC appointments we collaborate with our Property Management Department at CHT to waive the ITC appointments until after the outbreak would be resolved. We were able to work as a team to make this exception possible. I contributed to this process by outlining specific cases in which we would not be able to provide ITC appointments.

Specifically, we would not be able to support counseling for non-English speakers as it would be difficult to do without a translator present. I then began the process of translating all ITC materials in our top three most spoken languages: Napali, Swahili, Somali as well as Bosnian. This would greatly improve the experience of non-English speakers when learning new ITC materials.

During the transition I also moved our registration process to be online. I was able to do this with my team by updating our registration forms and linking them to our online registration software in SalesForce. This allowed applications to be directly filled out by clicking the link and also linked the registrations directly into our software in order to create new service files. I worked one on one with our IT consultant to manage any issues in the software until I was able to generate a smooth process for registrants.

My second experience serving during the COVID 19 crisis was my implementation of our COVID19 Resource Webinar (See Appendix V). This webinar was created in response to the Coronavirus Aid, Relief, and Economic Security (CARES) Act which provided two protections for homeowners with federally backed mortgages. The act provided a foreclosure moratorium and forbearance for those experiencing a financial hardship due to the COVID19 emergency. I was able to work directly with our IT consultant to implement a registration to our website. In addition, I also built out the CFPB (Consumer Financial Protection Bureau) resource to our COVID19 resource page. This IT update saved us immense time since we wanted to get the word out to as many people as possible. Sending these direct registration links through SalesForce ensured that everyone was included, even our newest clients.

In order to meet the standard for this competency I have shown how I have implemented participatory practices within my organization by working to make suggestions to the home education registration process and simplifying credentialing needs and access for

non-English speakers. I have shown my ability to work with my team at CHT, but also work in collaboration with other departments to improve the education experience of clients. By taking on these roles and projects I have demonstrated how inclusive practices and conflict management wins cooperation and improved collaborative practices during CHTs transition to offer online services while remaining inclusive of the needs of all community members during the COVID 19 crisis

AREA: Communicate and Interact with a Diverse and Changing Workforce and Citizenry

COMPETENCY CAPACITY ADDRESSED: 5A: Capacity to undertake high quality oral and written communication to convey messages to specific audiences.

TITLE/LABEL OF EVIDENCE:

1. Housing Resource Guide
2. HOU Flyer

TYPE OF EVIDENCE:

Internship artifacts from Champlain Housing Trust Internship

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix W, Appendix X

Competency 5A Capacity to Undertake High Quality Oral and Written Communication to Convey Messages to Specific Audiences

In order to meet the standard for competency 5A capacity to undertake high quality oral and written communication to convey messages to specific audiences I submit my Housing Resource Guide (see Appendix W) and HOU Flyer (see Appendix X) to demonstrate my ability to express ideas verbally and in writing in a professional manner that communicate my messages to the individuals we serve at the Champlain Housing Trust.

During my internship at the Champlain Housing Trust I had the opportunity to revamp our Housing Resource Guide in the early winter months. As I took on the work of transforming this resource, I began learning more about the emergency shelters that were being created around the state. In response to support of vulnerable individuals I found it important to create a resource that could be effective in the scope of changing weather and need for emergency housing. I transformed the first page of the resource to include information on accessing Vermont Economic Services at 211. I also included information about shelters in Chittenden Country and places individuals could go to get food. The first page of the resource focused on the immediate needs of individuals while the back focused on waitlisted housing options offered by the Champlain Housing Trust, Burlington Housing Authority, and Vermont State Housing Authority. These options require individuals to go through an application process, but they allow a place to start considering long-term housing options. Once the resource guide was completed I presented the finalized guide to our home education team managers and received additional feedback on the resource. This opportunity allowed me to express my ideas and a structure for the guide. It was the first opportunity I had to take on an independent project within the organization and present my work. During the presentation I projected the guide on a screen and went over each side with the team and discussed the changes I had implemented. After meeting with the team a few more adjustments were made and the resource was finalized.

Throughout my internship with the Champlain Housing Trust I had the privilege of working on various programs that have improved the financial literacy of individuals. One program special to the Champlain Housing Trust, Home Education department is a program called HomeOwner University. The program is hosted twice a year for homeowners and provides them with a half day long workshop schedule on various classes. We provide homeowners a variety of classes consisting of home health, financial management to energy efficiency. These courses target current CHT homeowners as well as those who will own homes on the open market. During the HOU workshops I worked with my team to deliver a presentation during the opening ceremony explaining the setup of the workshop and flyer. I also presented at the closing of the program that links together all the classes provided throughout the day and provides homeowners with a resource guide. In addition, during the workshop I assisted in teaching our credit management workshop which provided credit management strategies to homeowners.

Throughout the years CHT has found that it's important to offer programing to their homeowners to keep folks well informed on how to care for their homes. This is very important when those individuals decided to sell the property to the next CHT homeowner. These flyers were created for our planned May 2nd HomeOwner University and have been distributed to various lenders and banks to hand out to new homeowners that may be interested in attending as well. The flyers are also used during the workshop to help orient individuals to where their classes will be. Having been a part of this project has provided me with new insights on the importance of providing continued support services to homeowners in order to continue to serve the mission of the organization.

Both my Housing Resource Guide and HOU Flyer demonstrate my ability to express ideas verbally to colleagues and workshop clients. They also demonstrate my ability to deliver professionally written resources to clients who have immediate needs as well as clients who are looking to join a workshop.

AREA: Communicate and Interact with a Diverse and Changing Workforce and Citizenry

COMPETENCY CAPACITY ADDRESSED: 5B: Capacity to appreciate the value of pluralism, multiculturalism & cultural diversity

TITLE/LABEL OF EVIDENCE:

1.Change Recommendations US Army Second Infantry Division (Powerpoint)

2. CDAE Foundation Community Development Grant Proposal

TYPE OF EVIDENCE:

Course evidence from Organizational Theory and Community Economic Development

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix L, Appendix S

Competency 5B Capacity to Appreciate the Value of Pluralism, Multiculturalism & Cultural Diversity

In order to meet the standard for competency 5B capacity to appreciate the value of pluralism, multiculturalism and cultural diversity I submit my Change Recommendations US Army Second Infantry Division (Powerpoint) (see Appendix L) demonstrating my capacity to explain a lack of cultural knowledge around women's skills in the Army. In addition, I submit my CDAE Community Development Grant (see Appendix S) outlining my ability to explain how cultural awareness is lacking in Bosnia when it comes to women in the workforce.

My first piece of evidence provided change recommendations on the US Army Second Infantry Division. My team and I implemented the organizational analysis tool McKinsey 7S Framework. The structure focuses on the 7 Ss which are structure, strategy, systems, skills, style, staff and shared values. Under this model the organization will perform well if these elements are aligned and mutually reinforcing.

Within the scope of our research we came across the inequalities women face in the army. One significant finding was women's inability to enlist in infantry or armor occupations or be assigned to ground combat units at the entry level in 48 states under the Leader First policy. The "leader first" policy requires two women officers of any rank, to be assigned at the battalion level before junior enlisted women could be assigned. This is very difficult to achieve since there are not many women in leadership positions. In order to begin to provide women opportunities to become leaders we recommend a change in the culture. By providing more pathways to combat positions and leadership positions women can have the opportunity to be seen and this will change the culture in the US Army. The analysis also recommended the army provide cultural training on different cultures and acknowledge personal value and belief systems, biases, assumptions and worldviews. This analysis also focused on the cultural changes of reporting sexual harassment and assault in order to protect those who are assaulted.

The second piece of evidence I submit is my Community Development Grant. This grant was written in order to promote social and economic equity for women in my hometown. In Zenica, Bosnia and Herzegovina women are significantly underrepresented in the labor force. In a city with a staggering unemployment rate of 28.2%, the unemployment rate for women is 17% higher than that of men (Zenica Economic Development Agency, 2012, p. 26). This is due to a variety of factors such as lack of education, paternalistic societal norms, and post war trauma. The impact of this under representation is less economic stability for the country and overall loss of human capital. The long-term goal for Women for Zenica (my nonprofit) is to get more women into the labor force. Our short-term goal is to execute a successful conference to promote the inclusion of women into Zenica's labor force by bringing together a varied cross-section of stakeholders to assess how the community will address the gaps, obstacles and challenges women face in entering and staying in the labor market. In order to execute this conference, we will employ the help of Medica Zenica, a nongovernmental organization based in Zenica. Medica Zenica has worked with thousands of women over a period of 27 years to provide psycho-social and medical support to the women of Zenica. We hope to engage the community in a larger cultural conversation around women in the workforce in order to begin to solve the challenges they are facing.

I feel that I have met the standard for the competency using both pieces of evidence because I am able to explain how cultural awareness and cultural knowledge are not employed within the context of women in the U.S Army Second Infantry Division and women in the labor force in the city of Zenica. Within these specific cases I am able to discuss solutions towards creating more inclusivity for women while also addressing a lack of cultural knowledge and awareness.

AREA: Communicate and Interact with a Diverse and Changing Workforce and Citizenry

COMPETENCY CAPACITY ADDRESSED: 5C: Capacity to carry out effective human resource management.

TITLE/LABEL OF EVIDENCE:

1. New Hire Checklist
2. Summer Registration and Events Coordinator Offer Letter

TYPE OF EVIDENCE:

Internship artifact from Finance Internship at University Event Services, UVM and professional experience artifact

SELF-ASSESSMENT SCORE: 3

CRITERIA YOU HAVE MET:

Demonstrates a capacity to identify and manage the necessary human capital to carry out a task or function within very specific contexts or situations.

INSTRUCTOR ASSESSMENT SCORE:______

EVIDENCE IS LOCATED UNDER: Appendix Y, Appendix Z

Competency 5C Capacity to Carry Out Effective Human Resource Management

In order to meet the standard for competency 5C I submit my New Hire Checklist (see Appendix Y) which demonstrates my ability to carry out a specific and cohesive process for onboarding employees at University Event Services at the University of Vermont. In addition, I submit my Summer Registration and Events Coordinator Offer Letter (see Appendix Z) which demonstrates my ability to actively engage with an individual in the hiring process.

The creation of the New Hire Checklist was established as a project of interest because of the feedback given by employees looking to have a more inclusive onboarding process. The department had an existing onboarding process, but it did not meet all the needs of the department. I conducted focus groups with each area's staff including: summer housing, administration, registration, scheduling and production in order to get a better sense of what would be needed in "New Hire Checklist". I found that most staff and new managers needed an onboarding process that would get individuals into the job and allow them to learn policies at UVM while focusing on various departmental needs. In order to be able to be more inclusive a more comprehensive training list was created so that area managers could customize the checklist. It was also important for the list to be as general as possible so that the day-to-day training would be more inclusive of what the managers wanted to add later on.

The creation of the New Hire Checklist meets the capacity to carry out effective resource management because it demonstrates a capacity to identify and manage the necessary human capital to carry out and create a specific onboarding process. The checklist was effective in shaping the culture at UES because it changed how individuals experience the organization for the first time and settled into their new positions. The next phase of the project would explore creating a standardized template for communication, and maybe also a checklist for managers to be able to follow up with individuals. Through this project I was able to gain skills and knowledge of UVM policies by working with my business manager, but also by referencing the human resources department at UVM, and working with them directly. Effective human resource management looks at all the layers of needs and requirements and tries to implement policies and guidelines that will allow managers as well as new hires to be successful in entering a new organization. The New Hire Checklist achieved these goals because it examined the needs of the department/university as well as the needs of managers/new hires.

In addition, I submit my Summer Registration and Events Coordinator Offer Letter which also demonstrates my capacity to identify and manage the necessary human capital to carry out a task specific to the hiring process. This piece of evidence is specific to my role as a summer housing manager in which I wrote an offer letter for one of my non-exempt temporary employees. The Summer Registration and Events Coordinator position was created to support our online summer registrations. This role was responsible for creating our registration websites as well as managing guests once they arrived on campus. The offer letter articulates important human resources criteria for onboarding and a deadline for accepting the position.

Prior to issuing the letter the candidate went through two rounds of interviews. The first interview was conducted by phone with a team of five individuals representing several functional areas of the department. The second interview was conducted face to face with the five staff members. The individual was hired and as the manager I used the New Hire Checklist to complete my onboarding process.

Both pieces of evidence demonstrate my ability to actively engage in tasks that promoted the completion of human resource materials and procedures. In order to meet the standard, I have shown my ability to actively engage in human resource management in order to troubleshoot departmental challenges as well as work individually to carry out a hiring process.

AREA: Communicate and Interact with a Diverse and Changing Workforce and Citizenry

COMPETENCY CAPACITY ADDRESSED: 5D: Capacity to use and manage information technology with internal and external audiences to achieve public administrations goals.

TITLE/LABEL OF EVIDENCE:

1.AmeriCorps COVID 19 Reflection
2. Nonprofit Business Plan

TYPE OF EVIDENCE:

Evidence from Champlain Housing Trust Internship and Non-Profit Administration Course

SELF-ASSESSMENT SCORE: 3 **CRITERIA YOU HAVE MET:**

Can identify how IT impacts workplaces, organizations and public policy. Can diagnose problems associated with IT tools, procedures and uses. Can articulate how IT application is reshaping PA practice.

INSTRUCTOR ASSESSMENT SCORE:________

EVIDENCE IS LOCATED UNDER: Appendix V, Appendix D

Competency 5D Capacity to Use and Manage Information Technology with Internal and External Audiences to Achieve Public Administrations Goals

I submit my AmeriCorps COVID19 Reflection (see Appendix V) and Nonprofit Business Plan (see Appendix D) in order to meet the standard for competency 5D capacity to use and manage information technology with internal and external audiences to achieve public administrations goals which demonstrate my ability to identify how IT impacts workplaces, organizations and public policy during a global crisis. In addition, I discuss my ability to diagnose problems associated with IT tools, procedures and uses while also showing how IT application is reshaping PA practices for nonprofit housing agencies during a global pandemic.

My AmeriCorps COVID19 Reflection demonstrates my ability to navigate the challenges of meeting the public's needs during the COVID19 crisis while implementing new IT technologies and resources. Serving as an AmeriCorps for the Champlain Housing Trust during the COVID19 crisis required me to navigate the challenges of providing access to our various educational classes while not being able to offer in person classes. In my reflection I discuss my ability to meet the standard by sharing how the home education team at the Champlain Housing Trust was able to accommodate our clients to online learning and also meeting their application requirements. I also discuss my own experience using IT tools to diagnose and manage problems with our website and COVID19 Webinar registration process. I show the contrast between IT being able to meet the organizations needs through our registration webinar process and also failing the organization with our Intro to Credit program. In this I illustrate the importance of IT in the workplace and how it shapes the communication and services one can provide to housing clients.

In addition, I submit my business plan for my final project for my Non-Profit Administration class. The business plan outlines a non-profit I hope to create in the future called New American Community and Housing Services. This nonprofit aims to support the New Americans of Vermont in accessing affordable housing and strengthens community relationships through home and community education. Through this business plan I use information technology to measure social impacts and objectives set forth by this plan. I discuss the importance of maintaining diverse revenue streams in order to remain sustainable. I state "the organization will also conduct quarterly internal reviews of all our programs to ensure the community's needs are being met. We will do this by gathering quantitative and qualitative data to measure social impact". This means the organization will conduct regular program evaluations for all workshops and conduct online surveys for client feedback. Evaluations will also include a pre and post assessment for services provided.

Measuring social impact is essential in providing better services to the community. In addition, the business plan also reviews the importance of having a communications strategy and online access to resources through the organization's website and social media channels. This allows the organization to engage with individuals from various backgrounds. By creating website pages specific to classes or events it streamlines how services can be delivered. The plan also touches on the importance of creating awareness in the community of services NACHS can provide by partnering with various state and local agencies, nonprofits, and private banks to get the word out about the collaborative services we can provide. Through our website and various online platforms, we can improve the ways in which we reach the community and educate New Americans on resources available to them.

The business plan demonstrates my ability to understand the importance of how IT shapes new nonprofits in order to be effective in communities. The plan outlines the various streams IT will take to provide resources to individuals and families. It also highlights how IT can be used in partnerships to be effective in shaping access to resources. This is really important in PA practices when working with vulnerable communities and designing avenues to connect individuals to resources. Through my design and development of these IT strategies in my business plan I have met the standard for this competency.

MPA Summary

As I wrap up the final details of my portfolio and reflect on the journey to get here I can truly say that I’ve had the pleasure to learn so much across the public, private, and nonprofit sectors while in the Public Administration program. The program provided an array of opportunities to explore my various interests and provided me with the structure I needed to build my career in public service.

While in the program, I was able to grow professionally and also personally. I found my voice and passion in immigration policy as I explored policies around Deferred Action for Childhood Arrivals, New Americans, and refugees. Semester after semester I spoke on these policies and sharpened my knowledge, and skills to address complex problems around immigration. As someone who came to this country as a refugee this was powerful. When you flee your country you lose your identity and fear being your authentic self because often times your identity is the reason why you had to leave your country. For me the program has meant so much in my own development as a woman in leadership and future public advocate.

Right before starting the capstone course, I joined the Vermont Housing and Conservation Board AmeriCorps program as the Home Education Coordinator with the Champlain Housing Trust. I really enjoyed serving the organization and learned a lot about housing policy, and serving vulnerable communities. As I leave the program I want to pursue work opportunities in the housing and immigration policy sector.

In the next five to ten years I want to build a career helping New Americans and refugees live independent, and empowered lives by providing access to resources that can help them integrate into U.S. society. I want to be able to manage federal funds effectively through state agencies in order to advocate for programming for New Americans and refugees. In this, I will strongly lean on my MPA education to facilitate strong, measurable, and sustainable programs. I feel that my coursework has strongly prepared me to take on roles that require strong strategic planning and organizational skills, the ability to apply fiscal planning, manage projects, understand the values of social, and economic equity as well as manage lines of authority in the public, private, and non-profit sector.

In the following months, as I begin to apply for jobs I am open to new horizons, and cities as I begin my career as a public administrator. I hope to move to Colorado to be closer to my sister. However, I know the journey is still not written and I am hopeful for new changes. I am truly grateful for the amazing staff and professors in the UVM MPA program. Without their support and encouragement this journey would not have been possible. Thank you all for everything!

Appendix A: Master of Public Administration Learning Competencies

1	Public Governance	(1) Does not meet	(2) Approaches the	(3) Meets the	(4) Exceeds the standard
1a	**Capacity to understand accountability and democratic theory.**	Does not demonstrate an understanding of the relationship between democracy and accountability.	Is able to explain in simple terms why accountability is important to democratic systems.	Can illustrate how accountability in a democratic society persists within particular cases and contexts.	Is able to critique the extent to which a robust democratic accountability framework is evident in particular cases and contexts and relate accountability failures and successes to effective public policy and public
1b	**Capacity to manage the lines of authority for public, private and non-profit collaboration.**	Cannot distinguish public sector organizations from businesses or nonprofits or cannot explain the value of collaboration for orchestrating public administration across different sectors.	Can explain in basic terms differences in governance between sectors. Is able to provide a set of examples of where collaboration and conflict persist within single organizations and between	Can illustrate how effective collaboration between organizations of different scales and sectors plays a role in the execution of public policies.	Can illustrate the key drivers of quality interorganizational collaboration, and/or identify conflict management systems for optimal collaboration across organizations of different sectors, and can apply them to new or existing cases.
1c	**Capacity to apply knowledge of system dynamics and network structures for sustainable development.**	Does not understand the basic operations of systems and networks and how they relate to sustainable development goals.	Can provide a basic overview of what system dynamics and/or network structures are, illustrate how they are evident in particular cases and contexts, and explain how they relate to sustainable	Is able to describe a complex public administration issue, problem or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development	Can apply system dynamics and/or network frameworks to existing cases and contexts to derive sustainable solutions or feasible alternatives to pressing administrative and policy problems.

	Policy Process	(1) Does not meet the	(2) Approaches the	(3) Meets the standard	(4) Exceeds the standard
2a	**Capacity to carry out effective policy implementation.**	Possesses limited capacity to systematically evaluate the effectiveness of a specific policy.	Possesses a rudimentary understanding of policy implementation processes within specific contexts.	Can undertake a detailed assessment of policy implementation within specific contexts.	Is capable of describing direct or indirect experiences relating to specific policy implementation activities and is able to identify ways of improving upon past
2b	**Capacity to apply policy streams, cycles, and/or systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration.**	Possesses limited capacity to utilize a policy streams and policy stage heuristics model to describe observed phenomena. Can isolate simple problems from solutions, but has difficultly separating ill structured problems from solutions.	Possesses some capacity to utilize a policy streams and to describe policy stage heuristics model observed phenomena. Possesses some capacity to define how problems are framed by different policy actors.	Employs a policy streams or policy stage heuristics model approach to the describe policy making. Can demonstrate how problem definition is defined within specific policy contexts and deconstruct the relationship between problem definitions	Employs a policy streams or policy stage heuristics model approach to the diagnoses of a problem raised in real life policy dilemmas. Can articulate how conflicts over problem definition contribute to wicked policy problems.
2c	**Capacity to conduct policy analysis/evaluatio n.**	Possesses limited capacity to systematically evaluate the effectiveness of specific policies.	Can demonstrate some exposure to carrying out policy analysis/evaluation, employing simple evaluation methods and approaches.	Can conduct an independent piece of policy analysis, successfully rendering new insights and applicable findings for policy makers.	Can employ sophisticated analytical techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers.

3	Analyze, synthesize, think critically, solve problems and make decisions	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
3a	**Capacity to employ quantitative and qualitative research methods for program evaluation and action research.**	Possesses a limited capacity to employ survey, interview or other social research methods to a focus area. Can explain why it is important to undertake program or project evaluation, but possesses limited capacity to actually carry it out.	Demonstrates a capacity to employ survey, interview or other social research methods to a focus area. Can provide a rationale for undertaking program/project evaluation and explain what the possible goals and outcomes of such an evaluation might be.	Can provide a piece of original analysis of an observed phenomena employing one qualitative or quantitative methodology effectively. Possesses capacity to commission a piece of original research. Can provide a detailed account of how a program or project evaluation should be structured within the context of a specific program or project.	Demonstrates the capacity to undertake an independent research agenda by employing one or more social research methods around a topic of study of importance to public administration. This research generates new knowledge about the topical area. Can demonstrate the successful execution of a program or project evaluation or the successful utilization of a program or project evaluation to improve
3b	**Capacity to initiate strategic planning and apply organizational learning & development principles.**	Possesses a limited capacity to describe how strategic planning processes work and are used as a feature of administrative practice. Is cognizant that organizational cultures exist, but cannot employ analytical lens to describe and analyze how organizational culture impacts an organization's capacity to learn.	Can diagnose when a strategic planning process would be useful and begin to outline the rationale for doing so. Has been exposed to the concept of organizational learning and can explain why it is important to examine the relationship between organizational learning and developmental principles and	Can demonstrate a knowledge of one or more strategic planning processes or techniques along with an explanation for how, where and why they should be used. Can conduct an analysis of an organization's culture and can identify opportunity for development and promotion of organizational learning.	Has experience in leading or contributing to a strategic planning process at the design and implementation phases. Can demonstrate how he/she has applied organizational learning and development concepts to real situations.
3c	**Capacity to apply sound performance measurement & management practices.**	Can provide an explanation of why performance goals and measures are important in public administration, but cannot apply this reasoning to specific contexts.	Can identify the performance management considerations for a particular situation or context, but has limited capacity to evaluate the effectiveness of performance management systems.	Can identify and analyze performance management systems, needs and emerging opportunities within a specific organization or network.	Can provide new insights into the performance management challenges facing an organization or network, and suggest alternative design and measurement scenarios.

3d	**Capacity to apply sound financial planning & fiscal responsibility.**	Can identify why budgeting and sound fiscal management practices are important, but cannot analyze how and/or if such practices are being used within specific contexts.	Can identify fiscal planning and budgeting practices for a particular situation or context, but has limited capacity to evaluate the effectiveness of a financial management	Can identify and analyze financial management systems, needs and emerging opportunities within a specific organization or network.	Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and budgeting scenarios.
3e	**Capacity to effectively manage projects.**	Can identify when a project begins and ends, but possesses very little direct knowledge for how projects are effectively managed.	Can identify what factors lead to effective project management in a general sense, but lacks capacity to diagnose project management	Can evaluate and articulate effective project management practices, applied to specific cases and contexts.	Can demonstrate effective leadership and management of projects.

4	Public Service Perspective	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
4a	**Capacity to understand the value of authentic citizen participation in PA practice.**	Can explain why it is important for citizens to be involved in the governance of their society in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular	Can distinguish between authentic and inauthentic citizen participation in field contexts, but cannot articulate how participation can either become more authentic or be sustained in an authentic way.	Possesses the capacity to describe how citizen participation can be undertaken in an authentic way that improves the democratic accountability of an organization or network.	Can demonstrate how she/he has played a role in facilitating citizen participation in public administration.
4b	**Capacity to understand the value of social & economic equity in PA practices.**	Can explain why it is important for social and economic equity to flourish in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Can explain why social and economic equity is important to PA and can identify how social and economic equity or inequities persist within a given context, but cannot diagnose why the problem persists or how to	Possesses the capacity to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestions for ways of improving inequitable situations.	Can demonstrate how she/he has facilitated the improvement of inequitable situations through action.
4c	**Capacity to lead in an ethical and reflective manner.**	Can explain why it is important for public administrators to act as effective leaders in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Possesses a basic comprehension of leadership and leadership theory within PA contexts, but cannot apply concepts to specific cases with any level of depth or insight. Can express both orally and in writing why she/he is pursuing an MPA and describe how the degree will help him/her achieve goals. Possesses a basic comprehension of ethical behavior and decision-making	Can apply leadership theories and frameworks to specific situations and contexts. Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she/he views ethics as a professional competency.	Can demonstrate how she/he has lead in an effective, reflective and ethical manner in a PA context.

4d	**Capacity to achieve cooperation through participatory**	Can explain why it is important for public administrators to be open and responsive practitioners in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular	Can identify instances in specific cases or context where a public administrator demonstrated or failed to demonstrate collaborative	Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative	Can demonstrate the ability to orchestrate any of the following: coalition building, effective teamwork, and/or conflict management.

5	Communicate and interact with a diverse and changing workforce and citizenry	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
5a	**Capacity to undertake high quality oral and written communication to convey messages to specific audiences.**	Demonstrates some ability to express ideas verbally and in writing. Lacks consistent capacity to present and write.	Possesses the capacity to write documents that are free of grammatical errors and are organized in a clear and efficient manner. Possesses the capacity to present ideas in a professional manner. Suffers from a lack of consistency in the presentation of material and expression of original ideas and concepts.	Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences.	Can demonstrate some instances in which verbal and written communication has persuaded others to take action. Can demonstrate evidence of leading or supporting public relations campaigns on behalf of a public or nonprofit sector organization
5b	**Capacity to appreciate the value of pluralism, multiculturalism & cultural diversity.**	Can explain why it is important for public administrators to be culturally competent in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Is able to demonstrate knowledge of diverse cultures and groups. Can express the value of differences and different perceptions in the workplace. Demonstrates an ability to openly discuss cultural differences and issues.	Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases.	Demonstrates a capacity to be aware of own behavior and its impacts on others, a capacity to understand how discrimination impacts contemporary workplace environments, and a capacity to draw on diverse groups to solve complex problems
5c	**Capacity to carry out effective human resource management.**	Can explain why human resources are valuable to any undertaking. Possesses limited capacity in describing the critical feature of successful human resource management.	Can identify some of the major features of effective human resource management systems: staffing, performance evaluation, motivations and benefits. Possesses limited capacity to analyze the HR issues relative to specific situations and contexts.	Demonstrates a capacity to identify and manage the necessary human capital to carry out a task or function within very specific contexts or situations.	Can point to instances in which he/she has lead or initiated projects or systems designed to improve human resource management practices within a specific setting.
5d	**Capacity to use and manage information technology with interna and external audiences to achieve public administration goals.**	Can explain why information technology (IT) is important to contemporary workplaces and public administration environments. Possesses direct experience with IT, but little understanding of how IT informs professional practice. Possesses little understanding of how	Can identify instances in specific cases or contexts where organizations have demonstrated a capacity to use IT to foster innovation, improve services or deepen accountability.	Can identify how IT impacts workplaces, organizations and public policy. Can diagnose problems associated with IT tools, procedures and uses. Can articulate how IT application is reshaping PA practice.	Demonstrates a capacity to view IT in terms of systems design. Is capable of working with IT professionals in identifying areas of need for IT upgrades, IT procedures and IT uses in real settings.

Appendix B: Case and Context: Seattle Community Association Memo Assignment

To: Seattle Community Association, Board of Directors

From: Cheryl Cobbs, Executive Director

Date: January 9th, 2003

Re: Evaluation and Response of the Criticism on the Anti-Racism Initiative

Purpose

The proposed changes address staff concerns regarding the implementation of the agency-wide Anti-Racism Initiative and offer a new internal structural framework that focuses on dialogue, collaboration, and education. It is the hope that these initial steps will move the anti-racism initiative towards a model of incorporating the diversity and voices of all staff members. This model attempts to build upon the positive findings previously implemented.

Dialogue

The new framework establishes an **interactive dialogue model** to access current findings and allow staff to actively participate in developing a new framework. The goal of the framework is to establish a new vision, specific focus, and scope of diversity at SCA.

- Change and clarify vision to incorporate the potential of every worker.
- Focus on creating a **heterogeneous culture**.
- Create a more inclusive diversity model that includes other categories of diversity other than race.
- **For example**: model diversity that is inclusive of also women or LGBTQ staff.
- Get input from various programs about themes and goals that connect them with other programs and agencies in order to establish a more united vision.
- Created an organizational and community vision that all programs can align with.
- Management will actively listen to staff input and ideas in order to create a new inclusive vision of collaboration.

Dialogue and focus must begin internally on staff and organizational values before we can establish a vision for the greater community and our clients regarding themes of class, race, and poverty.

Collaboration

The establishment of a **Development Committee** will allow staff from various programs and areas to come together and develop ideas about how they would like to incorporate themes of diversity and address diversity as it relates to their staff and operational service areas. The Committee consists of managers and staff who work collaboratively to obtain information from programs about what works and turn it into baseline information for content topics and workshops.

- Create a work plan that is representative of not only addressing race, but includes all staffing diversity challenges. Content is inclusive of all groups.
- Move towards a hiring model that is representative of who we serve and manage by promoting **active networking** in order to find people who fit our vision are qualified for the job.
- Move away from promoting only a racial categorization of diversity.
- Actively **invest** in the community and creating job training for those who fit our diversity model and vision.

Establishing a Development Committee will increase findings of how to promote diversity and inclusion among staff and those seeking to join our association.

Education

Education is critical in understanding themes of class, race and poverty as they relate to the services the SCA provides and obstacles community members face to access those services. **Workshops** will be used as an educational tool for staff and for programs to modify their policies in order to promote more access to services.

- Workshop content will be **developed internally** by staff, managers and structured by the reports found by the Development Committee.
- **Area experts** will be invited to host workshops on topics that interest staff and benefit the community. Workshops hosted by external groups must promote the vision of SCA and be applicable to the work done by the association.
- Workshops will cater to various themes of diversity.
- All staff members will be required to complete **ten hours of diversity training** per year. Staff will be able to choose from various workshops relating to their areas of interest.

- All staff will be provided **professional development training** in order to connect the SCA's new vision to content related to specific program areas and services.
- All staff will be required log their professional development and diversity training hours in an Excel based reporting tool that will keep track of how their time was used.
- Reports will provide a year to year assessment of staff interests in diversity training and what themes of diversity are important for management to promote education around.

In order to achieve legitimacy from staff we must move towards a model of inclusion that allows dialogue and active listening to take place between management and staff. Evaluation of staff criticism on the Anti-Racism Initiative has revealed large oversight by management in the inclusion of various diverse groups. The proposed framework attempts to learn from these findings and strives to create the groundwork for staff input and inclusion to begin taking shape.

Key words:

Categorization – Stories in Number
Legitimation of Authority – situational awareness
Representative Bureaucracy
Responsiveness – capacity to listen

Appendix C: Reflective Essay

Romana Kurevija

301: Foundations of Public Administration

12/11/17

My Role as a Future Public Administrator: Immigrant, Advocate and Leader

In 2012 I traveled across the country to Las Vegas, Nevada to meet up with family friends from Bosnia I had not seen since childhood. A few days after I arrived in Las Vegas our family friend, Zlatan, had planned a road trip to take me down to Arizona. Zlatan and I were joined by his friend Genaro. Once we reached Phoenix my excitement quickly subsided when our minivan was pulled over by two immigration agents. The agents alleged that Zlatan was speeding and they asked everyone to step out of the car and show their employment authorization cards. I did not understand why our residency status was being investigated.

Genaro let the officers know that he recently had received DACA status and had not received his card. Genaro was arrested and going to be taken to the Central Arizona Detention Center. Zlatan and I phoned his family immediately as we followed immigration agents to the facility. Genaro was cuffed and placed in a van with other Hispanic men who were going to be extradited to Mexico according to officers. I watched a young man's life change forever in a matter of minutes and there was nothing I could do to help him. Genaro was held at the facility for three weeks before his lawyer could get him released. This experience shifted my own identity as an immigrant and the interaction with immigration officials revealed to me a clear categorization between undocumented immigrants, citizens, and government. This experience exposed me to a whole new underground world I never realized existed because I had the privilege to be so removed from it. Once I experienced the impact of immigration reform first hand I knew I needed to learn more about the issue in order to create change. It was the first time in my life that I knew for certain this was the area of work I wanted to be in and that immigration reform was at the core of my own identity. My identity as a leader was shaped by this experience because it shifted my ethical framework in regards to government authority, accountability, agenda setting, and decision making around undocumented immigrants and immigration reform.

Authority

Prior to this experience I had never interacted with police or government authority in such a manner. My interaction with the immigration officer left me feeling angry and upset with him. I blamed him for Genaro's arrest and continually pushed back on the officer to make an exception for Genaro. In the moment I felt like the officer was the problem and the solution to our situation. If I could just change his mind then we would not be in the situation. I felt that all power lied with him and that he was the agent of change. Lipsky would categorize immigration agents as "street-level bureaucrats" because they "interact directly with citizens in the course of their jobs, and who have substantial discretion in the execution of their work" (Lipsky, 1980, 404). In this view the officer's choice to pull over our mini van was justified in his role as a street-level bureaucrat. However, I felt that our van was not pulled over at random. When we arrived at the facility the majority of people in the visiting area where people of color. At the time I felt that Zlatan and I were stopped because we were darker and could have been profiled as Hispanic.

When discretion is used to do ones job ethics come into question when one group is targeted and unlawfully asked to identify themselves. Public service workers face enormous pressures because they are the focus of public controversy. They interact with citizens face to face and must either "directly provide public benefits through services, or they mediate between citizens and their new but by no means secure estates" (Lipsky, 1980, 406). I understood the officer was doing his job and ensuring public safety, but I also felt that the means to achieve public safety were unethical. This personal interaction with the immigration officer shaped me as a leader because it relayed to me how authority written into policies gives various actors power. Authority does not have to only come from the top-down. This shifted my ethical framework towards being a leader that respects how policies influence the well-being of society. Having authority also mean being equitable and value oriented towards the people you serve. I hope to have the discretion and authority to create policies that do not discriminate against one group of people versus the other. I think the discretionary role of immigrations officers needs to be more limited, but in order to limit the role of street-level bureaucrats we need to implement legal policies that service our public, but also break down stereotypes about who undocumented immigrants are as a group of people. Undocumented immigrants are more than "aliens" in our country they represent our friends, family, and community members.

Accountability

Once Genaro was placed in the van Zlatan and I began to ask immigration officials about who would be responsible for providing Genaro with a lawyer and would Genaro be held responsible for any traffic violations even though he was not driving the vehicle. We were referred to facility administrators who themselves did not have clear answers about what the process looked like. Staff and administrators did not feel responsible for the administrative mix up and we were told to leave shortly after arriving. Genaro had done everything he was supposed to do under law to register and receive his DACA status. Now his status was being used as a tool for his own deportation. I observed a lack of accountability by officers and administrators who had no incentive to act responsibly. Frederickson defines government accountability as a role that "rests with citizens" (Frederickson, 2004, 240). However when government chooses to implement policies for undocumented immigrants then it must be held accountable to the people its policies serve. What happens to the service of government when it refuses to take responsibility for its own policy making-decisions? Accountability plays a huge role in the government's ability to be a change agent. Frederickson states "A Public Administration which fails to work for changes which try to redress the deprivation of minorities will likely be eventually used to repress those minorities" (Frederickson, 2004, 297). The same policy that was intended to create positive change had now failed Genaro and detained him. In order to create policies that are inclusive of minorities we must created models of representativeness. Policies fail when they do not understand how to serve those they seek to help. This experience shaped my identity as a leader because it showed me that accountability lies with various actors. My own ethical framework towards leadership and accountability would attempt to place the participants closer to the issues from the beginning. It would enhance minority legitimacy by framing policies that work for everyone. Accountability and responsibility would be considered of all players who hide behind the façades of organizations. Watching DACA fail Genaro made me realize that the policy was never intended to give undocumented youth true opportunities to grow. In order to be an effective leader in this field it is important to incorporate ethics into leadership and give minorities a platform to speak on policy changes.

<u>Agenda Setting</u>

Leaving the detention center was the hardest experience of all because it solidified for me the tremendous obstacles we face as immigrants in a country where we are unwelcome.

Undocumented immigrants are stereotyped as criminals, drug dealers, and job stealers. Within a few miles of the facility we encountered protesters who employed the same rhetoric and posters citing the number of jobs stolen and rapes committed by undocumented immigrants. Stone suggests “every number is a political claim about where to draw the line” (Stone, 2000, 196). When protesters cite the number of rapes committed by undocumented immigrants it draws the line between us, and them and paints a picture of good versus evil. In this sense, numbers are used to authenticate stories. In politics numbers are used to tell stories of either helplessness or control. “In both uses, numbers are invoked to authenticate the story” (Stone, 2000, 172). Local officials had never censored the influence of the community to produce, and implement statistical numbers against undocumented immigrants. They have allowed false reporting to be used as a tool to drive political rhetoric against undocumented immigrants even further.

Employing numbers to maintain rhetoric builds upon the administration’s efforts to maintain control. Implementing DACA did not change the rhetoric of society because the policy itself excluded the values and rhetoric of undocumented immigrants. DACA was used as a pawn to further maintain white victimization and place citizen’s values above the needs and long-term goals of undocumented immigrants. The agenda setting of this policy was to continue to reinforce white privilege and maintain the status quo. This experience shaped me as a leader because it made me stronger knowing the rhetoric against myself and other undocumented immigrants. It allowed me to understand that real change will give a voice to those who do not have one. As a leader you need to be able to strengthen social equity and advance the interests of the public above your own interests. In doing so you will create a more open dialogue between parties. My own ethical framework was shaped by this experience because it revealed to me that moral responsibility is needed to create change. As a leader you cannot be neutral in matters of discrimination when a large group of people is being affected you must act. You must use everything in your power to promote active participation in order to tell a new story about the positive influences of undocumented immigrants.

Art of Decision-Making

My experiences in Arizona reinforced my passion for helping undocumented immigrants.

My interactions with law enforcement and Genaro confirmed my commitment towards being part of a solution of a new wave of immigration reform. Lindblom coined the term “muddling through,” which is both praised as a highly sophisticated form of problem-solving and denounced as no method at all” (Lindblom, 1959, 172). I used this method in establishing how I would become a part of the solution. I knew I needed to align my education with my purpose.

However I ended up spending the next five years “muddling through” various majors from a two- year genetics degree, to economics, to English, to political science and I eventually ended up applying to a masters program in English trying to find my voice on this issue. Never pursuing the Master of English Literature I realized I needed to access my own values and goals as they related to the majors and courses I came across. Lindblom would describe this approach as “ the branch method, continually building out from the current situation step-by-step and by small degrees” (Lindblom, 1959, 165). I made incremental movements towards finding a pipeline for my commitment for undocumented immigrants. I began to speak to professors about my interests and share my knowledge with others through journalism. Over time I established a network of colleges who wanted to also learning more about immigration reform and DACA. This model successfully guided me towards enrolling in the course 301: Foundations of Public Administration. Lindblom suggests that decisions are incremental in such a way that intertwines the most important values and ideas only to build off of those new branches in order make decisions and choices. The goal of administrators is to achieve realistic goals and I hope to achieve this through Lindblom’s approach as it relates to immigration reform. The core of immigration reform is providing authentic participation to undocumented immigrants in order to be able to create policies that are effective in servicing these participants. As leaders we must accept that change does not happen overnight. My experience taught me that as a leader I should work towards achieving the highest standards of ethics that serve everyone's interest, and the mutual goals of the organization. I also learned that ethical leaders encourage collaboration.

When incremental decision-making takes place it reveals the art of collaboration, participation, and public administration.

In conclusion, my experience in Arizona allowed me to become a stronger and effective leader by shaping my core values of public administration as they related to injustices undocumented immigrants face against the implementation of Deferred Action for Childhood Arrivals program. DACA is a temporary band-aid to a contentious issue. It is not a pathway to citizenship nor is it an amnesty. Still there are many undocumented immigrants who do not qualify for DACA. It does not resolve any issues; as the name states, it merely defers any action to be taken against the undocumented population. These children are left with few options and much to fear for their future.

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Appendix D: Nonprofit Business Plan

NACHS

New American Community and Housing Services

New American Community and Housing Services

Mission: New American Community and Housing Services supports the New Americans of Vermont in accessing affordable housing and strengthens community relationships through home and community education.

December 6th, 2019

Executive Summary

Mission: New American Community and Housing Services supports the New Americans of Vermont in accessing affordable housing and strengthens community relationships through home and community education.

Purpose: New American Community and Housing Services operates to educate New Americans on how to attaining affordable housing in order to foster community inclusion.

Our Community: We serve New Americans in the state of Vermont by offering educational workshops on homeownership, credit, financial capabilities and much more. We aim to serve New Americans by:

1) Educating 2000 New Americans on how to apply and qualify for affordable housing by December of 2020.
2) Increasing community participation in home rehabilitation projects on existing properties by offering home repairs loans to 100 households by December 2020.
3) Increasing community integration by supporting and hosting 2 community events twice a year around cultural inclusion. These two events would celebrate the diversity of communities by showcasing each county's crafts, food, and traditions.

Creating Change: We will make a difference by working to empower New Americans with tools around financial capability, homeownership, and renting. This will give individuals more social equity to be empowered to make decisions that will bring them closer to finding affordable housing and being homeowners. Our organization is different because are focusing on the future of our communities as they grow and welcome new faces and families. We are growing and building for the future America.

Significance: Vermont faces challenges balancing sustainability and affordable housing. As rent rates increase across the state we must overcome these barriers through education and providing individuals the tools they need to be successful in finding affordable housing. We will meet this need by educating the community on how to strengthen their financial capabilities.

Clients and Stakeholders: The New American Community and Housing Service's Home Education and Counseling program will both educate New American's on homeownership, the financial basics of renting, and home maintenance in order to serve New Americans who want to build financial knowledge on homeownership, renting an apartment or learn more about home maintenance. The program will offer monthly group sessions in Burlington, Montpelier and Brattleboro. We believe that access to affordable housing begins with education. Our services hope to promote social equity for New Americans seeking improved housing accommodations. We hope to achieve this through our educational programs. Our clients are New Americans and our stakeholders are our community members, banks, lenders, partnering organizations such as Champlain Housing, VHFA, CEOVE, sate officials, HUD, NeighborWorks America and many more.

Funding: The organization will diversify its revenue sources to include funding at the federal, state and local level. Revenue generation will also look to the private sector and community to provide funds through partnerships and fundraising projects as well as fee collections. We are targeting these specific organizations because their work and missions aligns to our own.

Next Steps: We plan to conduct a stakeholder analysis to identify if we can meet the needs of the community or if there have been additional areas of need that have arisen. Once the analysis is conducted we plan to execute a strategic plan in order to provide the best services to our clients.

Mission, Vision, and Goals

Organization Name: New American Community and Housing Services (NACHS)

Mission: New American Community and Housing Services supports the New Americans of Vermont in accessing affordable housing and strengthens community relationships through home and community education.

Vision: New Americans in Vermont will be supported in attaining affordable housing and integrated in communities where they feel safe and welcome.

Goals Statement: NACHS seeks to bring home and community education to the forefront in creating stronger and resilient communities. We seek to:

1) Educate 2000 New Americans on how to apply and qualify for affordable housing by December of 2020.
2) Increase community participation in home rehabilitation projects on existing properties by offering home repairs loans to 100 households by December 2020.
3) Increase community integration by supporting and hosting 2 community events twice a year around cultural inclusion. These two events would celebrate the diversity of communities by showcasing each county's crafts, food, and traditions.

The mission statement of this organization focuses on a specific group of individuals and this is very different from the missions of the three reviewed organizations. Our mission statement focuses more on community integration and housing as does the Champlain Housing Trust in their mission to provide affordable housing and diversify communities. Our organization's mission statement moves away from protecting the rights of immigrants and does not address migration like the mission statement of USCRI. Nor does the mission statement focus on the youth-led activism United We Dream focuses on in their mission statement. However our mission is inclusive of the integration of community members and a part of that is community empowerment and education.

Program Services

The New American Community and Housing Service's Home Education and Counseling program will both educate New American's on homeownership, the financial basics of renting, and home maintenance in order to serve New Americans who want to build financial knowledge on homeownership, renting an apartment or learn more about home maintenance. The program will offer monthly group sessions in Burlington, Montpelier and Brattleboro. We believe that access to affordable housing begins with education. Our services hope to promote social equity for New Americans seeking improved housing accommodations. We hope to achieve this through our educational programs.

1. Homebuyer Education

Homebuyer Education will provide educational workshops on how to achieve homeownership through financial assistance, grants, working with special lender programs and will educate individuals on the steps they need to take to be in good financial standing to buy a home. There will be a $70 program fee to cover, a tri-merge credit report, the workshop and materials as well as cover the one-on-one counseling appointment with one of our financial counselors.

2. Financial Basics of Renting

Financial Basics of Renting targets New Americans who have no credit or struggle with credit that prevents them from renting an apartment or accessing affordable housing. In order to be a part of the program individuals needed to be recommended by other social agencies or show proof of need. The program will offer free one-on-one counseling and workshops on how to grow your credit.

3. Home Maintenance Workshops

Home Maintenance Workshops will be offered on a monthly basis to New Americans seeking to learn more about energy efficiency painting, plumbing, working with a contractor, and how to qualify for various home rebates. The workshops will be offered as part of a series of three courses at a program fee of $25 to cover course materials. Workshops will be offered in partnerships with various presenters from agencies such as Efficiency Vermont!

Executive Team, Volunteers, Staff, Board

Board of Directors – Board members are elected on an annual basis by membership.

3 Public Members - Municipal officials from the three service areas in Vermont including: Burlington, Montpelier, and Brattleboro.

3 General Members - Any general individual. One of the three must represent the private sector.

3 Resident Members - Residents who we have helped acquire rental or housing properties.

Executive Team

CEO - Oversees the CFO, HR Director, Director of Community Relations, Development Director and the Director of Home Educational Programs.

CFO – Is responsible for overseeing **one accountant** and balancing the organizations budget and managing revenue streams such as grants, funds, and loans.

- **HR Director -** Fulfills all human resource duties related to payroll, retirement and benefits package, personnel issues and more. Oversees an **executive assistant and two front desk administrative assistants** who assist with day-to-day operations. One works with the executive team while the others assist family and individuals at the front desk. Oversees an **IT Manager** who is responsible for day-to-day cyber security and implementation.

- **Director of Community Relations** – Works to secure community partnerships that can bring our services to individuals in the community and works to market those services to community. Oversees a **Marketing and Communications Project Specialist** who takes pictures for the organization and works to document events and assistant in the day-to-day branding of the organization.

- **Development Director** -Chiefly responsible for bringing in revenue streams to a non-profit (grants, donations, special events). Works in collaboration with the CFO.

- **Director of the Home Education and Counseling Program –** Oversees the Home Education and Counseling Program and staff. Ensures operational needs are being met by the program for the public.

Home Education and Counseling Team

Home Education Manager – This individual is responsible for program development for all three educations programs. Oversees two home education counselors, two resident relations coordinators and two AmeriCorps members.

Two Home Education Counselors – Provide one on one counseling to individuals on how to improve their credit and what requirements are needed for homeownership.

Two Resident Relations Coordinators – These individuals works one-on-one with the public and families to get them signed up for the correct workshops and counseling appointments. Assist the home education manager with program development as well. **Two AmeriCorps Home Education Coordinators** – Help support administrative services by doing intakes for workshops and counseling appointments as well as facilitate workshop classes, and scheduling of speakers.

Diversity and Inclusion - Diversity and inclusion begins with staffing that is why it is important to be an equal opportunity employer by diversifying your board and staff to reflect your community. Supporting AmeriCorps service members also creates more human capital and professional job training for members. In order to be more inclusive you also need to host regular trainings on bias and social inequality in order to promote diversity awareness.

Financial Structure
Budget

Sample Line Item Grant Budget

NACHS Line Item Budget

Line	Revenue	$	
1	Grants	1,500,000	
2	Contracts CHT/VHFA	100,000	
3	Development Fees	80,000	
4	Donors	60,000	
6	Individual Donations	30,000	
7	Fees for services	60,000	
8	Fundraisers for Housing	50,000	
9	Lender Fees	80,000	
11	Miscellaneous Gifts	5,000	
12	**Total**	**$1,965,000**	
13	**In-kind**	**$100,000**	
14	**Total Revenue**	**$2,065,000**	
Line	**Expenses**	**$**	
15	Staff salaries and wages	900,000	
16	Fringe benefits (Use 10% of salaries)	90,00	
17	Occupancy and utilities	350,000	
18	Equipment	15,000	
19	Supplies and materials	20,000	
20	Printing and copying	12,000	
21	Telecommunications	8,000	
22	Travel and meetings	20,000	
23	Marketing and advertising	6,000	
24	Staff and volunteer training	15,000	
25	Contract services	100,000	
26	Miscellaneous	20,000	
27	**Subtotal**	**$1,466,000**	
28	General operating (indirect) - 8%	117,280	
29	**Total**	**$1,583,280**	
30	**In-kind**	80,000	
31	Travel	15,000	
32	Other	5,000	
34	**Total In-kind**	**$100,000**	
35	**Total Expenses**	**$1,683,280**	
36	**Revenue over Expenses**	**$381,720**	

Budget Justification

Staffing -The largest expense for the organization will be the staff salaries and wages and this is the most critical expense to account for first because staffing is needed to support the organization. As part of staffing we must account for fringe benefits.

Utilities - The second largest expense will be occupancy for the building that we rent and the utilities to run the building every year. The occupancy (rent) with included parking is 20,000 dollars a month plus utilities.

Operating Expenses- Will cover the day to day operations of the nonprofit and must be accounted for. Additional expenses for equipment, telecommunications and supplies are needed to run day–to-day operations as well.

Contract Services- Include attorney's fees for creating and reviewing contracts with other organizations and well as the contract service. Including contract services related to obtaining development funding.

Travel and Meetings- These costs include the attendance of individuals to conferences (conference fees, airfare and travel expenses: taxi, Uber). This expense is necessary for the organization to network and be informed on the latest policy developments.

Marketing and Advertising - Is key in crowd funding and bringing together marketing campaigns into the community and distributing education materials to the community.

Staff and Volunteer Training - Is integral to any organization and is needed in order to promote a standardized onboarding process.

Miscellaneous - This may include any capital projects or repairs needed on the property.

Organizational Comparison

Our current expenses are around 1.6 million dollars with revenue around 2 million dollars. The scope of the work we are doing is on a smaller scale compared to organizations such as United We Dream whose expenses are around 6 million and revenue is around 15.5 million dollars. This organization is able to bring in a lot of money due to their network model. The Champlain Housing Trust has a more balanced budget with 16.5 million in revenue and 11.3 million dollars in expenses. This organization has an educational department but most of their revenue is generated through property management and tax incentives. The Vermont Refugees Resettlement Program is part of a large nonprofit that is national and brings in 78.4 million dollars in revenue and 77.9 million dollars in expenses. The Vermont program expenses run about 2.7 million dollars annually which is still comparable to our expenses, but NACHS is the smallest of these organizations and will need time to scale. Compared to VRRP NACHS budget has more flexibility in fund balance money. The three organizations are bigger in scale in all categories from staffing to overhead fees to program expenses.

Revenue Generation Plan

The organization will diversify its revenue sources to include funding at the federal, state and local level. Revenue generation will also look to the private sector and community to provide funds through partnerships and fundraising projects as well as fee collections. We are targeting these specific organizations because their work and missions aligns to our own.

Sources of Revenue:

U.S. Department for Housing and Urban Development (HUD) - We hope to further the mission of the federal agency by offering individuals and families the opportunities to work with a HUD approved counseling agency. The agency can offer direct grant funding for homebuyer education services.

NeighborWorks America (National) - Working with the agency to obtain a grant to further our mission targeting individuals and families who need assistance understanding the financial capabilities of homeownership.

Vermont Community Development Program - Working with the agency to obtain development fees (from block grant projects) when NACHS works with VCDP to place New Americans into affordable homes created by VCDP.

Champlain Housing Trust/Vermont Housing Finance Agency - Work with the CHT/ VHFA to take some of their financial counseling appointments that specifically target New Americans. This partnership will alleviate the workload for both organizations and allow us to collect some of the registration fees and lenders fees for individuals.

Lenders, Banks and Local Credit Unions - Propose grants ideas for funding that specifically targets lender's missions of welcoming New Americans into the community to buy homes. Using that revenue to expand and improve education workshops. Also receiving $100 per household lender's fee for individuals who successfully complete our homebuyer education workshop and receive their certificates.

Donors/Donations and Workshop Fees - Implement a strategic marketing plan to target donors as well as asking organizations with similar missions to become donors. Using crowdfunding to raise money for affordable housing projects that would allow families access to live in new affordable housing units created by CHT. In addition, collecting workshop fees from individuals.

Marketing and Communications Strategy

We will work within the scope of Vermont partnerships with local organizations such as the Champlain Housing Trust, the Vermont Housing Finance Agency, CVEOE, VT Refugee Resettlement Program, local banks and social services agencies who will be key in spreading the word on the types of services we provide. It will be important to provide organizations the tools and knowledge to refer us and we will also work closely with them to merge or take over programs/services. We also hope to join the Vermont Housing and Conservation Board in building connections throughout the state as well as receive state support from the state legislature to speak with legislators on how housing and New Americans can be helped throughout the state. Just as important, we will speak with families on their needs by conducting a survey and also be present at community events/ centers that support New Americans.

The organization will create an outreach plan that will focus on working with lenders and banks to provide streamlined services to New American looking to buy homes by offering counseling to individuals and families on behalf of lenders and banks. We will look to connect with donors who share a similar mission and organizations whose philanthropic mission we also can carry out in our work. For example, Wells Fargo is looking to pilot a new match savings program for current homeowners. This is an opportunity we could take on to get money in order to implement a new program for our organization as well. We also hope to work with Vermont Housing and Conservation Board to attract AmeriCorps service members who want to learn more about the immigrant community and housing in the state. We hope to table at local universities about volunteer opportunities as well as career centers that can help us offer internship opportunities as well. We want to conduct community outreach through the following avenues:

Website - It will be the primary resource to learn more about our programs, qualification requirements and monthly workshop schedules.

Social Media (Facebook, YouTube, Twitter) - Will be used to learn about upcoming events and to follow our journey and hear feedback from the community. Conduct giveaways as well for free counseling services.

Special Events Pages - Will include workshop calendars and how to join sessions. An online donation page will be specific to raising money for potential housing development opportunities whose funds help our families get homes.

Email Outreach (e-newsletter, advocacy alerts, fundraising appeals) - This will be key for current organizational members served by the organization to spread information out into the community as well as to inform partners of our progress and needs. Newsletter is important to update the community and stakeholders about our progress and future goals.

Printed Collateral (brochures, annual reports, mailings) - These will be kept near the front desk and given out during counseling sessions as well as events. At events we will also give out freebies such as pens, mugs, calendars and much more. Mailings will be sent to families about homeownership and rent qualifications. Paid Advertising (outdoor, print) will to used to brand our identity to the community.

Special Events - It’s important to offer incentives for programs to get individuals to come out to meet you such as donors, partnering organizations and the public. Events with food are always a great incentive. It’s important to also host an event to give back to the community such as a food drive or block party.

The New American Community and Housing Service's Home Education and Counseling program will promote our in person workshops for New American's on homeownership, the financial basics of renting, and home maintenance in order to serve New Americans who want to build financial knowledge on homeownership, renting an apartment or learn more about home maintenance. We will focus our online presence in promoting all of our workshops that are offered to the public. We will focus on marketing to New Americans and the communities/ organizations that have/support New Americans in the areas of Burlington, Montpelier and Brattleboro.

Channels of Focus: We intend to use Facebook and Instagram as our primary means of marketing, but we will also to implement Twitter and the use of list servers. Facebook will be used to link folks to our workshops, but also be a means to link individuals back to our website where they can sign up for a workshop or sign up for them through Facebook. Facebook will showcase videos in various languages and videos that allow captions to be used in various languages. Videos will be instructionally based, as well as give context on our workshops. We will also look to connect with individuals through Facebook housing groups. For hands on communications we will also collect emails from various agencies and intakes to create a list serve. The list serve will allow us to directly communicate with participants. We will also advertise our services with local newspapers and use various languages to engage the New American community. Twitter will be a showcase for our events with pictures of the events and will help us tell our story and the experiences of clients in their own words. Twitter will be more personal where we will be able to engage the public about when our events are happening or after they happen to get feedback. We will post weekly as each month there will be a schedule of classes offered on the same days/weekends and we want to be able to keep folks informed so that they know to sign up ahead of time. This will also keep the public in the loop of what we have to offer and showcase the work we do on a regular basis.

Sustainability

In order to achieve our goals NACHS must focus on operating sustainably. As an organization this means taking care of our clients and meeting their needs while also making sure we are fiscally responsible in operating our organization to its fullest potential. In order to better serve our clients we need to be able to know what our bottom line is for the services we provide. This means we will be looking closely at the money invested into our programs. We will be conducting a cost benefit analysis to ensure we are on target with our goals and outcomes as well. We also will be evaluating our budget on a quarterly basis to ensure it is balanced while taking into consideration the diversity of our revenue streams. We will remain active in pursuing revenue diversity and funding goals. The organization will also conduct quarterly internal reviews of all of our programs to ensure the community's needs are being met. We will do this by gathering quantitative and qualitative data to measure social impact.

Impact Evaluation

The organization will also report regularly to funders to ensure we remain accountable to our mission and values. In addition, we will conduct regular program evaluations for all our workshops and also conduct surveys in order to grow from our client feedback. In order to measure social impact for the services provided we will be conducting all feedback from in person surveys or through online surveys. All of our services will be provided from in person workshops or counseling sessions which provide those forms for individuals pre and post services. Impact will be measured by asking questions on how useful the program was whether or not new skills were acquired and will look at the overall knowledge of individuals pre/post programing. We will also ask for feedback on items to include in workshops or that could have improved their experience during the program. The surveys will also incorporate numbers of individuals served and this will be key in measuring the number of people, services and effectiveness of services provided in year 1.

Attachments

S.M.A.R.T. Goal for NACHS

Initial Goal *(Write the goal you have in mind)*:

Educate 2000 New Americans on how to apply and qualify for affordable housing by December of 2020.

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*

I would like New Americans to know there are affordable housing options available to them. New American need to be included as well as home education coordinators and realtors. I want this to be a primary focus for the organization and to begin from this goal as we form. This is a goal because it's the base of service we would be providing.

2. Measurable *(How can you measure progress and know if you've successfully met your goal?)*:

We can track how many New Americans are enrolling in our home education course and how many are completing it and obtaining properties.

3. Achievable *(Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)*:

The organization would have staff who would be trained in housing policy and real estate that could support offering courses on home education and ownership. The effort will be worth the outcome for this goal.

4. Relevant *(Why am I setting this goal now? Is it aligned with overall objectives?)*:

We are setting this goal now as the base groundwork for the organization. Yes, it's aligned with the overall objectives of our mission.

5. Time-bound *(What's the deadline and is it realistic?)*:

The organization would plan 6 months to implement a course program on home education for those seeking affordable housing in order to realistically achieve our goal and provide the proper staffing and materials needed to create a complete and informational education experience.

Appendix E: United We Dream: Finding Your Voice

United We Dream: Finding Your Voice

Cristina Jimenez social justice organizer and executive director of United We Dream came to the United States as a child from Ecuador with her family in 1998. Through her own experience of getting into college as an undocumented immigrant she was very afraid to share her story. Her story of survival changed on day when her husband was detained by ICE agents during a routine Amtrack raid in 2006. In her effort to petition for his release she realized that there were other undocumented immigrants out there who could use her help. She was able to successfully release him and soon after established United We Dream in 2008. The organization pushed for Congress to pass the Dream Act in 2010. When the bill failed to pass she started a national campaign, the "Right to DREAM" which called on president Obama to provide relief for all DREAMers. On June 15th, 2012 Obama granted Deferred Action for Childhood Arrivals to undocumented youth who came into the country before their 16th birthday (see figure 1, page for eligibility requirements) (United We Dream, 2017).

Since then the youth-led organization has focused on addressing important issues in communities at the local, state, and federal level such as: protecting all immigrants, defending against deportations, and educational access for all immigrants. It does this by bringing people together to talk about their fear and encourages them to find their voices. The organization empowers people to develop their leadership, their organizational skills, and to develop their own campaigns to fight for justice and dignity for immigrants and all people. It has been important for United We Dream to work in solidarity with others to achieve their mission. Today the organization is a non-partisan network made up of 400,000 members, 48 network affiliates in 26 states (United We Dream, 2018).

United We Dream operates as a national non-partisan network which aims to reach immigrant communities around the United States by coordinating services on the local, state, and national level with partner affiliates. The organization hopes to establish community education around higher education opportunities, DACA rights, deportation, and hopes to empower community campaigns protecting immigrant rights. In order to achieve these objectives United We Dream works along partner affiliates who have established interest in promoting similar values and resources to communities. Through these partnerships United We Dream has been able to connect with marginalized communities on a national and local level about what resources and network opportunities will best help them (United We Dream, 2018).

United We Dream deals with competitive pressures by using its network model to integrate more smoothly and quickly into communities where services and resources can be provided for undocumented immigrants and their families. When there is a lack of resources around these communities it is because there is a lot of fear that exists and this often prevents individuals from asking for help. United We Dream works with existing organizations and partners to reach immigrants. The implementation of language translators and staff on site who share a common background and understanding of community issues deescalates tension in the community and builds trust (Bohorquez, 2018).

United We Dream is an evolving organization that operates on a model of need and changes to immigration policy. Issues that directly impact immigrants are immediately worked on and organized around. Depending on the communities, organizers will adjust movements to assist specific states or local communities in providing additional advocacy work and raising awareness by organizing campaigns. Campaigns can be organized on the national level such as the Right 2 Dream campaign which helped win DACA for undocumented immigrants or on a local level such as one protecting in-state tuition in Texas for undocumented immigrants (United We Dream, 2018).

Important to campaigns are the environments in which immigrants, DACA recipients and volunteers find themselves in. Rhetoric against immigrants has been very strong under the last two presidencies and has expanded to rising violence, raids and deportations of undocumented immigrants. In a hostile environment it is often difficult to navigate services or provide resources. United We Dream will often implement tool kits or guides for communities on what to do in a changing environment where there is much uncertainty. A program of United We Dream, the Deportation Defense Program (DD) was founded in 2011 as the Education Not Deportation Program (END). DD connects, trains and empowers local communities to defend their rights, and stop unjust deportations. DD has helped stop the deportations of over 500 people. The programs campaigns are national and local, and often involve the collaboration of federal immigration authorities and local law enforcement, monitor the use of prosecutorial discretion, and collect information on ICE activity nationwide (Perez, 2015).

At United We Dream the goal is to support all immigrants. Specific work with DACA recipients hopes to ensure their continued stay and success in the United States. Figures seven, eight, and nine (see pages 15-16) reveal the importance of DACA for undocumented immigrants and the importance it has had for shaping the lives of the youth in our country. The integration of the DEEP (Dream Educational Empowerment Program) by United We Dream has helped provide resources and guidance around educational attainment/access for undocumented immigrants. The program integrates resources around education and in-state tuition that can help undocumented immigrants achieve their educational goals by teaching them about the laws and policies surrounding their education, and their own rights. Overall United We Dream hopes to support all immigrants with resources and advocacy on issues that directly impact the immigrant community. Its current goals rely on maintaining support for DACA recipients and supporting campaigns that can bring awareness to the issue of ending DACA (Julieta, 2015).

United We Dream currently fosters new programs and campaigns in support of DACA recipients who now face deportation as a result of president Trump’s decision to rescind DACA. “Build the Dream” is the next waive of youth led campaigns aimed to fight for justice. These campaigns will be locally and nationally targeted to empower immigrants and DACA recipients to stay strong, and advocate for themselves on the local, and state level for relief. Resources have been provided to support communities such as: training webinars, posters/signage, and tool kits so that they can feel empowered to organize within their own communities (United We Dream, 2018).

Funding for the non-profit comes from national and local donors who support the work that United We Dream does and who share similar values and beliefs about immigrants in the United States. Organizers and volunteers are also involved in fundraising for national and local efforts in order to support the organization. Laura Bohorquez worked for United We Dream in 2014 supporting their educational team in fundraising efforts. Bohorquez revealed that most of her funding consisted of grants and when grant money became low she and her team would brainstorm fundraising ideas such as food block parties (Bohorquez, 2018).

The United We Dream staff consists of 12 members to the board of directors and 39 full-time staff. The board of directors operates independently of the staff who are responsible for the day to day oversight of operations. The board consists of two co-chairs, a vice-chair, treasurer, and secretary. Additional board members work alongside them in making policy decisions that affect the network and its affiliates as a whole. Most board members come from various backgrounds with prior field- work experience. All board of directors members are required to disclose any potential conflicts of interest in order to be a part of the board. The board of directors is responsible for ensuring that contracts with affiliate members, consultants, and organizations are in the best interest of the organization (United We Dream, 2018).

The 39 full-time staff members are part of the on the ground operations and are responsible for coordinating services, campaigns, and resources for immigrants. Some focus on logistics and marketing efforts while 70 percent are responsible for regionally coordinating services and campaigns with affiliates to specific communities. Regional organizers report to Elizabeth Cuna the National Field Director who manages all on the ground campaigns. Regional organizers also report to specific managers for policy specific or marketing/communication specific needs. Regional organizers also work collectively on the national level and have affiliates who report to them. The lines of communication are not always clear when issues arise as the structure is always adapting to the environment. Adam Luna, senior advisor of communications and Cristina Jimenez, executive director are both co-founders of the organization and work on staff. They support the day- to- day operations and campaigns on a need by need basis. They travel nationally to support regionally specific campaigns and they are the only two of three members of the organization who are paid as executive staff. All salaries and pay-scales are approved by the board of directors (Bohorquez, 2018).

Coordination takes place nationally and locally with regional organizers driving the directive on change. Local coordination can look like community members needing services from United We Dream. The regional organizer may contact UWD’s deportation defense manager who may connect the regional organizer to a law affiliate in the community regionally that could bring assistance to the community. Team members are organized nationally by the Own the Dream sites that service high- undocumented immigrant populations. Regions that have high populations of DACA recipients have regionally specific full-time staff members working in those offices supporting day- to- day operations (Bohorquez, 2018).

Structure and management are key to United We Dream's success as a network organization. The network model and multi-disciplinary project planning framework was established by organization experts in community organizing, policy, and law. The Own the Dream Model was created in collaboration with the PICO Network who are responsible for the current network model and the OTD sites. (See map on page 17). The map shows United We Dream's office sites that were created to support undocumented immigrants in collaboration with partner affiliates. Sub-sites are exclusively operated by the PICO National Network such as: sites in Denver, Colorado, and Plant City, Florida (Orozco, 2015).

Under the Own the Dream model, United We Dream trains its management staff on incorporating common management language and balancing high standards. Trainings also incorporate cross-organizational management which is key to United We Dream's organization model. Decision- making is decentralized and centralized for the organization depending on the services needing to be provided. Payroll, contracting, event insurance, and communications are centralized, and managed by one office in Washington D.C. Not all sites are managed by salaried staff (Bohorquez, 2018).

United We Dream's goal is to develop leaders and community driven implementation teams. The Own the Dream model has delivered over two years of strong training and curriculum. This includes building upon cultural competencies. This is key in a model where staff represent the bridge between community members and services. Role specific trainings also take place to ensure all the pieces work together. Training emphasizes community building regardless of an individual's role on the team. Community is fostered even for those who work as temporary consultants and project managers because it aligns individuals with the organization's goals. United We Dream implements various tier levels to positions within the network and growth within the organization will give individuals more responsibility and management experience. Please see below: (Orozco, 2015).

Role Specific Individual Jobs:

Level 1: Registration, engagement, general duties

Level 2: Document check, filling out applications

Level 3: Screening assistants (attorney supervised)

Level 4: Organize and give info sessions

Level 5: Lead and manage teams, clinics and train others

The model works to take that fear undocumented immigrants live with and transform it into empowerment and give individuals leadership experience in order to change the their communities. Under the Own the Dream model staffers and volunteers run application education workshops and create safe spaces for undocumented immigrants to come together. This can be a powerful tool in growing leaders who directly work with their community, friends, and families (Bohorquez, 2018). Volunteers make up a large part of the structure of this organization and are a key contributors to the success of how the network models operates and functions. In order to be seen and heard it is important for communities to have the backing of people to support them and to be seen and bring awareness to the communities seeking relief.

A leadership experience that brings together full-time staff, leaders, affiliates, and undocumented youth across the country is the formation of what is known as the United We Dream Congress. The Congress occurs every two years bringing together members and aims to create a safe space for leaders to come together and address issues nationally and locally that are affecting communities and undocumented immigrants. It also serves as a professional leadership training experience where undocumented immigrants can feel empowered and heard (United We Dream, 2018).

A large part of the network model is to incorporate staff lawyers who will help communities navigate legal services and resources. However, there are not enough immigration attorneys to meet the needs of all these people. In partnership with law firms, lawyers, and affiliates United We Dream has developed strategies to help serve undocumented immigrants in this capacity. Online tools were co-created with national legal and policy partners. . These tools are accessible to non-attorney volunteers. In addition, attorneys received specialized training through the Own the Dream model that will ensure attorneys can complete the work based of off the role they want to play in the organization. Some are involved in reviewing applications while others like to conduct trainings and seminars on the legal services that can be provided for undocumented immigrants (Orozco, 2015).

Partnerships and collaborations are key to the work that United We Dream does with its national legal partners. Partnering organizations established the Own the Dream Campaign: National Immigration Law Center (NILC), America's Voice Education Fund, UWD and PICO jointly developed the vision and framework for OTD (¡Únete al Sueño!) and the project was initially fiscally sponsored by NILC. The collaborative was known as the National Legal Implementation Strategy Team (NLIST) (Orozco, 2015). Together they created standard applicant screening forms, training curricula, public education materials that are currently used by United We Dream and its partner affiliates in order to standardize the information and resources surrounding services that undocumented immigrants can access and learn from. This collaboration was the first of its kind and completely changed how undocumented immigrants accessed information. It was the first time that legal services and services relating to DACA had been made accessible to undocumented immigrants in a way that catered to their communities. Information was not as easily accessible by USCIS and often families were afraid to access these resources through the agency or had language barriers preventing them fully knowing their rights (Immigration Advocates Network, 2012).

Partnerships with legal affiliates not only standardized access and improved customer service for undocumented families they also worked to the financial benefit of United We Dream. The National Immigration Law Center (NILC) was a fiscal sponsor for the group from 2008 until 2013, when the organization became an independent non-profit (Orozco, 2015). When the non-profit began its revenue was the highest it has ever been. 2013 marked a year of beginning and significant changes for DACA recipients. United We Dream's financial independence came a year after Obama passed DACA. Many donors in 2012-13 approached the network and gave money in support of the cause. This was reflected in the 4.8 million dollars given in grant and contributions (see excel, additional document). Of all contributions made in 2013 the largest donation came from the Ford Foundation for 2.3 million dollars that were donated to United We Dream directly. Mayra Peters-Quintero from the Ford Foundation acknowledged that the money would be going to supporting the long-term goals of the organization and protecting the rights of immigrants (Preston, 2014). In this way, United We Dream was able to establish strong partnerships with its affiliates and those who supported the recent action to implemented DACA. This initial wave of funding and donations was able to help United We Dream carry out its initial projects with affiliates in standardizing information and resources, but was not able to consistently support the network. The relationships fostered with affiliates maintained standardized service levels, but not consistent funding. In 2014 the organization ran into problems with expenses exceeding revenue totals (see excel). This was a result of lobbying costs in 2013, funding, and a lack of controls within the organization overall. Following 2013 the organization saw less grant money coming in in 2014 and had to mobilize to raise funds for the following year. Laura describes this time in the organization as hectic with a lot of structural changes happening. She recalls having to do many fundraisers in Washington D.C. focused at bringing in revenue for the organization. Restructuring meant having tighter controls on affiliate management. Her office became directly responsible for all contracts, and agreements with partners across the network. This allowed a lot of standardization to take place and saved the organization money and time having one financial unit managing all finances. It also allowed the network to maintain control of where money was going and which organizations were being supported by United We Dream (Bohorquez, 2018)(Internal Revenue Service, 2014-5) (Philanthropy U, 2013).

2015 was a better financial year for United We Dream as fiscal controls tightened and the organization saw their budget balance. It was year in which United We Dream managed tight control of affiliate donations. The organization also made only slight increases to the executive salaries of their director, and senior advisor. A restructuring took place of the CFO position and Louise Weissman came into the organization as the operations and finance director at a lower salary (see excel). Overall the support received to United We Dream has been on the decline as the graph shows. This could be due to the changing climate surrounding immigration in this country or due to the independence of United We Dream as it has relied on its staff and volunteers for funding raising (Internal Revenue Service, 2015). However the organization is still maintaining its financial ties to legal affiliates and philanthropy groups who are still making large donations to the organization. In 2015, the Marguerite Casey Foundation donated $300,000 dollars in grant money for general support to the organization. This philanthropy group has been a part of the United We Dream Network since its creation in 2008 and continues to be a supporter of the work the organization is trying to achieve. The Casey Foundation highlights their work on their platform and continues to be an open ally (Marguerite Casey Foundation, 2018). The importance of these external and internal relationships are key to the future success of the organization and the work it does. Without its legal partners and affiliates the organization would not be able to achieve its goals on such a large-scale level. The partnerships are not only important to the finances of the organization, but also to the day-to-day operations of the communities they serve.

United We Dream is a leader among its peers by revolutionizing a youth led movement and placing undocumented immigrants at the forefront of what is happening regarding policies and decisions that directly impact them. Its relative stance among its peers is that of a collaborator as the organization works alongside it peers to change how undocumented immigrants are viewed and perceived by the country. This movement created by the organization is changing the narrative undocumented immigrants want to tell about themselves as contributing community members and not criminals. This movement is for the first time given a voice to the fear that so many undocumented immigrants have been carrying with them for so long (Saavedra, 2012).

The main system to run the organization and achieve all coordination efforts is called-Dream Connect. It was established by United We Dream to monitor contracts, projects and campaigns within the organization. It is used as a planning tool for the organization on what goals and objectives need to be achieved. It is similar to other campaigning tools out there and also works with constant contact. This allows managers to track their progress and also serves as a communication system where leads can be monitored by everyone throughout the company. In partnership with legal affiliates the system also allows you to track cases of individuals you are currently working with. This allows community outreach to be even more structured. Essential to the organization is the implementation of social media tools such as: Facebook, Twitter, and Snapchat. These tools have completely changed the game of activism and have allowed on the ground campaigns to be more seen and heard. This has been essential for United We Dream and getting out messages to the larger community such as “undocumented and unafraid” (United We Dream, 2018).

Culture plays a large role in the organization and has been the grounding rock of its foundation and the work that United We Dream does. 75% of organizers are DREAMers who share experiences of growing up being undocumented. The immigrant identity fosters cultural responsiveness. Some core values of the organization include: committed to nonviolence, empower the whole person, our stories are power. These beliefs and values have transformed the platform that undocumented immigrants have in this country. They have allowed undocumented immigrants to embrace their fear and focus on empowerment, and leadership. As a result issues are being brought to the forefront on social media and the news. We are for the first time having to address the issue of undocumented immigrants in a way that can no longer be swept under the rug. These values have been binding for team members and have fostered a strong community nationally and locally. They have also empowered team members to use each other as supports in this movement. These foundational beliefs about using your fear, and transforming it into your voice have been welcomed by community members. Organizers have been received well by communities and organizations who wanted to be a part of the culture and who need resources and representation. The Own the Dream model works with communities to voice their needs and wants through active campaigns that are organized by regional and local organizers (Perez, 2015).

Interview with former employee at United We Dream: Laura Bohorquez M.Ed.

Laura worked as an education support coordinator through United We Dream. She directly worked with DACA recipients and created training for her staff in the Washington D.C. office on how to directly support DACA recipients in pursuing higher educational opportunities. She was a full-time staff member who worked for the organization from 2010 until 2015. Laura recalls that United We Dream and its affiliate organizations worked together to provide resources as a contractor and had an MOU in place between United We Dream and supporting organizations. Staff members that worked in her team were full-time staff, but also included a few consultants that were contracted to work on specific projects. Her team was also composed of two social media managers who worked on a three-month contract for the Washington, D.C. office. Some affiliates that she worked with were run independently from United We Dream while others looked for sponsorship from UWD or schools in order to pay their staff. Tracking the day- to- day projects and activities was important and was monitored through a United We Dream specific system called Dream Connect. Dream Connect also worked much like Voter Action Network's NGP VAN system that can track fundraising, networking and contact management, but can also work on monitoring case files. This part of Dream Connect was essential to Laura's work because it allowed her to track her student's cases as they managed educational resources for students. The systems also allowed her team to see if they were meeting their metrics and could track their call-backs and lead information as well. Laura's work also extended into Mexico where she worked with a local non-profit to provide legal services to students who were deported back to Mexico. Laura admits that one of the challenges she faced was being an early organizer when the organization was just starting out. It was difficult being one of the pioneers of the organization and creating the standards and controls the organization currently has in place. She was often faced with challenges in making decisions about reporting networks and funding focus in a growing organization. Working with groups across the country often left some struggling with the network structure of how United We Dream operates. She also struggled with leadership training and wished that she was more connected to the staff members, and board members she worked with nationally. Staff members would try to build community amongst each other but it was very difficult because staff would only have retreats about three times per year, and would have an annual leadership gathering with the board of directors and affiliates also known as the United We Dream Congress. Difficulties with partner affiliates also arose when United We Dream was asked to come into a community because existing organizations felt like they claimed their turf without being a true part of the community. It was very difficult to navigate being a facilitator in a community and not be directly on-site to work with the community. In the end, Laura chose to move on from her position because she found the work to be very demanding and too participative at times when she was asked to take on too many roles and work late nights. She still incorporates her knowledge from the organization in the work she does at the University of Maryland assisting undocumented students (Bohorquez, 2018).

Interview with Sarah Childs, Assistant Director for the Mosaic Center for Students of Color at UVM

Sarah Childs was interviewed to give her perspective on resources in Vermont for undocumented families and students at the University of Vermont. Vermont does not currently have any network affiliates from the United We Dream Network currently operating in the area.

Childs explains that in Vermont we really struggle with supporting DACA recipients and immigrants because there is no presence here. There is no community where immigrants feel safe. At various institutions where the professor worked there were communities that offered student support. The key to being able to offer support is to be able to have the conversation at the university and state level so that resources can be provided for students. As the assistant director for the Mosaic Center at UVM she has established the DREAM Zone, which is a small space at the Mosaic Center that serves as a library of resources on DACA and immigration rights that students, and the community can access. Childs explains we are really in the time of an education process for most people especially in the state of Vermont. Here at UVM it is important for various campus players to come together to begin a broader conversation on how we will address undocumented students and how we can help them as an institution. There is no support regarding services and where students can go for external help. We are failing our community when we should be an advocate for them. The biggest challenge facing students is that it is hard to exist if you are made to feel invisible and make others feels like they don't have to think about the issue if its not in people's minds says Childs. Childs doesn't have the oversight on this change, but it is the people in charge that do like SFS and OIE. Challenges for UVM students are structure and fear of the culture. Childs explains that the focus needs to be on professional development and educating staff on this issue. If we are able to get the conversation going then we are able to take action and help someone.

The main organizational challenges that United We Dream faces are structure, leadership, and finances. In order to address these issues I would begin a regional review process of all organizer districts and I would conduct a regional financial and staff review in order to get a better sense of how the structure is operating and who is benefitting from it. I believe that it is important to obtain feedback from current employees and staff on how the structure is operating from their point of view. The biggest challenge the network faces is the OTD site-specific network model because it is so board that often reporting networks and national communications between staff do not work efficiently. The structure places a lot of responsibility on staff with not much support from upper management. The structure is so broad that staff do not feel as though they are supported in their own leadership development and growth. This type of structure has fostered at times an overly participative environment. Community members and partner affiliates can also relate to this on the other side of the issue where they feel as though their support from staff is consultative rather than direct. This has lead to a lot of trust issues with community members who feel as though the organization is over stepping their authority in the work they do. The structure also plays a large role in United We Dream's dependence on contributors and grants that have proved risky at times for the non-profit. I recommend a restructuring of the network with regionally focused management and group organizers who have leadership and community support in those regions. This will increase trust among staff and the communities they serve. In addition, I would recommend that the organization increase its fund balance using non-networking funding. It is important to brainstorm and work with staff on additional revenue and funding ideas. As the culture towards undocumented immigrants changes it is important to not solely rely on external funding. I hope this analysis can foster a continued understanding of the DACA program and its importance in our culture.

Figure 1

Deferred Action for Childhood Arrivals[6]

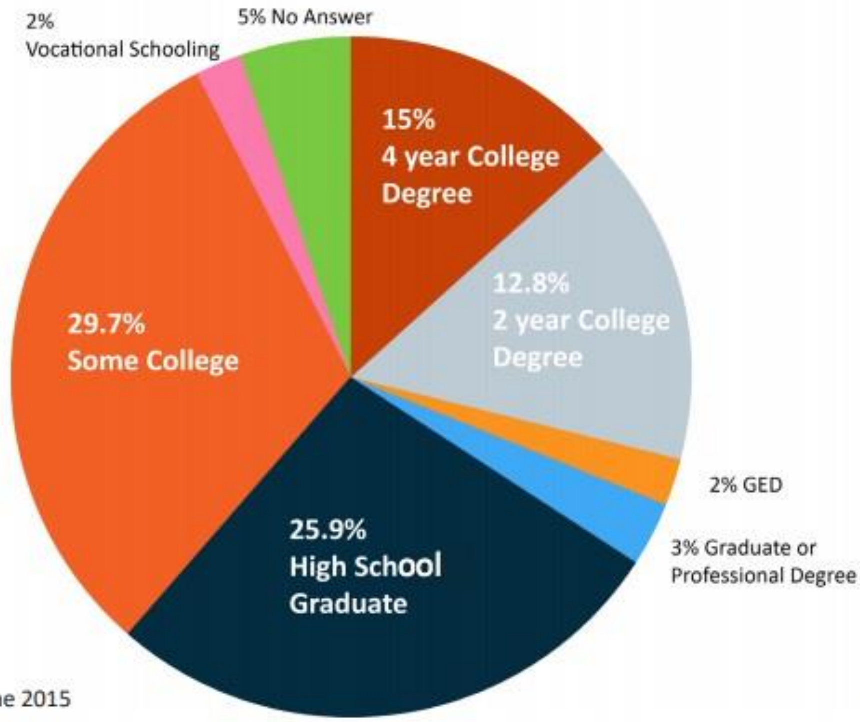
To be eligible for DACA, an undocumented immigrant must have:

- Passed a background check
- Been born on or after June 16, 1981
- Come to the United States before their 16th birthday
- Not have lawful immigration status and be at least 15 years old
- Continuously lived in the United States since June 15, 2007
- Been present in the country on June 15, 2012, and on every day since August 15, 2012
- Graduated high school or obtained a GED certificate. Otherwise, he or she must be an honorably discharged veteran of the Coast Guard or armed forces or currently attend school on the date he or she submits the application for deferred action
- Not been convicted of a felony offense
- Not been convicted of a significant misdemeanor offense or three or more misdemeanor offenses
- Not posed or pose a threat to national security or public safety

In addition to the requirements listed above, undocumented youth must pay $465 for filling fees and fees for biometric services, including fingerprints and photos.
Collectively, these young people and their families have paid more than $420 million in fees for DACA.[7]

(United We Dream, 2018).

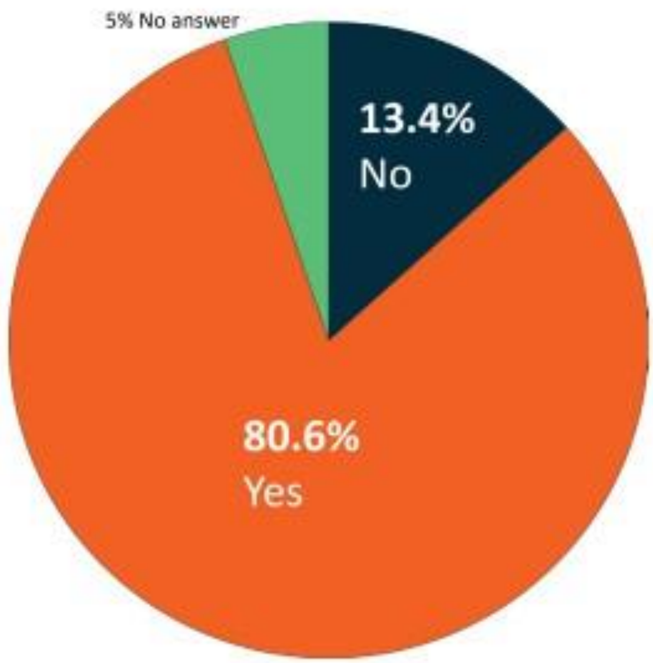
FIGURE 7
Survey respondents by highest level of education completed



Source: UWD Survey of DACA Recipients, June 2015

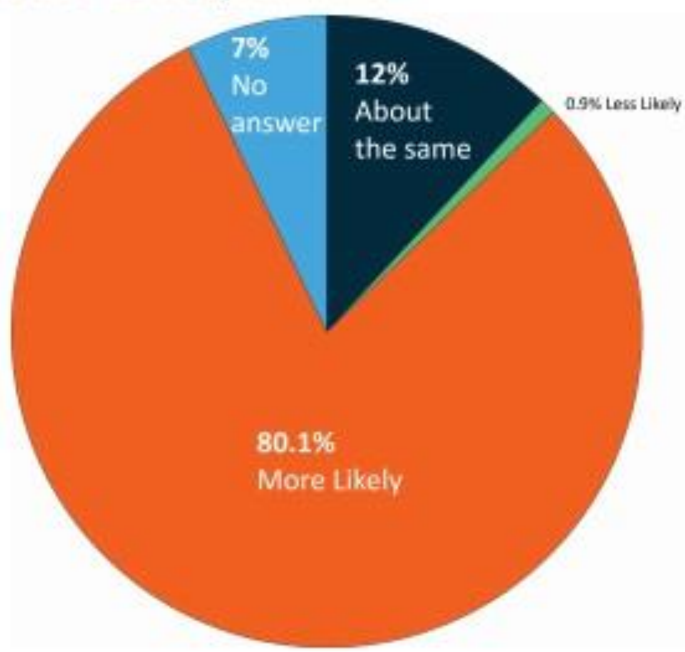
(United We Dream, 2018).

FIGURE 8
Survey respondents by employment



Source: UWD Survey of DACA Recipients, June 2015

FIGURE 9
How likely survey respondents feel they can achieve their career goals since DACA



Source: UWD Survey of DACA Recipients, June 2015

(United We Dream, 2018).

(United We Dream, 2018).

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Appendix F: Expansive Policy Implementation: Achieving Political Feasibility Under the Dream Act

Expansive Policy Implementation: Achieving Political Feasibility Under the DREAM Act

Abstract

A policy analysis was conducted on the current temporary relief for undocumented immigrants known as the Deferred Action for Childhood Arrivals program. The policy analysis brings together stakeholders from all sides of the issue and examines the DREAM Act as a policy alternative to the current relief using the Advocacy Coalition Framework. In a time of uncertainty for many DACA recipients we must work together to offer a more legitimate and long-term solution.

I. Introduction

Immigration (Cobb, 2013) of undocumented immigrants has been growing in the United States since before 1940 and growth of this group has continued in the United States today. With the growth of more undocumented immigrants increasing in the United States, the concept of providing relief to undocumented immigrants became a priority to the United States, and has over time shaped much of our country's history. Over the years Congress has written into law various bills to promote keeping undocumented immigrants and controlling the number of undocumented immigrants allowed to stay in the United States. In 1952 the Immigration and Nationality Act (INA) provided undocumented immigrants with a basic body of immigration law that restricted immigration to the United States, but gave those already living in the United States the ability to stay if they had been living in the United States for at least seven years. In 1996 the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) changed immigration laws so that relief from deportation was more difficult to obtain by most undocumented immigrants. After IIRIRA there was no longer any type of long-term amnesty offered to undocumented immigrants (Cobb, 2013, p. 3).

Deferred Action of Childhood Arrivals (DACA) is an administrative relief that was established on June 15, 2012. It was the first legislation of its kind in recent years to address the issue of undocumented immigrants in America. Through DACA many young undocumented immigrants would be able to obtain relief from their hard circumstances and socially integrate into mainstream U.S. culture. U.S. Customs and Immigration Services (USCIS) (Hardina, 2014) through the Department of Homeland Security has made a choice to use its discretion to stop enforcement of immigration laws for undocumented immigrants that qualify under the program (Hardina, 2014 p. 36). DACA was established to provide relief from deportation for individuals who were brought to the United States as children. In addition to relief, DACA establishes benefits that provide access to higher education, work permits and driver's licenses.

Pia M. Orrenius (2017) points out that in order to have a cohesive immigration policy you must understand the goals of an effective immigration system. The creation of DACA was an issue because it left illegal immigrants vulnerable and was inconsistent because the program is dependent on the discretion of the president to make changes to policy. Orrenius (2017) proposes tougher border enforcement and interior enforcement (removals/deportations) as a means to reduce illegal immigrant numbers (Orrenius, 2017, p. 182). Orrenius also recommends a large-scale immigration program to economize and manage migration. Creating a policy that is coherent and takes care of both is important. Historically we have muddled through immigration policy reforms with various waves of immigration (some which we allowed to benefit our economy). The option to open a window for incremental policy changes to DACA has now been completely shut down under the Trump administration and has failed DACA recipients completely without considering other reforms to the program. Currently the Trump Administration has moved to rescind DACA at this time however appeals have been made to several circuit courts around the country to continue the program. The unpredictability of stakeholders places DACA in a very difficult place for providing long-term solutions.

Stakeholders Review:

Charles Negy (2012) from the University of Central Florida argues that allowing undocumented immigrants to attend college seems unfair to legal American students that come from working class families (Negy, 2012 p. 140). He argues that each institution has a finite number of occupancies available and for every undocumented student attending college there is an American student receiving a rejection letter (Negy, 2012, p. 139). Esses, Brochu, and

Dickson (2012) from the University of Western Ontario argue that economic concerns and competition with undocumented immigrants lead to the claim that undocumented immigrants take jobs (Esses et al., 2012, p. 133).

Sarah Childs, Assistant Director for the Mosaic Center for Students of Color at UVM, was interviewed to give her perspective on resources in Vermont for undocumented families and students at the University of Vermont. Childs explains that in Vermont we really struggle with supporting DACA recipients and immigrants because there is no presence here. There is no community where immigrants feel safe. At various institutions where the professor worked there were communities that offered student support. The key to being able to offer support is to be able to have the conversation at the university and state level so that resources can be provided for students. Here at UVM it is important for various campus players to come together to begin a broader conversation on how we will address undocumented students and how we can help them as an institution. There is no support regarding services and where students can go for external help. We are failing our community when we should be an advocate for them. The biggest challenge facing students is that it is hard to exist if you are made to feel invisible and make others feels like they don't have to think about the issue if it's not in people's minds says Childs. Childs doesn't have the oversight on this change, but it is the people in charge that do like SFS and OIE. Challenges for UVM students are structure and fear of the culture. Childs explains that the focus needs to be on professional development and educating staff on this issue. If we are able to get the conversation going then we are able to take action and help someone. We need to advocate for protections for our students as an institution to say that even if the DACA fails application renewals we will take action to support those students. A lot of students live in fear of whether or not they will be able to renew again. We need the state to offer support whether that be work programs for students or something that could legalize their status. She believes we must work to resolve the immediate issues now and offer renewals to all that qualify and then address creating a bill that could offer a more long-term solution (Childs, Personal Interview, February 18, 2019).

DACA (Mahatmya, 2014) reduces obstacles because it increases educational levels and has encouraged fourteen states to pass in-state tuition for undocumented immigrants. States that do offer in-state tuition do so at their own disclosure. Undocumented immigrants under DACA are allowed to attend college for the first time. DACA gives opportunities to its recipients to taken on internships and new jobs that will allow them to reach their long-term career goals. DACA requires applicants to be currently in school, have earned a high school diploma or its equivalent. According to the Migration Policy Institute (Batalova, 2014) of those who did not met DACA's educational requirements about thirty-eight percent had less than a ninth grade education. About sixty-two percent had some high school education, but were not enrolled at the time of DACA's launch. Some of these young adults may never enroll in U.S. schools because they will directly go into the workforce (Batalova, 2014 p. 19). It is important to engage this demographic of young adults to attend school and pursue a form of higher education. DACA is the driving force behind why statistics of low high school attendance must be changed.

According to Professor Roberto Gonzales (2014) of the NURP survey at Harvard University recipient's education correlated with benefits obtained. It meant that those with a bachelor degree were more likely to get better paying jobs and increase their earning overall (Gonzales, 2014, p. 1863). In order to overcome large class differences undocumented immigrants must obtain some form of higher education to improve their quality of life. DACA reduces obstacles by decreasing poverty levels among undocumented immigrants.

In Addition, under the employment authorization regulation, a DACA (Smith, 2013) applicant may receive employment authorization for the duration of his or her deferred action period (Smith, 2013, p. 6). Having the ability to work legally in the United States gives undocumented immigrants access to a job market where taxes can be paid on their wages.

According to the CBO (2017) the extension of the DACA program could result in costs to U.S. taxpayers. A CBO study published in December 2017 estimates that legislation reinstating the legal status of the estimated 800,000 DACA immigrants would cost the federal government $26 billion over the next ten years (CBO, 2017, p.1). Albright, Brannon, & McGee (2018) argue against this claim if DACA receipts are unable to obtain lawful employment then they are reducing tax revenues and economic activity in the domestic economy. Albright et al., "estimate that reversing DACA would cost the U.S. economy $351 billion from 2019 to 2028 in lost income, and that the U.S. Treasury would lose $92.9 billion in revenue, including payroll taxes" (Albright et al., 2018 p.11).

One of the largest organizations fighting for Undocumented Immigrants and DACA recipients is United We Dream. United We Dream (UWD, 2019) operates as a national non-partisan network which aims to reach immigrant communities around the United States by coordinating services on the local, state, and national level with partner affiliates. The organization hopes to establish community education around higher education opportunities, DACA rights, deportation, and hopes to empower community campaigns protecting immigrant rights (United We Dream, 2019, p.1).

Laura Bohorquez M. Ed, worked as an education support coordinator through United We Dream. She directly worked with DACA recipients and created training for her staff in the Washington D.C. office on how to directly support DACA recipients in pursuing higher educational opportunities. She still incorporates her knowledge from the organization in the work she does at the University of Maryland assisting undocumented students. Her overall work experience emphasized the importance of upholding the DACA program because she saw how effective the program was on the ground in uplifting a community. She believes the program brought with it may advances for individuals especially students who have the hope to continue their studies. However, with the most recent move to rescind DACA she believes we must move towards a more permanent solution such as passing a DREAM Act that could aid in offering permanent citizenship. As it stands many undocumented youth have much to lose in the long term if the program is cut. The uncertainty of what the next step is very scary for many students looking to the future. The design of this policy is set up in a way to fail students and the uncertainty of the next step is placing students back into the same fear they had when the program was created. She believes we need to move towards finding a long-term solution (Bohorquez, Phone Interview, February 12, 2019).

In order to move towards a long-term policy solution it is important to recognize the polarities of stakeholders within the policy subsystem. David Scherr is a lawyer at the Vermont Attorney General's office who currently works within the Community Justice program. The program seeks to provide equity and fairness as it relates to criminal justice in the state of Vermont. A large part of his work has been representing undocumented immigrants within the farm community who specifically need assistance fighting their deportation cases. From his experience he has worked with many clients who have U.S born children and struggle to stay in the U.S. to care for their children. While by law citizenship requires the individual to be born in the United States he feels it's unfair to those individuals who have been in the United State for 10 plus years because naturalization requirements with a green card allow individuals to naturalize after five years. His cases have been a prime example of why DACA should be viewed as a human rights issue especially when minor children risk losing their parents. He is currently working not only to protect individuals from deportation but also stop their separation from their families (Scherr, Personal Interview, April 18, 2019).

Officer Martinez works as an immigration services specialist at USCIS Vermont Services Center. Critical to his work is the review of immigration visas and for most individuals this means waiting in a ten plus year lottery system before receiving their green cards. He feels that this system is effective and protects the nation from individuals that may have a criminal background. He sees this system as an effective policy tool in maintaining security and believes that it is important to have a legal means to accept immigrants into the country (Martinez, Personal Interview, April 19, 2019). In order to move a long-term policy forward it is important to consider both sides of the issue.

II. DACA Program Policy Alternatives

The policy alternatives presented in this paper were reviewed based on the following goals: economic efficiency, equitable distribution, and social and cultural justice. The presented goals allowed for the selection of impact categories to further develop projected outcomes. The graph below summarizes policy outcomes. In addition, a further discussion is presented on the policy alternatives developed in this paper.

Current Policy: Rescinding DACA

The current administration has decided to move towards rescinding DACA pending a two year renewal period. The elimination of the DACA program will present significant challenges to the undocumented community and will impact the overall economy. Wiehe, M., & Hill, M. (2017) estimate that of “the 1.3 million undocumented immigrants enrolled or eligible for DACA contribute an estimated $ 2 billion dollars in state and local taxes” (Wiehe & Hill, 2017, p. 3).

Rescinding the program would halt all the work and progress DACA recipients have made to establish their autonomy, work and education.

The elimination of the DACA program would also have an immediate financial impact on enforcement and deportations. Under the current administration proposals have been made to increase the number of border patrol, and ICE agents hired to enforce the border. The elimination of the program would cause enforcement to increase as a zero-tolerance policy would be implemented to deport undocumented immigrants. Hudak, J., Kamarck, E., & Stenglein, C. (2017) discuss the conflicts of mass hirings as the current administration proposes adding 15,000 new agents to CBP and ICE in order to meet the department's needs. Hudak et al., (2017) estimate that $1.8 billion was spent in FY 2018 in these department's hiring budgets. The addition of 10,000 additional ICE agents would result in an increase of $3.7 billion dollars. This will result in a 14.7 percent increase in the CBP budget and a 60.8 percent increase in the ICE budget. Under these changes enforcement and deportation remain a strong policy tool under which the administration believes it can manage the current undocumented population. In addition, the building of the "Wall" has been used as a policy tool to bargain for the elimination of the DACA program.

The increase in enforcement needed to supplement deportations will also decrease the number of individuals working in the legal labor market. Collins, L., & Gitis, B. (2015) estimate the government will spend between $100 to $300 billion dollars arresting and removing undocumented immigrants. This would result in a 6.4 percent shrink in the labor force and could take up to 20 years to remove all individuals (Collins & Gitis, 2015, p.3). In addition families will face separation, increased fear and instability as this program is fazed-out overtime.

Trade-offs to the elimination of the relief will bring serious economic and social consequences to the U.S. economy that will take time to reverse once a large labor group is no longer a part of the U.S. labor market. The trade-off of eliminating the program could provide security-focused coalitions more border security and enforcement of this population as individuals are required to leave the country. According to these coalitions we would be improving safety.

Maintain DACA: Under Presidential Discretion

A study presented by the Center for American Progress shows positive economic and educational outcomes for DACA recipients. Wong (2018) reports a positive wage effect increase of "42 percent in hourly wages." This has resulted in overall increases for higher tax revenues and economic growth. In addition the survey found that 46 percent of respondents are currently in school (Wong, 2018, p.1). Under this policy students are still limited in how they access federal Pell grants through in-state tuition options. Therefore more are likely to be employed rather than working towards a degree. While education and work permits will provide more opportunity in the long-run the policy will be limited on a state by state basis.

Extending (Wiehe, 2017) DACA under the current model ensures all who are eligible enroll and would provide “ 425 million dollars in additional state and local taxes. This would bring total contributions to $2.4 billion per year and bring an increased tax rate of 9 percent” (Wiehe et al., 2017, p. 3). Overtime there will be a steady growth in GDP and the labor market as individuals access better jobs and obtain college degrees. Gradual costs as discussed previously will still be maintained to enforce the undocumented community and those will increase as the gap widens between DACA applicants and those who will not qualify for the program.

Under DACA families are still threatened with separation as the policy is only in place to protect those who were brought to the United States at a young age. The policy does not provide protection to their parents or siblings who do not meet the requirements. Siemons et al., (2017) discuss the short-term impacts in increasing access to new opportunities, providing greater autonomy, and improving a sense of belonging (Siemons et al., 2017, p.545). The social integration of DACA recipients has been positive, but under the policy it will remain incremental as fear of their undocumented state will remain. The program retains unintended mental health consequences as concerns about deportation are still present. The program is also limited in employment-based health benefits as few individuals are offered them. Most importantly this policy alternative can only be maintained under presidential discretion. This creates a lot of instability for change between various administrations and does not provide a comprehensive solution.

Trade-offs to maintaining the program must be considered in order find the best policy alternative. The biggest trade of to maintaining DACA will be seen in maintaining the current economy under the discretion of the president in order to continue the relief. This can be difficult as administrations have the ability to change the policy over time. This puts families and recipients at risk over time to lose their status quo and livelihoods.

Comprehensive: Pass the DREAM ACT

The DREAM ACT (CBO, 2017) would give undocumented immigrants brought into the United States before the age of 18 the ability to receive lawful, permanent resident status (LPR) in addition to meeting educational, employment, and service requirements. Upon successful acceptance individuals would be able to remove their LPR status and naturalize (CBO, 2017, p.1). The legislation would provide a long-term comprehensive policy option for undocumented immigrants.

If passed the policy would have significant economic contributions to the economy. Wiehe et al., (2017) estimate that a pathway to citizenship could provide “505 million dollars in additional state and local taxes with overall contributions of 2.5 billion per year” (Wiehe et al., 2017, p.3) The contributions of naturalization will be significant in reducing the spending on enforcement and deportations as previously discussed. There will still be a need for interior enforcement but not on the level of the previous policies.

The policy would also be most equitable in providing long-term unrestricted access to education, employment, and healthcare. However the policy (Mahatmya et al., 2014) maintains limitations in its social and cultural integration of undocumented immigrants because it only looks at the individuals, and not the family unit. Many family units are of mixed status and face deportation (Mahatmya et al., 2014, p. 84). Children under this policy will not be able to petition for their parents until naturalized. Family members would face deportation, and a ten-year bar in order to be readmitted to the United State successfully.

Many trade-offs also exist in proposing a comprehensive immigration policy as key economic and security focused coalitions influence the policy subsystem. For a security focused coalition a gain of providing a pathway to citizenship may provide insecurity and economic competition for resources among DACA recipients and the American people. In addition, the pathway to citizenship would be longer than the pathway to apply for DACA relief. Finding the right balance of providing support to applicants and not compromising on public safety will be a challenge.

Adjustment of Status: Green Card Petition

Employment-based visas (Orrenius et al., 2017) have been implemented for individuals whose employers are willing to sponsor them in the United States while on a temporary work visa (Orrenius, 2017, p. 184). In order for employment-based sponsorship to be successful individuals must be able to travel to their home countries for initial visa sponsorship. Under the current law DACA recipients would not qualify because they have broken the law by entering into the United State illegally or staying longer than allowed. In order to move beyond this policy lawmakers must consider issuing DACA recipients an inadmissibility waiver. A waiver would allow individuals currently working for employers to apply for an adjustment of status that could grant them a long-term green card. This policy would then allow individuals to petition for family members over-time. The policy would be limited in requiring employers to initiate the adjustment of status process. This could leave individuals and families vulnerable over-time as the policy will take time to implement. The most significant trade off to the policy alternative is giving responsibility to employers to manage national immigration policy. This responsibility should fall onto the government to maintain and manage this population. In addition, not all DACA recipients would be able to obtain a job through an employer because the process is extremely expensive for a company to afford. More research would need to be conducted across sectors to understand what skill sets recipients would need to meet as well as which sectors would use this policy.

In conclusion, a long-term comprehensive immigration policy such as the DREAM ACT is needed to maintain the current economic and social gains made by DACA recipients. AS discussed previously DACA recipients have made large economic and personal impacts on the communities they live in. While granting a pathway to citizenship for recipients it is also important to consider their families and those undocumented immigrants currently living in U.S who would not qualify under DACA. The policy would need to be altered to address protections for these individuals. In addition, the United States must also consider the influx of immigrants coming into the U.S. daily as well as those who have committed crimes. Enforcement will always be needed but it will be important to reform how the current enforcement practices are implemented. In order to make the DREAM ACT a more comprehensive policy it will need to also consider the impact of enforcement on this community. The DREAM ACT must be used as a policy tool to address the issues of immigration reform through the lens of the family unit.

Thronson (2016) discusses the root problem of immigration law as being tide to human rights law and the deportation of families. The family unit is considered a fundamental group in society and is entitled to protection. Through this policy and lens we can begin to resolve the policy problem and ensure that individuals have access to basic human rights.

Policy Alternatives to Deferred Action for Childhood Arrivals

Goals	**Impact Category**	**Policy Alternative 1**	**Policy Alternative 2**	**Policy Alternative 3**	**Policy Alternative 4**
		Current Policy: Rescind/	Sustainment Policy: (Incremental) Maintain DACA via presidential discretion	Long-Term Policy: (Comprehensive) Pass Dream Act / Offer pathway to citizenship	Short-Term Policy: (Limited) Adjustment of Status /Green Card
Economic Efficiency	-Impact on GDP/Revenue -Financial Impact on enforcement deportation -Impact on Labor Market	-Tax base will be lost -Increased staffing -Decrease in labor supply	-Continues to grow -Cost will rise over time. -Moderate Increase overtime	-Significant growth in the long-run -Decreased in ICE staff and deportations -Supply will increase	Good improvement over status quo -costs will increase over time -Improve supply over
	-Access to higher education - Access to job market	-Deprived to access -DACA recipients will lose access to work permits	-Increase overtime for those who qualify	-All recipients will have unrestricted access	-Excellent: access to all basic human rights
Social and Cultural Justice	Family separation Mental Health Social integration	-Increased cases -Increased fear/instability	-Will continue for parents -Effected -Incremental progress	-Moderate: policy not for parents. -Moderate -Moderate: ignores heterogeneity	-Moderate: will take time -Poor: Will take more time
Political Feasibility	Likelihood of successful	High- in place	Moderate- was previously	Moderate- hard to pass previously	Difficult- new proposed policy

III. Political Feasibility and Adoption of the DREAM ACT Under the ACF

Advocacy Coalition Framework

The Advocacy Coalition Framework explains policy change caused by competition within a subsystem, and addresses how stable and dynamic events outside the policy subsystem can influence the framework. Sabatier and Smith (1993) define the policy subsystem as a network of individuals from a variety of areas who are involved in the evolution of policy in a specialized area. In a subsystem, individuals are grouped into competing advocacy coalitions that have the different beliefs and policy stances. The framework (Sabatier and Weible, 2014) views policy change as modified over time depending on changing individual beliefs. Under the ACF three level of beliefs exist: deep core, policy core, and secondary. Within immigration policy making a subsystem exists in addressing DACA recipients and specifically looks at the DREAM Act as a means to pass a more comprehensive immigration policy to solve the needs of this population. Within this policy subsystem two competing advocacy coalitions exist. The security coalition and the economic coalition which operate within the DREAM Act under different stakeholders and beliefs. The composition of the security coalition includes right wing advocates for border security, border patrol unions and even includes citizens against immigration. Local government and border police also make significant contributions to this coalition's perspective. The economic coalition is composed of economists, businesses including those sector's that implement undocumented labor, and even institutions of higher education that benefit from student diversity and economic growth. The ACF framework will also explore how the timing of the chosen policy alternative must account for the influence of political institutions, external incidents, and public opinion as well.

Policy Subsystem: DREAM Act

The DREAM Act bill (Miranda, 2010) was originally proposed in 2001 by Luis Gutierrez. The Bill was originally called the Immigration Children's Educational Advantage and Dropout Prevention Act. It was designed to provide legal status to minors who had live in the U.S. for at least five years and who were already students. When the legalization process of the bill began it came to be known as the Development, Relief and Education for Alien Minors Act. The DREAM Act was introduced to Senate on August first, 2001 by Dick Durbin and Orrin Hatch. If passed the bill would provide conditional permanent residency to certain illegal individuals of good moral character who graduate from U.S. high schools, arrive in the United

States as minors, and live in the country continuously for at least five years prior to the bills enactment.

In addition (Miranda, 2010), youth must complete two years in the military or two years at a four-year institution of higher education. From this bill they would be able to obtain temporary residency for a six-year period. In the six-year period there is a possibility that they can qualify for permanent residency if they have finished their required education of two years or two years of military service. They will also need to be honorable discharged at the end of their service. Additional requirements include: entering the country when they were under 16 years old, and proving they have not committed any crimes that would result in their deportation.

A revised version of the DREAM Act (Timetoast, 2014) was introduced again on October 18, 2007 by Durbin, Charles Hagal and Richard Lugar. It did not pass because many thought it would cause pardoned unauthorized immigration. President Barack Obama promised to introduce DREAM Act into the House of Representatives by November 29, 2010 however it did not pass. By November 2012, 12 states passed the DREAM Act. Most states address issues dealing with financial aid for state universities. States that have passed their own versions of the DREAM Act include: Texas, California, Illinois, Maryland, Massachusetts, Nebraska, Kansas, New Mexico, New York, Washington, Wisconsin, and Utah. The legislation has currently been placed on hold by the current administration.

Parameters Influencing the DREAM ACT:

The political feasibility of the DREAM Act must be understood within the context of the factors that influence the parameters of the subsystem. In order to understand the climate surrounding the subsystem we must evaluate historical policy changes as well as external events that have shaped the competing coalitions. We examine the influence of external events such as: the legislative history of immigration laws, the impact of the 9/11 terrorist attacks, and the source of increasing border insecurity.

Stable Parameters:

Overall national immigration policy is slow to change due to relatively stable external parameters that include social values and the broad constitutional structure on immigration. Lawful entry (CBO, 2006) into the United States can be obtained within four categories: family reunification (chain migration), employment of skilled workers, application of refugee status. In addition, the United States government maintains a lottery system in order to promote diversity.

This system accepts specific numbers of immigrants into the United States each year. These opportunities in immigration are rooted in the values of diversity that American society strives for and these pathways for entry have remained constant over the years to uphold the status quo. Each stream provides a basic means of access for those seeking legal entry into the United States. The DREAM Act implements an additional pathway for undocumented immigrants and could be incorporated as a stable parameter over time because it emphasizes a legal pathway to citizenship. However, the policy also affects the current stable parameters in redefining legality for the undocumented community. Advocates of the security coalition implement the argument that the DREAM Act moves beyond legality and therefore is seen as an unrealistic policy solution because it looks to incorporate a community that is considered criminal and violent.

External Events:

Various dynamic events make passing the DREAM Act challenging as historically shifts have been made to limit immigration policies. At the national level (Cobb, 2013) the Immigration and Nationality Act Amendment abolished immigration preference categories reducing pool size. The Immigration Reform and Control Act (IRCA) of 1986 also proposed a 50 percent increase in border patrol staffing and imposed sanctions on employers who hire illegal immigrants.

A pivotal shift in how immigrants, illegal aliens, and foreigners came to be viewed shifted after the September 11th attacks. This event set the stage for even more restrictive laws to increase border security. The influence of September 11th and fears of immigrants had long-term effects on pushing restrictive immigrations policies. In addition, the wars fought in the Middle East (Ting, 2006) have created a negative impression of immigrants, especially Arab-Americans and Muslims. The wars have further strengthened negative public opinions about immigrants as criminals and strengthened opinions on the need for tighter border security. Issues of U.S. national security have become the important factors that make expansive immigration law a challenge. The current Trump administration (Pierce & Selee, 2017) has used these public fears to changed national immigration policy by establishing a ban on admissions of nationals from eight Muslim countries, a wall along the U.S. Mexico border, and moved to terminate the DACA program within the next two years. Establishment of the DREAM Act will remain a challenge as the parameters surrounding the subsystem support interest groups of the security coalition. In order to change the current status quo the administration would need to alter its political agenda.

Competing Coalitions: Security vs. Economic

Immigration policies (Mishra et al., 2008) (Joppke, 1998) are driven by two dimensions of the national interest: security and economic rationale. Coalitions associated with the economic rationale focus on how the number of immigrants can be increased which will increase labor supply and increase economic performance overall. While security coalitions are focused on maintaining overall security and protecting citizens while also restricting immigrants from entering the United States.

Security Coalition:

The security coalition strongly believes that border insecurity would increase illegal immigration and its potential risks, like arms- and drug- dealing, and make U.S national security more vulnerable. The coalition also categorizes immigrants as criminals who take from the government and the American people. It also rationalizes insecurity as taking away from what is known to be American and for American people.

As mentioned earlier, the U.S. has experienced a significant increase in national security concerns since 9/11. The security coalition asks the government to implement more strict regulations for non-immigrants. Hudak, J., Kamarck, E., & Stenglein, C. (2017) discuss the conflicts of mass hirings as the current administration proposes adding 15,000 new agents to CBP and ICE in order to meet the department's needs. Hudak et al., (2017) estimate that $1.8 billion was spent in FY 2018 in these department's hiring budgets. The addition of 10,000 additional ICE agents would result in an increase of $3.7 billion dollars. Implementation of the DREAM Act has the potential to reduce hiring needs for border security as more undocumented youth follow legal means of achieving citizenship. It would reduce current spending needs for additional border patrol and would over time decrease spending. However, the security coalition will move to reduce the overall undocumented population.

As a result of more restrictive immigration policies the U. S. will increase enforcement needed to supplement deportations that will also decrease the number of individuals working in the legal labor market. Collins, L., & Gitis, B. (2015) estimate the government will spend between $100 to $300 billion dollars arresting and removing undocumented immigrants. This would result in a 6.4 percent shrink in the labor force and could take up to 20 years to remove all individuals (Collins & Gitis, 2015, p.3). In addition families will face separation, increased fear and instability as the security coalition moves to tighten enforcement.

Rationalizations for what is known as American and for the American people can be seen in the coalition's arguments towards keeping education for American citizens. Esses, Brochu, and Dickson (2012) from the University of Western Ontario argue that economic concerns and competition with undocumented immigrants lead to the claim that undocumented immigrants take jobs (Esses et al., 2012, p. 133). This rhetoric is also incorporated into education and the attainment of employment.

According to the Center for Immigration Studies (2010) most low-income immigrants can be expected to attend state schools with a cost to taxpayers in the billions of dollars. This will mean that slots at state universities and community colleges will be limited and colleges will have to reduce educational opportunities for U.S. Citizens.

Findings from the Center for Immigration Studies (2010) showed that an estimated 1.038 million illegal immigrants will enroll in public institutions as a result of the DREAM Act. Each immigrant who attends a public institution will receive a tuition subsidy from taxpayers for about 6,000 dollars for each year they attend school. The estimate is only for new students not yet enrolled and does not include currently enrolled students or those who have finished two years of college.

The DREAM Act does not provide funding to the states and will require states to combine tuition and tax increases to enroll more students. Providing states with additional financial support would help on a local level, but would put the burden on federal taxpayers. The table below shows the average difference between instate and out of state tuition at state universities and community colleges for one year of full-time tuition in the top states of illegal immigrant settlement.

The implementation of a policy that would further the education of those who could pose a threat to U.S security is viewed as an additional cost or burden to Americans that have the added cost of incorporating undocumented immigrants into the community. The coalition will be directly opposed to extending a policy that would further increase costs for taxpayers and take away federal funding for American students in higher education.

Table 1. Estimated Tuition Subsidy Illegal Immigrants Will Receive Under the Dream Act

State	State Universities Diff. Between In- and Out-of-State, 2009[1]	Community Colleges Diff. Between In- and Out-of-State, 2009[1]	Share of Nation's Illegal Immigrant Population[2]	Taxpayer Tuition Subsidy[3]
California	$17,159	$4,176	24 %	$6,773
Texas	$10,465	$1,596	16 %	$3,370
Florida	$20,140	$3,508	7 %	$6,834
New York	$8,410	$3,080	5 %	$4,146
Illinois	$14,142	$3,528	5 %	$5,651
Georgia	$18,210	$5,472	4 %	$8,020
Arizona	$16,358	$5,784	4 %	$7,899
North Carolina	$14,730	$4,608	3 %	$6,632
New Jersey	$11,756	$3,408	3 %	$5,078
Nevada	$13,290	$5,864	2 %	$7,349
All Others	$14,466	$4,102	25 %	$6,175
			Cost per Student	$5,970

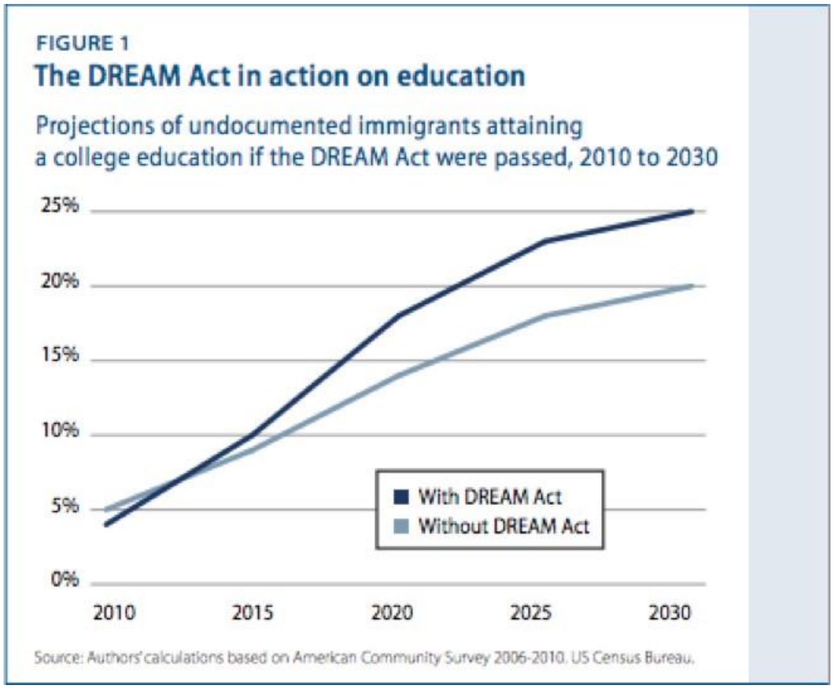
[1] See text for more detail.
[2] Deparment of Homeland Security 2009 estimate.
[3] Assuming weighted average (80 % - 20 %) between community college and state university.

Courtesy of the Center for Immigration Studies

Economic Coalition:

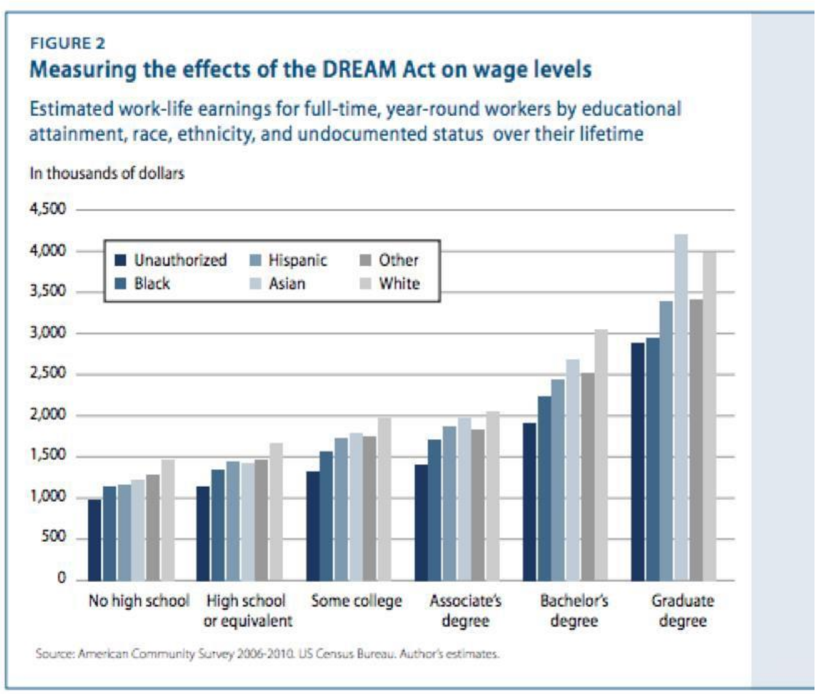
The economic coalition believes that economic growth is more important to support a more expansive immigration policy. They advocate for access to higher education and employment as well as a pathway towards the DREAM Act. Economic coalitions (Wong, 2006) advocate that the nation is losing the potential economic benefits that might be increased by attracting more immigrants to visit and to reside in the country. This coalition is viewed as pro-immigration because they highlight increasing the number of immigrants in the country which could help the overall labor market.

According to the Center for American Progress (Guzman & Jara, 2012), a projected analysis from the years 2010 to 2030 shows a direct economic impact on the economy of around 329 billion dollars if the DREAM Act is passed. About 1.4 million new jobs will be created during this time. The government will collect a state and federal household income tax revenue of about 5.6 billion dollars as well as 4.6 billion dollars in federal business tax revenue.



Courtesy of the Center for American Progress

The benefits of legalization are connected to achieving a high school degree and some form of higher education. The passage of the DREAM Act will be an incentive for many young people to apply for higher forms of education that can benefit the overall economy.



Courtesy of the Center for American Progress

The figure above shows the work-life earnings for full-time, year-round workers with various levels of education. Categories are broken down by white, Asian, Hispanic, black, and unauthorized earners.

According to the Center for American Progress (Guzman & Jara, 2012) this chart above shows that with a higher education DREAMers can have a larger return on their ability to move up demographically. Earnings would boost for DREAMers because they would be able to work legally versus under the table jobs. The more education people access the easier it is to find better paying jobs.

Category	2010-2020	2020-2025	2025-2030	Total
Increase in earnings	$38 billion	$45 billion	$66 billion	$148 billion
Increase in college-educated workers	29,000	82,000	112,000	223,000

Courtesy of the Center for American Progress

The chart above displays the direct benefits of enacting the DREAM Act on our economy. According to the Center for American Progress (Guzman & Jara, 2012), as time passes greater numbers of people will finish their education and enter the workforce. Projected earnings show that by 2030 there will be about 112,000 workers earning about 66 billion dollars.

The DREAM Act will expand our military as well as help the Department of Defense recruit more unauthorized immigrants in applying to the military. The Secretary of Defense Gates (Guzman & Jara, 2012) has written to DREAM Act sponsors citing the rich precedent of non-citizens serving in the U.S. military and stated “the DREAM Act represents an opportunity to expand [the recruiting] pool, to the advantage of military recruiting and readiness” (Center for American Progress, 2012, p.6). The United States will become more aggressive in the global economy. Arne Duncan, Secretary of Education states that passing the DREAM Act will allow unauthorized youth to grow to their fullest potential and they will help grow the economy. If passed, the bill will ensure that the United States has highest proportion of college graduates by 2020 according to Duncan.

The economic coalition expresses an optimistic view on the concern of national security that, in the long run, lowering the threshold to enter into the U.S. would result in a larger economic growth by increasing commerce activity in the U.S. The coalition will continue to be motivated towards pushing for a pathway to citizenship for this community in order to stimulate economic growth. Both coalitions hold various beliefs and values that distinguish how each coalition functions within the policy subsystem but policy core beliefs determine what actions the coalitions will take towards the DREAM Act.

ACF Belief Levels for the Security and Economic Coalitions

Coalitions	**Security Coalition**	**Economic Coalition**
Deep Core Beliefs	Higher border security and safety are the priority. Need to remove the current undocumented immigrants and prevent others from entering the U.S.	U.S. economic growth is the main priority. Want to pass the DREAM Act in order to grow economy.
Policy Core Beliefs	The Government needs to makes more action to secure the borders and increase interior enforcement	Legalizing undocumented immigrants will provide economic benefits to the U.S. economy.
Secondary Beliefs	Limit the amount of entries from all groups of people into the U.S. -Move toward rescinding DACA and do not pass the DREAM Act	Decrease enforcement if DREAM Act is passed. -Provide pathways to access higher education and employment.

Discussion and Implications:

While it may be difficult to find a common ground among the competing coalitions it may be possible for the two to compromise if policy brokers on the DREAM Act including the Department of Homeland Security (DHS), USCIS, and the president work together. It is unclear how strategically policy brokers take their position between the two polarizing coalitions, but under the Advocacy Coalition Framework it may be possible to bring these two competing coalitions together in order to pass the DREAM Act. As we have seen there a significant challenges USCIS and ICE face in managing, securing and deporting thousands of undocumented immigrants. By passing the DREAM Act the need for additional border security may be reduced which would significantly reduce the overall spending allocated to this issue. Under the ACF we have seen how policy-oriented learning works in the policy process and how the negotiation of conflict by coalitions can shape policy outputs and impacts of the subsystem.

Limitations:

Based on the ACF, policy change in the U.S. is caused by various resources, power competitions, unexpected shocks inside and outside of the subsystem. It is important that policy makers focus on the policy outcomes moving forward. The ACF discusses policy-oriented learning, but does not explain any unexpected situations when one or more groups in a coalition change their beliefs. Moving forward in this framework means acknowledging that support for the DREAM Act may switch as Republicans look for other solutions for border security and policy makers need to be ready to understand how they can work with the other coalition.

Furthermore, some potential participants that are incompatible with any beliefs of the two polarizing advocacy coalitions may exist in the policy subsystem. This would include pro-immigration groups such as: United We Dream who see the DREAM Act not just as an economic benefit, but as a human right to grant DREAMers citizenship. Their beliefs stem from a love for humanity and are centered around basic human rights. Lastly, we must understand that under the Advocacy Coalition Framework it is difficult to come to a precise solution on how it would be possible to pass a solution on the DREAM Act because there are many underlying value conflicts within the coalitions and stakeholders. The model is not based on a bounded rationality as losers always want to fight back. In order to move the policy forward it’s about explaining the policy making process by each coalition fight for its cause.

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Appendix G: Summative Analysis on Deferred Action for Childhood Arrivals

Following the Thanksgiving recess no progress has been made by Senate on finding a new policy option for the Deferred Action for Childhood Arrivals program. Funding for government will be mostly likely be pushed to December 22nd as a result. Senate remains stalled as republicans wish to pass their new immigration and border security proposal. However, House republicans are preparing to sign a letter looking for a solution on DACA by the end of the year. Democrat votes are needed to fund government but they will not vote on legislation until a fair bill is enacted for DACA recipients. Progress towards finding a policy that both parties can agree on remains elusive for now, but a policy must be enacted in order to protect DACA recipients, families, and communities (Kopan, 2017, p.1).

The Trump administration has rescinded DACA with a promise of providing a two-year extension to those who applied to renew their status. The issue of public management has presented itself as new reports of deportations have found loopholes in the two-year extension presented by the Trump administration. Jesus Alonso Arreola, a part-time Uber driver, was recently stopped by police and accused of human smuggling when he picked up a passenger. Police claimed the passenger crossed the border illegally. Arreola "was eventually released with no criminal charges, but was stripped of his DACA status because he was issued a Notice to Appear (NTA) in immigration court for deportation proceedings" (Rodriguez, 2017, p. 1).

A U.S. District Court judge for the Central District of California ordered the Trump Administration to reinstate Arreola's DACA status. The use of court notices to revoke DACA statuses is illegal and has become a new tactic to deport undocumented immigrants regardless of the recent policy extension. The legal and ethical framework shaping DACA was provided through the execution of the memorandum "Exercising Prosecutorial Discretion Consistent with the Civil Immigration Enforcement Priorities of the Agency for the Apprehension, Detention, and Removal of Aliens" by John Morton Director of USCIS in 2011. The memorandum gave ICE enforcement personnel prosecutorial discretion "to ensure that the agency's immigration enforcement resources are focused on the agency's enforcement priorities" (Morton, 2011, p.1). The term applies to a broad range of discretionary decisions including deciding to issue a Notice to Appear (NTA). These window policies trickle down to street level bureaucrats who are responsible for pursuing them. The importance of street-level bureaucrats has played a huge role in determining the fate of many undocumented immigrants. The establishment of the Department of Homeland Security and immigration officers has led to a large increase in deportations in recent years. The "first term of the Obama administration witnessed the highest deportation rate in history, with over 800,000 individuals removed between 2009 and 2010" (Oliviero, 2013, p. 19). As the role of ICE officials has grown so has their responsibility in determining the illegal status of immigrants. As leaders in implementing immigration policy their role in the legality of ethics cannot be ignored. Lipsky presents how these public sector employees become policy-makers as a results of their interactions with the public. He states "First, debates about the proper scope and focus of governmental services are essentially debates over the scope and function of these public employees.

Second, street-level bureaucrats have considerable impact on people's lives. This impact may be of several kinds. They socialize citizens to expectations of government services and a place in the political community. They determine the eligibility of citizens for government benefits and sanctions. They oversee the treatment (the service) citizens receive in those programs. Thus in a sense, street- level bureaucrats implicitly mediate aspects of the constitutional relationship of citizens to the state. In short, they hold the key to a dimension of citizenship" (Lipsky, 1980, p. 404-5). As a result ICE agents with their range of discretion, connect with the public on a vulnerable level and control access to DACA making them a force in public sector decision-making process. Violent rhetoric against undocumented immigrants has established even more vigilance around immigrants crossing the border, human smuggling and racial profiling to determine legality. Negative rhetoric and pressures from the top and public have led ICE agents to use their discretion to issue NTAs resulting in policy loop-holes to deport undocumented immigrants. We must begin to question the role of ICE agents as policy-makers who are not working as a resource for undocumented immigrants but against them. When discretionary action is used unethically and illegally against DACA recipients then policies must be changed from the top down.

Government accountability has been largely shaped by the implementation of Deferred Action for Childhood Arrivals program. Prior to its implementation no grounded policy existed for undocumented immigrants. Government did not recognize the impact of illegal immigration on such a scale. The implementation of DACA in 2012 established accountability between citizen voters and the government by addressing an "issue" that needed to be taken care of. The implementation of DACA also established accountability between government and DACA recipients by establishing work and educational opportunities to those that qualified. Rhetoric against undocumented immigrants shaped accountability when policy meant removing those considered "criminals" and using prosecutorial discretion to carry out policy. The Trump administration has chosen to rescind DACA and their accountability toward undocumented immigrants as a result. Is/should the government be accountable to undocumented immigrants? Is the government responsible for implementing a policy to help undocumented immigrants?

The government wants to implement policy to address the issue, but in order to be effective it requires politicians and policy makers to actively listen to the issues and changes the need to be made. Listening may be the only middle ground for policy change on DACA. Stivers discusses the importance of listening stating "rather than distancing, listening immerses and engages.

Listening makes us aware that reality, at least as we experience it, has permeable boundaries, and that our understanding of what is relative to what is not. Listening calls our attention to emergent aspects of situations and leads us in the direction of contextual rather than eternal (timeless) truth" (Stivers, 1994, p.226). Active leaders make the time to be responsive and in turn provide a platform of accountability for themselves and citizens. At stake is the education access provided to undocumented immigrants and the importance educating a large sector of the public has played in our economy. Chi Nguyen and Maraki Kebede discuss the social responsibility once taken up by government in the U.S. Supreme Court decision in the case "Plyler v. Doe (1982) ruled in favor of the rights of students, regardless of their immigration status, to attend public primary and secondary schools" (Nguyen & Kebede, 2017, p. 724). Through the help of community activism a policy was implemented for undocumented youth. However this ruling did not address access to postsecondary education for undocumented immigrant students. Further responsiveness is needed in order to grow the education of the undocumented population as an asset to the economy, In order to create an efficient policy change policy makers must understand that stakes of undocumented youth and take into consideration their objections on this issue. However rhetoric still targets undocumented immigrants, and creates segregation and discrimination between immigrant and nonimmigrant groups. Public rhetoric has become political rhetoric and as a result has implemented policy changed and will impact students across the country. Only by active listening can policy makers and politicians implement a policy to benefit all parties and understand the underlying issues at hand for undocumented youth.

Most critical to framing this issue has been the narrative told around the impact of criminality regarding DACA recipients. A recent article published by the Washing Examiner stated “On the eve of President Trump deciding the status of the Obama era program deferring deportation for nearly 800,000 mostly Latin American young adults, federal immigration authorities are revealing a surge in those losing their freedom "due to criminality or gang affiliation concerns." Officials told Secrets that the number has surged 30 percent this year” (Bedard, 2017, p.1). The power of numbers to tell a story has been used by the administration and the public to shape the rhetoric surrounding DACA recipients. Often the rhetoric employed has been used to categorize undocumented immigrants as criminals and numbers have been employed to back up such claims. Stone discusses the importance of numbers to tell stories in a way that frames their authenticity and to create a framework for policies to be implemented. Stone states “in politics numbers are used to tell stories of either helplessness or control. In both uses, numbers are invoked to authenticate the story. The author or speaker tell the audience, in effect, “The numbers show my story is true.”” (Stone, 2000, p.172). Stories of helplessness have been told by citizens who feel victimized by illegal criminals or angry at illegal immigrants for not paying taxes, taking jobs, and being allowed to enroll in higher education at costs of competition for financial aid to American citizens. Such stories build on anxieties of white privilege and often have no authentic value.

According to the Center for American Progress, a projected analysis from the years 2010 to 2030 shows a direct economic impact on the economy of around 329 billion dollars. About 1.4 million new jobs will be created during this time. The government will collect a state and federal household income tax revenue of about 5.6 billion dollars as well as 4.6 billion dollars in federal business tax revenue (Jara & Guzman, 2012, p. 1). The benefits of legalization are connected to achieving a high school degree and some form of higher education. The passage of the DREAM Act will be an incentive for many young people to apply for higher forms of education that can benefit the overall economy. The United States will become more aggressive in the global economy. Arne Duncan, Secretary of Education states “that passing the DREAM Act will allow unauthorized youth to grow to their fullest potential and they will help grow the economy” (Jara & Guzman, 2012, p.1). If passed, the bill will ensure that the United States has the highest proportion of college graduates by 2020 according to Duncan. Statistics of current college enrollments and projections are slowly beginning to change the narrative told around DACA recipients. The Migration Policy Institute estimates that over “135,000 DACA recipients have completed some college” (Zong, et al., 2017, p.1).In order to implement a new policy for DACA recipients first the story regarding them must be changed. A new view of undocumented immigrants must be upheld by the administration. Without a change in rhetoric then we cannot implement and effective and inclusive policy that allows us to actively listen to the policy needs and impact for change.

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Appendix H: Project ID Creation Process for External Events

1. Client confirms details of accommodations. Coordinator books event information into Event Managements System and creates a reservation number. Contract is issued to client with existing reservation number.

2. Contract is signed by the Client and returned to University Event services' coordinator. Contract is forwarded by the coordinator to the director for counter signature.

3. Once the contract is countersigned the direct will forward the contract back to the coordinator and will make sure to CC the registration coordinator as well.

4. The Registration coordinator will be triggered to create a project ID for the contract. The information on the contract will provide the registration coordinator the necessary information to generate a project ID.

Please make sure your contract clearly states: **External (Housing) Services Agreement**

5. The Registration Coordinator must implement the external revenue program code.

- UES Internal Events – 0292
- **UES External Events – 0293**

The code will take 1 business day to generate and appear in EMS (Event Management System) and PeopleSoft. The confirmed project ID should be e-mail in an excel document to the coordinator.

The Registration coordinator will update the share drive folder for the group to include the new project ID.

6. Once the coordinator obtains the project ID they will need to update EMS with the correct project ID chartstring for the event. Once this has been completed the process is complete.

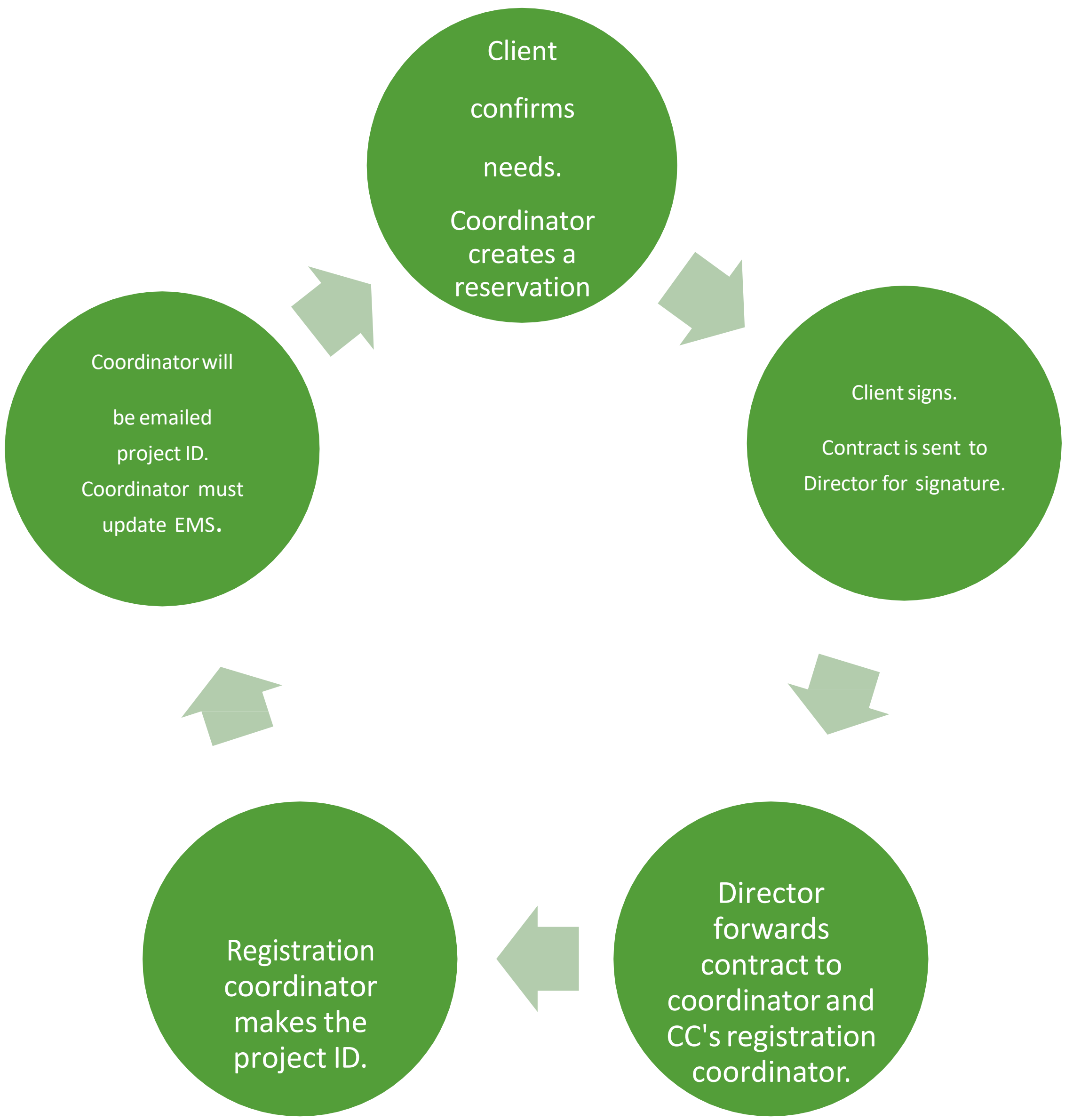
7. Summer Housing must also update the project ID number on the main conference page and save it in CP. This will update the housing system (Conference Programmer) for billing purposes.

8. Using the **"Status and Project ID List"** staff can review which external conferences require project IDs to be updated. Project ID's listed with "111111" digits indicate the event is internal and it does not need a project ID.

9. Special circumstances exist for certain clients who may be internal but require a project ID. For these conferences please speak with Aide Shepard, Business Manager, directly.

10. The Status and Project ID Report allows the business manager to collect revenue data as it pertains to internal and external events for the summer housing budget. The creation of the project IDs ensures that revenue is directly placed into each group's journal. This makes the close out process for the fiscal year much easier by avoiding manual transfers.

Project ID Creation Process for External Events



Appendix I: Evaluating the Impacts of Attending Afterschool Programs

Method

Since 1990 the University of Vermont, Center for Rural Studies has conducted an annual state-wide poll of Vermont residents. The Vermonter Poll is a unique opportunity for researchers, policy makers, social advocates, and citizens to examine public awareness, knowledge, attitudes and behaviors regarding contemporary, and often controversial, issues in the public arena. The poll was conducted using a telephone survey by choosing simple random sampling from a telephone list of Vermont. This process used computer-aided telephone interviewing (CATI), and surveyed Vermont residents over the age of eighteen who agreed to participate. Data for this poll was collected at the University of Vermont, Morrill Hall between the hours of 4:00 PM and 9:00 PM beginning on February 20, 2007 and ending on February 28, 2007. Overall, there were 599 respondents to the survey. The results were based on a group of this size to have a margin of error of plus or minus 4 percent at a confidence interval of 95 percent.

Data managed by the class began the process by initially storing the data in a Microsoft Excel spreadsheet then the data was imported into IBM SPSS Statics for analysis. Upon successful import individuals then coded the data providing labels, value labels, and measures. Any “don’t know” or “refused” responses were marked as missing values.

The research question for this paper explores; do children attend after-school or out-of-school programs other than school sports? Individuals had the option of choosing the following responses either one Yes, two No, three Don’t Know (DO NOT READ) or four which was Refused (DO NOT READ). The fourth option indicated that the individual did not want to proceed with the survey.

Evaluating the Impacts of Attending After-school Programs

The research on the impact of after-school or out-of-school programs provides relevant data on how policies can be strengthened or improved in order to assist the youth population. Research in this area provides key insight on changing measures and impacts in the overall attendance in after-school programs.

Beets, Turner, Hubert, and Pate, (2015) measure the amount of physical activity children should obtain while in an after-school program. They discover that on average children accumulate 30 minutes each day the program is operating. Further research is needed on how other program can meet a similar goal. Weaver et al. (2014) explore how the YMCA of the United States adopts this activity standard recommending afterschool programs (ASPs) ensure all children engage in a minimum of 30 min of moderate-to-vigorous physical activity. Paluta, Lower, Anderson-Butcher, Gibson, and Iachini (2016) conclude that research is unclear about which aspect of after-school programs provides positive outcomes. Further research is needed to aspects of afterschool program quality contribute most to positive outcomes. Research is needed to further explore the relationship between quality and objective outcome measures. Roth, Malone, and Brooks-Gunn (2010) explore whether investigating whether participation in formal afterschool programs leads to academic improvements and, to a lesser extent, other types of developmental gains. In addition, Smith, Osgood, Caldwell, Hynes, and Perkins, (2013) emphasize the importance of efficacy and connectedness as a means to intervene among youth.

The following null hypotheses address the impacts of various variables on if children attend after-school programs: There is not impact on after school attendance if students are under the age of 18, have any children in the household between kindergarten and the 12th grade, and whether or not youth live in a rural, suburban or urban area.

Results

Overall Impacts

The following null hypotheses address the impacts of various variables on if children attend after-school programs: There is no impact on after school attendance if students are under the age of 18, have any children in the household between kindergarten and the 12^{th} grade, and whether or not youth live in a rural, suburban or urban area. In order to test these hypotheses a bivariate analysis was conducted using a crosstabulation and chi square test.

There is no relationship between if children attend after-school or out-of-school programs other than school sports and how many people in your household are under the age of 18. Based on the results of the Mann Whitney U Test , reject the null hypothesis that there is no relationship between how many people in your household are under the age of 18 and if children attend after-school or out-of-school programs other than school sports (p-value =.012).

There is no relationship between if children attend after-school or out-of-school programs other than school sports and if you have any children in your household between kindergarten and the 12^{th} grade. Based on the results of the Chi square test no measure of association was computed for a crosstabulation of if student attend after-school programs other than school sports and if there are any children in your household between kindergarten and 12^{th} grade.

There is no relationship between if children attend after-school or out-of-school programs other than school sports and if you live in a rural, suburban or urban area. Based on the results of the Chi square test we fail to reject the null hypothesis that there is no relationship between whether or no individuals live in a rural, suburban or urban area and if they attend after-school or out-of-school programs other than school sports (p-value =.114).

Discussion

An updated analysis was conducted on the null hypothesis that there is no relationship between how many people in your household are under the age of 18 and if children attend after-school or out-of-school programs other than school sports and found the results to be statistically significant. Individuals who attend after-school programs would be under the age of 18. Not enough evidence was statistically significant to reject the null hypothesis there is no relationship between whether or no individuals live in a rural, suburban or urban area and if they attend after-school or out-of-school programs other than school sports. No measure of association was computed for a crosstabulation of if student attend after-school programs other than school sports and if there are any children in your household between kindergarten and 12th grade as one variable was computed as a constant. Reporting in the results by participants altered the outcome of the crosstabulation.

Limitations of the Study

The discrepancies identified may result from a number of limitations found in this study. These limitations can result from technological constraints, reporting demographic factors, or issues of measurement and coding. Telephone surveys are limited with time constraints and when individuals can be reached. In addition, the list of telephone numbers was not representative of individuals who may use a cell-phone and may not be on the list.

Future research should be more inclusive of telephone access in order to survey more Vermont residents and consider face to face surveys as well. Additional research questions should be developed regarding Opioids in Vermont and the impact of undocumented immigrants in the Vermont community. Expanding the survey to undocumented, marginalized and minority communities would also assist in capturing the full scope of issues in Vermont.

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Appendix J: Eviction Prevention Program Conference Program Interest Surveys and Evaluations

CHAMPLAIN HOUSING TRUST

Getting Tenants On Track:
Exploring an
Eviction Prevention Program

Conference Evaluation

Thank you for participating in our *Exploring an Eviction Prevention Program* conference. Your comments and suggestions are very important to us in evaluating the success of our workshops, and to identify how we can make the workshop better in the future. Please take a few minutes and complete the survey.

	Poor		Average		Excellent	
1. How would you rate your experience, overall:	1	2	3	4	5	*(Circle a number)*

2. What did you like the most about the conference?
Awesome + passionate facilitation by Barbara - she made the topic engaging, relatable, + accessible.

3. Least?
Nothing - all was great!

4. Were there any materials or information that would have been helpful to you that we did not provide?
Felt like a great array of resources were provided - thank you!

5. How likely do you think your organization is to offer an EPP? 1 2 3 4 5 *(Circle a number)*
Not Likely · Maybe · Very Likely

6. Any other comments or feedback: Very awesome + fruitful 2-day conference - thank you CHT for the tools, resources, information, + opportunity to participate!

CHAMPLAIN
HOUSING TRUST

Getting Tenants On Track:
Exploring an
Eviction Prevention Program

Conference Evaluation

Thank you for participating in our *Exploring an Eviction Prevention Program* conference. Your comments and suggestions are very important to us in evaluating the success of our workshops, and to identify how we can make the workshop better in the future. Please take a few minutes and complete the survey.

	Poor		Average		Excellent	
1. How would you rate your experience, overall:	1	2	3	4	5	*(Circle a number)*

2. What did you like the most about the conference?

Excellent facilitator! Very engaging, excellent materials, good discussion + examples.
The toolkit + planning information on how to get started are very helpful.
Very well organized from registration throughout the time together. Good food. Nice CHT staff!
Is it available in electronic form for the forms?

3. Least?

A lot of time spent on the why, but people in the room already are invested + know the why (for the most part)

allow more time for questions + problem solving with groups facing hurdles getting started.

4. Were there any materials or information that would have been helpful to you that we did not provide?

How do you do triage for EPP? Clearly many people are not going to be able to pay rent after the first month of non-payment if their financial issue is longer term. ~~Ex&~~ (ie, health problem, mental health, death of spouse etc.) There are only a select group that can pay rent the next month plus their repayment plan (ie one time extraordinary expense, need assistance with budgeting but have sufficient income etc) Not clear how many people are a match for the program versus not a match.

5. How likely do you think your organization is to offer an EPP? 1 2 3 4 5 *(Circle a number)*

Not Likely **Maybe** **Very Likely**

I came ~~[illegible]~~ from NWA to promote to other organizations and better understand the ~~[illegible]~~ program.

6. Any other comments or feedback:

Thank you!! You are incredible hosts.

Eviction Prevention Program (EPP) Training March 2020 - Evaluations						
	1. How would you rate your overall experience?	2. What did you like most about the conference?	3. What did you like least about the confernece?	4. Were there any materials or information that would have been helpful to you that we did not provide?	5. How likely do you think your organization is to offer an EPP?	6. Any other comments or feedback?
	Likert-type scale 1 (Poor) 5 (Excellent)				*Likert-type scale* 1 (Not likely) 5 (Very likely)	
1	5	Everything	N/A	Yes	5	CHT staff was awesome, presenting and presentor was good.
2	4	Engagement and excitement of the room	Wanted more generic program ideas & debrief times; less about CHT specifics. Groups sitting together-should assign seats	No	5	Great food and snacks/ amazing room set up/table set up was great too.
3	5	The presenter was so clear and knowledgable	Cant think of anything really	We are getting a tool kit!	4	I wish we had a bigger team with us. Property management was not with us at the time.
4	5	Hands on activities	Nothing maybe warmer weather :)	Nope	3	Mostly to pitch to our ROC communities as an add valueto our current offering of financial coaching
5	5	Hpw program was laid out and helpful hints	N/A	Updated agreement maybe	5	This was an amazing conference. Hope to call with questions after.
6	5	The trainer was prepared, well versed and thoughtful. She had an obvious enthusiams for the work being done and was excellent at synthesizing complex information and presenting it in an engaging and helpful manner. This was a hands on workshop and I walked away ideas and methods along the with a tool kit that has real information and applicable tools.	Wish it had been longer, 3 days.	I have loved the resources, the tool kit, articles, and power point. I have also like the activities and props like the glitter bottles and tennis ball exercise. I'd like to have Barbara visit and help us set up and perfect a program.	4	BEST CONFERENCE I have ever been to! The engagement and the way we moved through the information was fabulous. I learned so much and enjoyed it all! Thank you all for a great conference!
7	5	Very detailed, thoughtful training. Very interactive kept you engaged.	Not a thing!	Honestly not sure. There was great example group exercises.	4	I really enjoyed Barbara's teaching style. Her analogies and the love she has while teaching are engaging and valuable. Highly recommend this training and atmosphere in Burlington is wonderful.
8	5	Tools , motivation, knowledge	None	No-so much info was provided	4	Blank
9	5	Very interactive and conversation based.	N/A	Have there been any preprogram or thought on what a pre-counseling to tenancy would look like? I am very curious about asking/suggesting clients who apply for a rental to attend counseling prior to rental agreement.	3	Thank you!

10	5	The ontrack program and its presenter. I think the empathetic approach and passion to see residents keep their homes throgh a prgram that works.	N/A	N/A	5	Thank you!
11	5	Barbara is a great facilitator she kept the crowd engaged.	We cant take Barbara back to our organization.	Registration forms for engaged residents as well as the tool kit.	5	Our organization has recently created an eviction prevention program and has learned a lot of ideas on ways to increase buy in from coworkers.
12	5	Everything! Great presentation and fantasic	N/A	No.	5	Keep up the great work!
13	5	An actualm tangible, TAKE AWAY for our organization,a tool kit with excellent guidance and real time feedback about supplementaneous successes and areas of growth. I appreciated how comprehensive and respectful of the resident and property management experience this presentation was. Having property management there was great.	N/A	Excellent!	5	Excellent Conference! Thanks so much some great support. I am excited and feel confident about this.
14	4	The energy created by Barbara. The group was very engaged and insightful.	N/A	N/A	2	We do not have residents as part of our portfolio. Hoever the potential of further counseling opportunities may be available in the future.

15	5	Speakers and location. Having a small clas ssize for networking. Barbara is awesome!	N/A	N/A	3	Blank
16	5	Honestly everything was great.	N/A	No.	4	Great conference answered so many quesitons.
17	4	Unique program and proximity	N/A	No very well rounded	3	Blank
18	5	Barbara is a fantastic trainer!	I might have liked a little more info on required staffing/ time for each client.	N/A	5	Blank
19	5	Great facilitator (Barbara), Fantastic materials, and variety of audience members.	Just one model presented. Would like the hear about another model that working.	Different models that are out there. Might have been interesting to hear from a person who successfully completed the process. What worked or didn't work from their perspective.		Thank you CHT! Great job in coordinating this event - space, materials,presenter, hospitality. I learned a lot and enjoyed myself.
20	5	Awesome and passionate facilitation by Barbara. She made the topic enjoying,	Nothing all was great.	Felt like a great array of resources was provided- Thank you!	3	Very awesome and faitful 2 day confernece. Thank you CHT for the hours,
21	5	Excellent facilitator! Very engaging, excellent materials good discussion. The toolkit planning information on how to get started are very helpful. Very well organized from registration, throughout the time together. Good food, nice CHT staff.	A lot of time spent on why,but people in the room are already invested and know why for the most part. Allow more time for questions and problem solving with groups facing hurdles getting started.	How do you triage for EPP? Clearly many people are not going to be able to pay rent after the first of the month, of non-payment if their financial issue is longer term. If health problem, mental health, death of a spouse etc. There are only a select group that can pay rent the next month plus their repayment on time plus expenses, need assitance with budgeting but have sufficient income etc) Not clear how many people are a match for the program versus not a match.		Thank you! You are incredible hosts.

22	4	Better understanding the process to launch a product like this.	Cant think of anything.	The material was great very helpful.	4	Great job thanks for the info.
Total	4.82				4.05	

Appendix K: Max Weber and the Street Level Bureaucrat

Romana Kurevija

PA 302

January 29, 2018

Max Weber and the Street-Level Bureaucrat

Max Weber presents an ideal model of bureaucracy that encourages the establishment of relationships between ends and means as a result of social change. His theory implements a process of rationalization as society and individuals align their beliefs with institutions that have established rules, authority, and technical expertise. Weber presents a model that is rational and structured in order to control and coordinate administrative duties (Tompkins, 2005, 42-43). He implies that administrators should maintain a level of impersonality free from bias as they perform their jobs. Max Weber's ideal of the impersonal administrator has established legitimacy through time because it has remained a staple model within changing political and authoritative views.

The role of the bureaucrat has changed over time, but the ideal to maintain a level of impersonality free from bias remains even when challenged by social and political norms. As policies are implemented from the top down we find street-level bureaucrats responsible for carrying out policies. As a result these bureaucrats remain at the forefront of public pressure to maintain a level free of impersonality free from bias when implementing policies and completing job duties (Lipsky, 1980, 416). Pressures to implement policies have given public service workers a larger role of discretion than ever before. Street-level bureaucrats are agents of policy as they maintain a level of social control and regulate the public. Weber argues "the more complicated and specialized modern culture becomes, the more its external supporting apparatus demands the personally detached and strictly 'objective' *expert*, in lieu of the master of older social structures, who was moved by personal sympathy and favor, by grace and gratitude" (Tompkins, 2005, 52). Street level bureaucrats must maintain a level of impersonality when interacting with the public in order to implement policies correctly. In order for street-level bureaucrats to maintain legitimacy they must operate within their given policy structure. The functionality to remain impersonal is constantly being challenged by an upset public who pushes against policies and by the bureaucrat who also desires to push against policies when faced with public pressure to find a middle ground between the public and the issues. The role of discretion used by bureaucrats becomes a tool for establishing legitimacy among the public and must be balanced with changing political and authoritative views.

Max Weber's ideal to maintain a level of impersonality free from bias has been upheld by administrators and the public at large when policies of discrimination and profiling by USCIS officers in the state of Arizona reflected changing political and authoritative views (Campo-Flores, 2010, 1). In the state of Arizona many residents faced discrimination and profiling by USCIS officers who at their discretion pulled over residents they suspected of being undocumented. Policies that do not establish clear regulations of how these duties should be carried out leave room for interpretation and bias to influence how the public will be managed.

Working within a fixed structure can be difficult when the policies that establish order can discriminate against those they want to manage. The role of the bureaucrat should remain free of bias, but we must also consider the political and authoritative views of those implementing policies. The U.S. Supreme Court was able to repeal parts of the law that gave USCIS officers too much discretion. Once a policy or rationale fails a new structure must be implemented in order to maintain legitimacy among the public.

In order for bureaucrats to maintain a level of impersonality free from bias they must also be allowed to work within a system that allows for comparative change. Over time structure and predictability changes and it is important to be able to adapt to small changes over time in order to build off of those new improvements. Law/regulation is not fixed in form as human beliefs and culture changes over time. Efficient bureaucrats establish incremental policy changes and are able maintain a level of impersonality free from bias. Arizona attempted to chip away at its long history of immigration problems by directly establishing a new policy on the issue. The structure of the policy failed because it was over- arching and did not focus on the span of control and regulation needed to manage the level of discretion given to USCIS officers. Weber's ideal model enforces the importance of being able to rearrange the organizational structure of the model in order to improve performance. Having the ability to alter how the structure of the model functions has proven why Max Weber's ideal to maintain a level of impersonality free from bias must be upheld by those who wish to uphold job duties as bureaucrats.

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Appendix L: Change Recommendations US Army Second Infantry Division (PowerPoint)

Change Recommendations US Army 2nd Infantry Division

Romana Kurevija, Andrew Douglas, Camille Marcotte, Lily Sargeant, Alan Shashok

“Leaders First” Unit Fill Plans

- Leaders First” policy is acting as a barrier to women who want to enter combat arms.
- As of August 2017 for the National Guard, only two states met the “leaders first” requirement.
- That means that in 48 states women still cannot enlist in infantry or armor occupations or be assigned to ground combat units at the entry level, almost five years after the elimination of the combat exclusion policy.

Military Justice Improvement Act S. 2141

- 7 out of 10 service members did not report their assault in an "unrestricted" (actionable) manner to their chain of command, showing a severe lack of confidence in the current system
- More than 70% of cases considered for court martial were never even referred to court martial proceedings
- Just 9% of cases ended in conviction

S. 2141 Moves the decision over whether to prosecute serious crimes to independent, trained, professional military prosecutors, while leaving uniquely military crimes within the chain of command in addition to all (Article 15, nonjudicial punishments)

Credentialing

Shorten the credentialing time frame for SHARP reporters and SVC counsel.

Incentivize*

VTNG hired its first full time SARC position **in 2010.**

VTNG trained their first SVC in the **spring of 2014**.

Establish a system to get more SARC and SAPR-P on the ground and within units to be a resource to soldiers.

Cultural Change = Slow Integration

Outsourcing of Services

- Military has been privatizing for years
  - Security Services
  - Data maintenance
  - Health Care Services
- VA Outsourcing has expanded
  - More ways to circumvent VA hospitals
  - Risk of future access to specialized services
- Suggestion:
  - Actually fund VA services
  - Train specialist and manage data internally

Continued Statistical Reporting

- Congressional Research Service Report
- Statistics to Report
  - Sexual misconduct cases, trainings, and judicial outcomes
  - Basic demographic statistics
  - Professional training statistics
  - Other employee background and survey data
- Suggestions:
  - More reporting by internal groups
  - More data transparency to improve accountability

Gender Neutral Standards

- ★ Develop Soldier Centric Requirements
- ★ Recruitment
- ★ Basic Combat Training (BCT)
  - There is a for women only tab for what to bring but not for men
  - Replace the Army Physical Fitness Test (APFT) with the Army Combat Readiness Test (ACRT)
- ★ Advanced Individual Training (AIT)
  - Infantry
  - Engineer
  - Aviation Logistics

Improved Leadership Training Access

- ★ Warrior Leader Course (WLC)
- ★ Advanced Leader Course (ALC)
- ★ Senior Leader Course (SLC)
- ★ First Sergeant Academy
- ★ U.S. Army Sergeants Major Academy (USASMA)
- ★ Command Sergeants Major Academy

Qualified women must have the opportunity to serve and contribute in any organizational role they choose. These women must serve as trusted members of the team and therefore achieve a level of acceptance within the organization.

Combat-arms soldiers who have regularly worked with women in the past have a less negative view than their male counterparts who have not worked with women. A majority of combat-arms soldiers believe that integration will not impact their unit's effectiveness.

"Soldier 2020: Gender Integration Study." U.S. Army TRADOC, 2013

Cultural Competency

- Culture change as pathway to integration
- Competency of different cultures within US
- Basic training and other cultural trainings
- Acknowledging personal value and belief systems, biases, assumptions and worldviews

https://warriorforge2013.wordpress.com/2013/07/[illegible]-learning-process-at-cultural-awareness/

Recommendations

Unit female requirements Lily

SHARP Credentialing - Romana

Outsourcing of services - Andrew

Military Justice Improvement Act -Canada , Nato Lily

Gender Neutral Standards versus Improved Leadership Training- Alan

Reporting on Diversity Statistics - Andrew

Cultural Competencies Camille

Appendix M: Improving the Department of Mental Health Paper

Romana Kurevija

PA 305

12/8/18

Improving the Vermont Department of Mental Health

According to Secretary Hal Cohen (2016), “the Agency of Human Services (AHS) was created by the Vermont Legislature in 1969 to serve as an overarching organization for all human service activities within state government” (p. 4). One department under AHS is the Department of Mental Health (DMH) that currently employs 272 staff positions and serves 34,074 Vermonters (Vermont Agency of Human Services [AHS], 2016, p. 4). The Department of Mental Health was headed by commissioner Frank Reed and was most recently overseen by commissioner Melissa Bailey. Bailey has since moved on from the department as of October 2018 and Mourning Fox has become the current interim commissioner as listed on the department’s website (Vermont Department of Mental Health [DMH], 2018). The Department of Mental Health operates to promote and improve the health of Vermonters through a community based network structure that moves beyond institutionalization and promotes services primarily for adult mental health as well as child, adolescent and family mental health services. Through this model the department has been able to extend services through partnering agencies and designated hospitals in Vermont communities. In recent years, a growing need for mental health services in the state has posed organizational and budgetary issues for the department. In order to overcome these challenges the department of mental health must revisit its organizational model and restructure use of its facilities in order to move toward in addressing the needs of the most vulnerable individuals in our communities.

Structure and Services

Under the currently model the Department of Mental Health offers services to two main populations including adults, and children and families. Four main service areas are provided to the community including: adult mental health services, children, youth and family services, Middlesex Therapeutic Community Residence and Vermont Psychiatric Care Hospital (VPCH).

Adult Mental Health Services

In order to service the adult community the DMH works with providers and agencies to meet the needs of this growing population. Each agency is designated by geographic region in the state and can provide private or non-profit services. The department currently works with ten designated agencies throughout Vermont communities but also works with special service agencies such as: Pathways Vermont to provide care across the region to individuals.

Organizations such as Pathways Vermont will work to coordinate special services for individuals across the state. For individuals with severe mental illness care can also be coordinated through VPCH and Middlesex Therapeutic Community Residence. The state also provides support for emergency inpatient services at designated hospitals as well (DMH, 2018).

Children, Youth, and Family Services

The largest area of support focuses on the mental health of children and their families. Support for children includes: cognitive, social and emotional development in order to promote resiliency through intervention and treatment services. Preventative care is key, but community and intensive intervention can be also be provided to families and youth. Partnerships with DCF and DAIL are key to providing services to families and connecting them to the correct resources (DMH, 2018). Services for children and families spans across the AHS because family models encompass factors of overall health, access, and safety in addressing mental health needs as well. In providing mental health services to children it is important to consider the overall family model.

Middlesex Therapeutic Community Residence

Middlesex Therapeutic Community Residence (MTCR) provides step down care for adults discharged from the VPCH and neighboring facilities. The facility provides a seven-bed unit and provides services to address skill building while also providing mental health treatment as well as substance abuse treatment. Individuals allowed to stay at MTCR are under the custody of DMH and have to be under an Order of Non-Hospitalization (ONH) that specifies treatment specific to this residential community (Alvarez, 2018). At MTCR a large component of skill building allows individuals to participate in the community and helps them in their transition to independent living. MTCR works with designate agencies and partners to ensure smooth discharge of individuals after their care at MTCR (DMH, 2018).

Vermont Psychiatric Care Hospital

The VPCH is a level one involuntary and a non-level one involuntary adult facility. The facility holds 25 beds and services individuals with severe mental illness. The Department of Mental Health works with VPCH and designated agencies to reintegrate individuals into Vermont communities and provides proper support services. The VPCH is the only state run facility within the DMH. It is also the primary facility along with the Brattleboro Retreat that treats adult forensic patients (DMH, 2018).

History and Budgetary Evolution

According to the AHS (2015) 1950s and 1960s marked an era of civil rights movements that drastically shifted the way in which mental health policy was carried out and as a result it lead to a movement away from institutionalization and one towards community care for individuals with mental illness and intellectual disabilities (p. 6). This shift led to a loss in psychiatric hospitals as well as long-term care facilities. As a result today there is a shortage of inpatient care for individuals struggling with mental illness and substance abuse problems in Vermont. Shortages can also be found amongst populations of those incarcerated in Vermont and among the aging who require more psychiatric care outside the care they are being provided in nursing homes.

The challenge the state faces lies heavily in not having the ability to use federal funding to pay for long-term psychiatric care facilities. According to the AHS (2015) since 1965 the "Institutions for Mental Diseases (IMD) exclusion prohibits the use of federal Medicaid funding for care provided to patients aged 22-64 in mental health and substance use disorder residential treatment facilities larger than 16 beds" (p. 6). In order for a facility to be an IMD it must primarily provide diagnosis and treatment of mental diseases, nursing care and other services. A facility for intellectual disabilities would not quality under these terms.

The state of Vermont relied on 1115 waiver authority to reimburse for IMDs. According to the AHS (2015), "the underlying rationale for allowing IMD payments under an 1115 demonstration has remained consistent: IMDs as a cost-effective alternative to general acute inpatient hospital services" (p. 7). In 1996 the state of Vermont was granted the waiver of the IMD exclusion that allowed Medicaid reimbursement of IMDs. Through this ruling the state was able to use Disproportionate Share Hospital (DSH) to create the state psychiatric hospital (first one). According to AHS (2015), the 1115 Demonstration was amended to include the

Community Rehabilitation and Treatment program (CRT) that serves adults with severe mental illness. This funding model moved to include IMD reimbursement for all inpatient psychiatric hospital services for the CRT program (p. 8). This allowed for the expansion of services especially those targeted at treating adults with severe mental illness. As part of moving away from institutionalization it was important to begin to provide services in the community that could assist this population.

By 2005 AHS (2015) reports, Vermont was already looking at other financing options as the CMS policy changed to no longer allow IMD waivers under 1115 Demonstration. In 2005 Vermont qualified under the Global Commitment to Health Demonstration. This allowed Vermont to operate under statewide public care model. This also allowed the state to have more flexibility with what services were covered under Medicaid (p. 8). The integration of additional services provided was key in establishing a network model because it allowed care to be managed in flow with patient treatment plans and proved a more successful integration of individuals into communities where services could be sustained in the long term.

In 2011 AHS (2015) reported on the impact of Tropical Storm Irene on Vermont. This disaster led to many facilities being affected by flooding and severe damage. Plans to rebuild a new state psych hospital began and funding for this project was evaluated through CMS. The new Vermont Psychiatric Care Hospital IMD cost could not be included in annual Medicaid program costs however Vermont was able to use investment dollars under the Global Commitment Demonstration to fund IMD services. The facility opened up in 2014 as the first 25 bed IMD with all costs paid through the GCI dollars that were federally matched (p. 9). Vermont was the first state to be able to accomplish this type of funding model in alignment with federal regulations.

As of a 2017 extension of the Global Commitment Demonstration with new CMS regulations that have tightened policies for payment for IMDs. According to AHS (2015), “Vermont and CMS negotiated IMD expenditure authority using investment dollars that was time limited for the duration of the extension period (January 1, 2017-December 31, 2021)” (p. 9). The state of Vermont needs to present its phase out plan to CMS by December 2018 to demonstrate what actions it will take to in order to balance the loss of federal financial funds for mental health services in the state. The transition of proposed changes will have large impacts across state facilities, agencies, providers and community members who rely on continued funding to support mental health treatment across the state. The impact in this phase out will most directly impact individuals in the direct care of VPCH as well as those in transition to long-term inpatient care facilities across the state.

Budget Elements and Analysis

DMH Funds

The Vermont Department of Mental Health funding model heavily relies on general, federal and global commitment funds in order to service adults, children and families in Vermont. General funds have shown a positive growth trend since FY 2016. From FY 2017 we have seen a gradual doubling each year of the general funds with FY 2019 setting a record at

$7,671,693 dollars. The funding of mental health services depends on the citizens of Vermont largely to fund its services as well as the federal government to provide federal funding and through the Global Commitment Demonstration that works to provide Medicaid managed care through public and private partnerships. Overall funding for the Vermont Department of Mental Health has grown over the years to accommodate organizational change and need (see created xl summary below).

Under the FY 2019 Governor's Recommended Budget the Global Commitment Fund accounts for 93 percent of all funds provided to the Department of Mental Health. The GCF has been roughly the same since FY 2016 with small increases from year to year. According to the Vermont Legislative Joint Fiscal Committee (2018) the GCF standardized how care was managed in the state of Vermont and restructured the state's Medicaid program by turning the Department of Vermont Health Access into a public managed care entity (p. 79). The Vermont legislative Joint Fiscal Committee released the "Estimated Medicaid Spending by Department, FY 2017" below which indicated Medicaid spending can be seen at around $200 million dollars for FY 2017. The same year the Global Commitment Funds reports $ 217,099,425 million funded for the DMH. The DMH and DAIL are the second largest spenders of Medicaid by department indicating the importance of these departments in the AHS. The integration of services plays a large role in success of DMH and its partnerships and funding must align with those partnering departments in order to provide a continuum of services for those who need mental health services. This is key in aging populations who see discontinued care between nursing homes and facilities that provide mental health services outside nursing care.

DMH Budget History FUNDS	FY2016 Actuals	FY2017 Actuals	FY2018 Original As Passed Budget	FY2018 Governor's BAA Recommended Budget	FY2019 Governor's Recommended Budget
General Funds	1,437,764	2,586,866	4,864,021	5,115,114	7,671,693
Special Fund	566,258	835,746	434,904	434,904	434,904
Federal Funds	2,780,699	4,881,873	6,691,092	8,187,653	8,782,053
Global Commitment	212,649,202	217,099,425	219,899,908	222,935,175	223,556,579
IDT Funds	0	59,600	20,000	20,000	20,000
FUNDS TOTAL	**217,433,923**	**225,463,511**	**231,909,925**	**236,692,846**	**240,465,229**

1. PERSONAL SERVICES					
Salaries and Wages	13,924,729	15,119,837	16,126,390	16,126,390	16,914,1
Fringe Benefits	6,695,290	7,029,191	8,100,974	8,043,974	8,375,2
Contracted and 3rd Party Service	7,022,647	6,962,394	5,611,223	5,694,598	5,694,5
PerDiem and Other Personal Services	602,227	1,141,152	0	0	
Total in Personal Services	**28,244,893**	**30,252,574**	**29,838,587**	**29,864,962**	**30,983,9**
2. OPERATING					
Equipment	87,280	473,935	58,764	58,764	78,6
IT/Telecom Services and Equipment	540,204	810,424	1,199,501	920,821	905,1
Travel	64,506	53,633	103,662	102,326	56,3
Supplies	455,721	539,596	337,460	337,460	529,4
Other Purchased Services	668,568	388,394	493,933	497,806	755,5
Other Operating Expenses	199,418	175,169	337,582	608,515	195,5
Rental Other	46,448	40,078	28,457	28,457	28,4
Rental Property	1,229,441	1,235,465	1,085,197	1,085,197	1,175,5
Property and Maintenance	68,052	50,219	21,500	21,500	29,5
Total in Operating Expenses	**3,359,638**	**3,766,914**	**3,666,056**	**3,660,846**	**3,754,1**
3. GRANTS					
Grants Rollup	185,829,393	191,444,023	198,405,282	203,167,038	205,727,1
Total Grants	**185,829,393**	**191,444,023**	**198,405,282**	**203,167,038**	**205,727,1**
TOTAL EXPENSES	**217,433,923**	**225,463,511**	**231,909,925**	**236,692,846**	**240,465,2**
Position Count					**2**
FTE Total					**269**

Estimated Medicaid Spending by Department, FY 2017

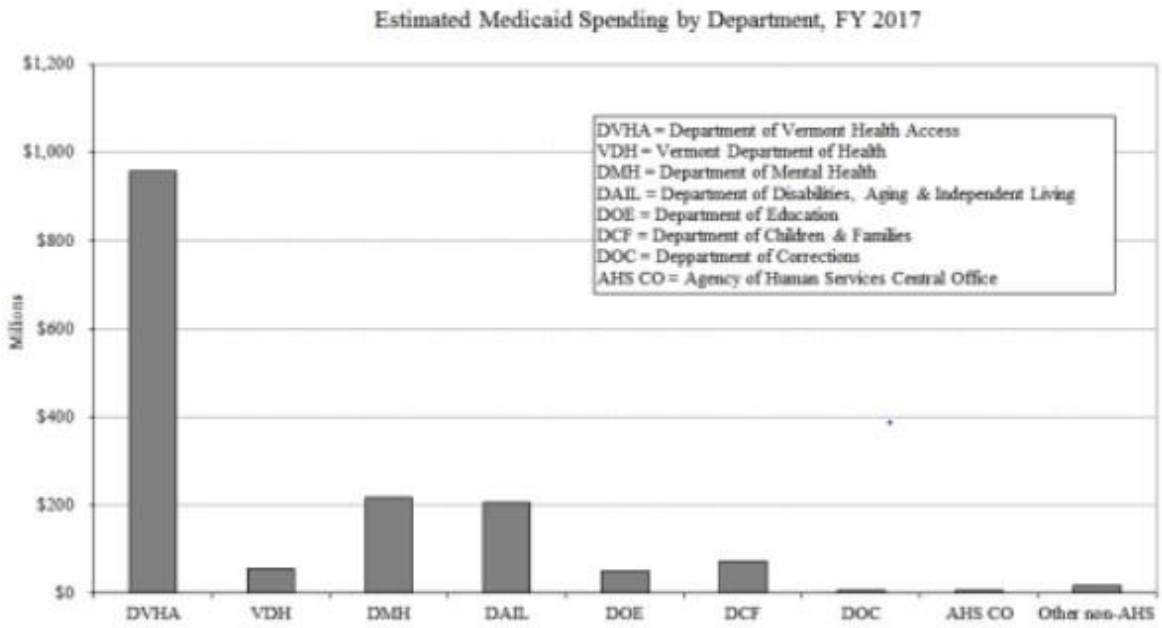
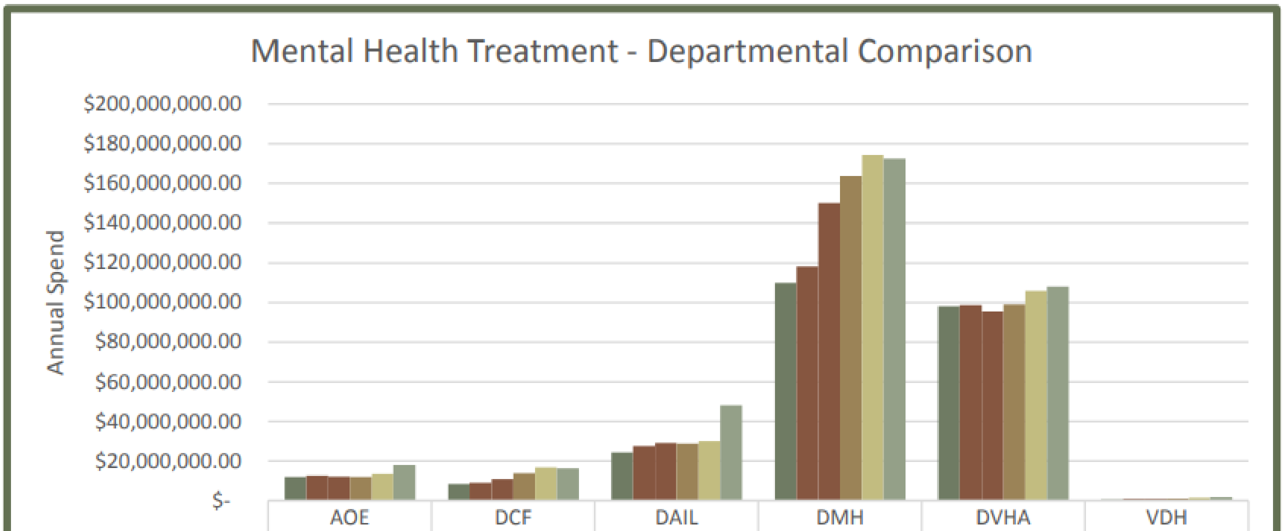


Image provided by Vermont Legislative Joint Fiscal Committee (2018).

The Department of Vermont Health Access (DVHA) (2018) also released data on the annuals claims spending for Mental Health by department of financial responsibility. The Department of Mental Health serves as the main division for treatment of mental health services however existing partnership and services for children, youth and families remain distributed across the state and partnering departments in order to provide continuous coordinated services. Medicaid spending has increased across the agency as a growing need for services continues to climb (p. 100). The positive trend in spending is important to recognize as funding within the DMH is heavily reliant on Medicaid. As the state begins to phase out the IMD waiver it must recognize that its dependency on federal funds will be limited at the VPCH and the impact of qualifying for Medicaid will be very important to those individuals currently in treatment at the facility. The need to have continued Medicaid funds is key because additional funds provided through the General Fund would not be able to cover the costs of operating VPCH or treating individuals.



	AOE	DCF	DAIL	DMH	DVHA	VDH
2011	$12,038,250.	$8,545,868.7	$24,412,433.	$109,741,168	$98,098,773.	$619,783.33
2012	$12,738,261.	$9,215,153.4	$27,746,919.	$118,175,849	$98,792,764.	$860,478.05
2013	$12,189,962.	$11,018,190.	$29,189,420.	$150,228,129	$95,434,266.	$847,828.24
2014	$12,138,650.	$13,748,631.	$28,950,879.	$163,716,075	$98,989,829.	$1,005,305.1
2015	$13,523,240.	$16,803,495.	$30,217,158.	$174,489,013	$105,782,559	$1,453,490.4
2016	$17,962,551.	$16,351,776.	$48,205,858.	$172,572,068	$107,975,817	$1,779,062.7

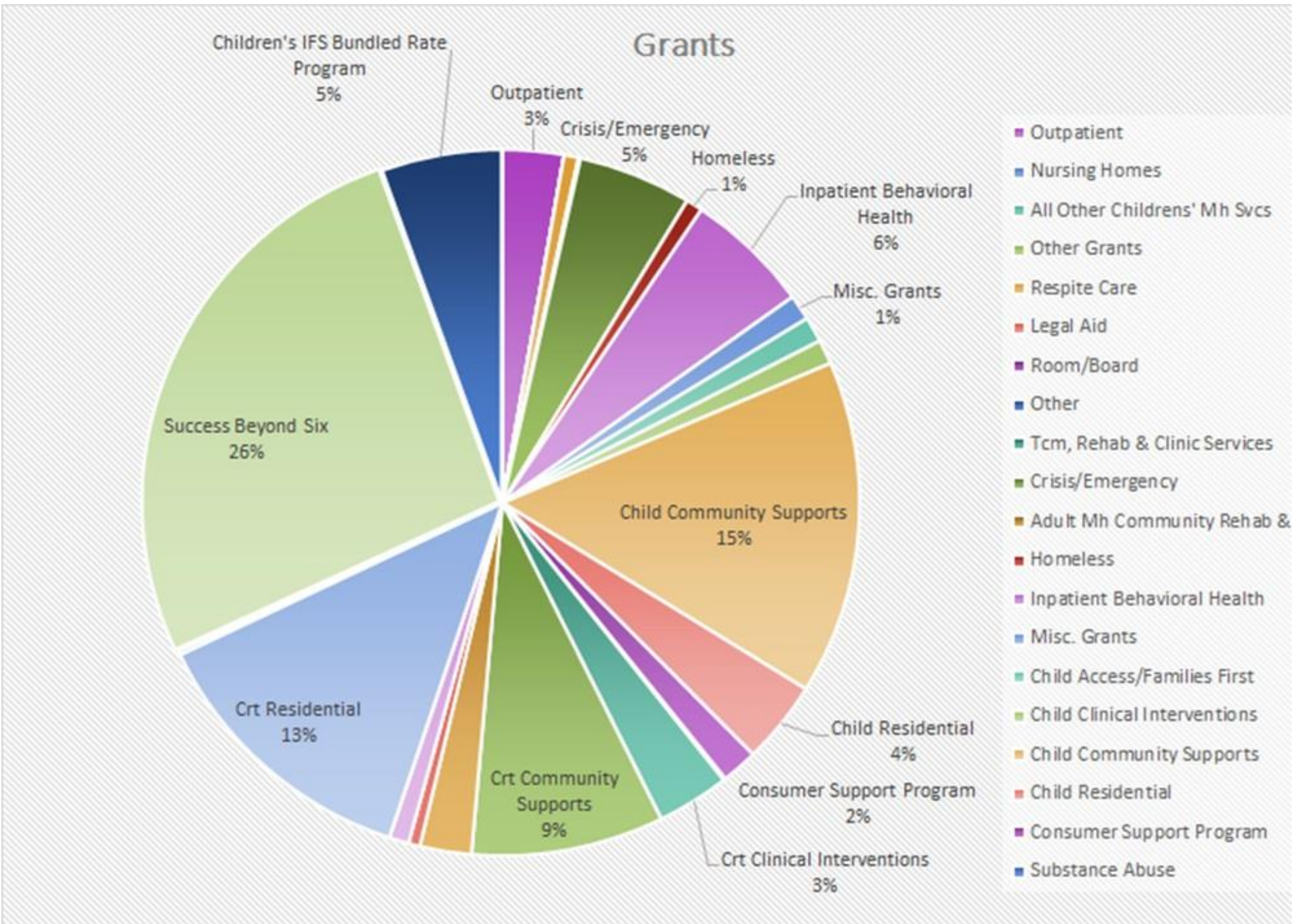
DMH Expenses

Expenses under the DMH are split between grants, personal services, and operating expenses. Grants account for 85% of the department's expenses and personal services are the second biggest expense at 13% of the total for the FY 2019 Governor's Recommended Budget.

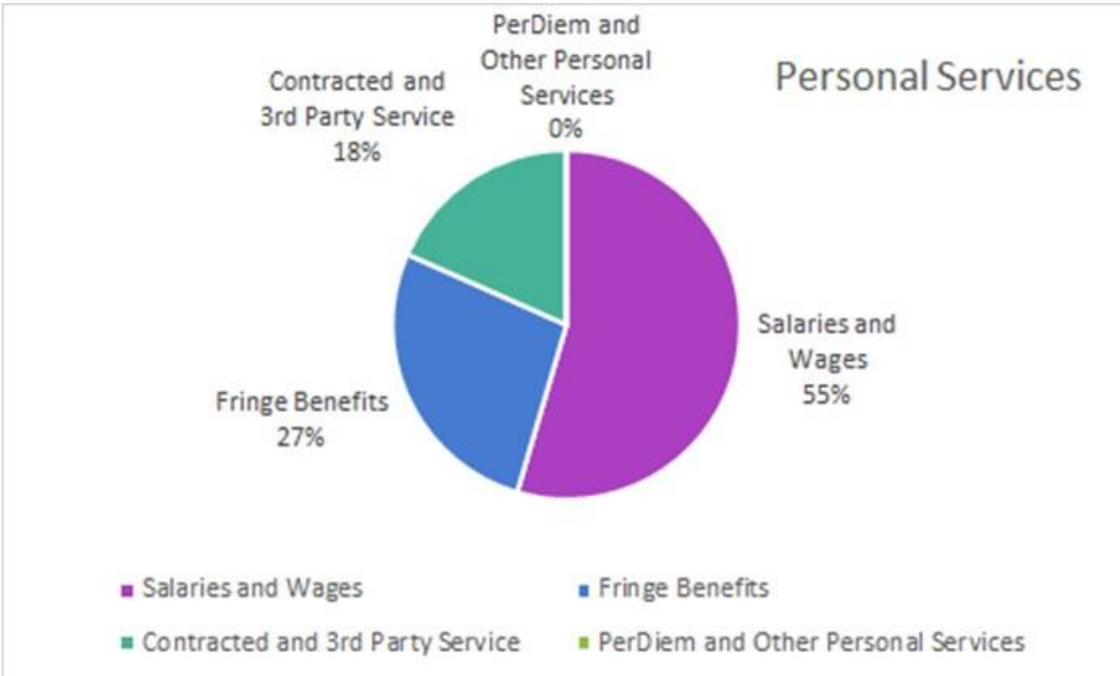
Many Grants are used to support designated agencies and providers. The largest area of support includes children and family services. According to Catherine Simonson (2016) Director of Child, Youth and Family Services "In 1992, Success Beyond Six was created as a policy and fiscal mechanism to allow Local Education Agencies to contract with Designated Agencies for mental health services for children as described in Act 264" (Vermont Legislature, p.1).

This expanded services for children and allowed local schools to "provide the match dollars at $.60 to a dollar to draw down the federal Medicaid through the local Designated Agency" (Vermont Legislature, p.1). The total recommended FY 2019 expenditure for Success Beyond Six is $54,350,289 dollars. By far mental health services for children and families play a large role in expenses for the DMH. The second largest expenses arise for Community Rehabilitation and Treatment (CRT) programs that serve adults with severe mental illness. The recommended

FY 2019 CRT Residential expenses alone are $26,292,222 dollars with additional crisis and intervention services topping $6 million dollars combined. Individuals supported by VPCH will be directly impacted if funding is lost for these support services (see created xl chart below).

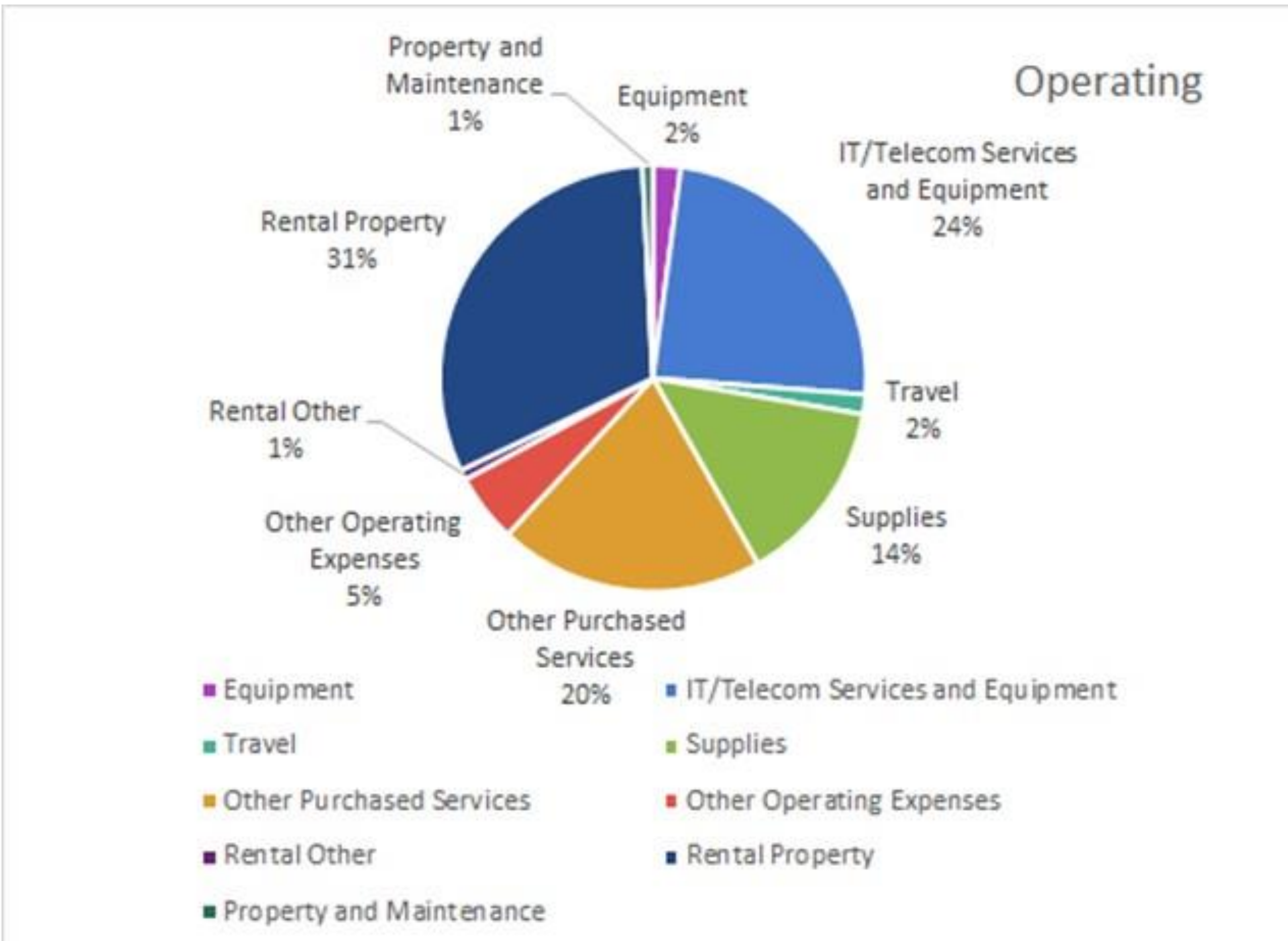


Personal services account as the second largest expense to the DMH. Salaries and wages make up 55% of those expenses. This also includes the salaries of the Vermont Psychiatric Care Hospital (VPCH) that is completely state-run. Under the changes for the most current funding model we will see an impact on salaries and wages. Between FY 2016 and the Governor's proposed budget for FY 2019 we have seen a two million dollars increase in salaries. However the increased has remained gradual overtime. In addition, contracted and third party services have been going down since FY 2016 (see created xl chart below). There is added potential to eliminate third part contractors as well as to privatize salaries at VPCH in order reduce expenses.



Operating expenses for the Department of Mental Health remain small compared to other areas. The largest area of expense remains rental properties of which the state has many as well as a new VPCH that was opened in 2014. Changes to the IMD waiver could indicate changes in funding for the facility. Shifts could also occur in expenses for potential added construction and maintenance of facilities as the state resolves its current funding issue. There may be additional expenses accrued if the state decides to expand residential treatment step down/long-term care facilities. Over the last several years have seen minimum fluctuation in these expenses. However, expenses may rise after FY 2021 (see created xl chart below).

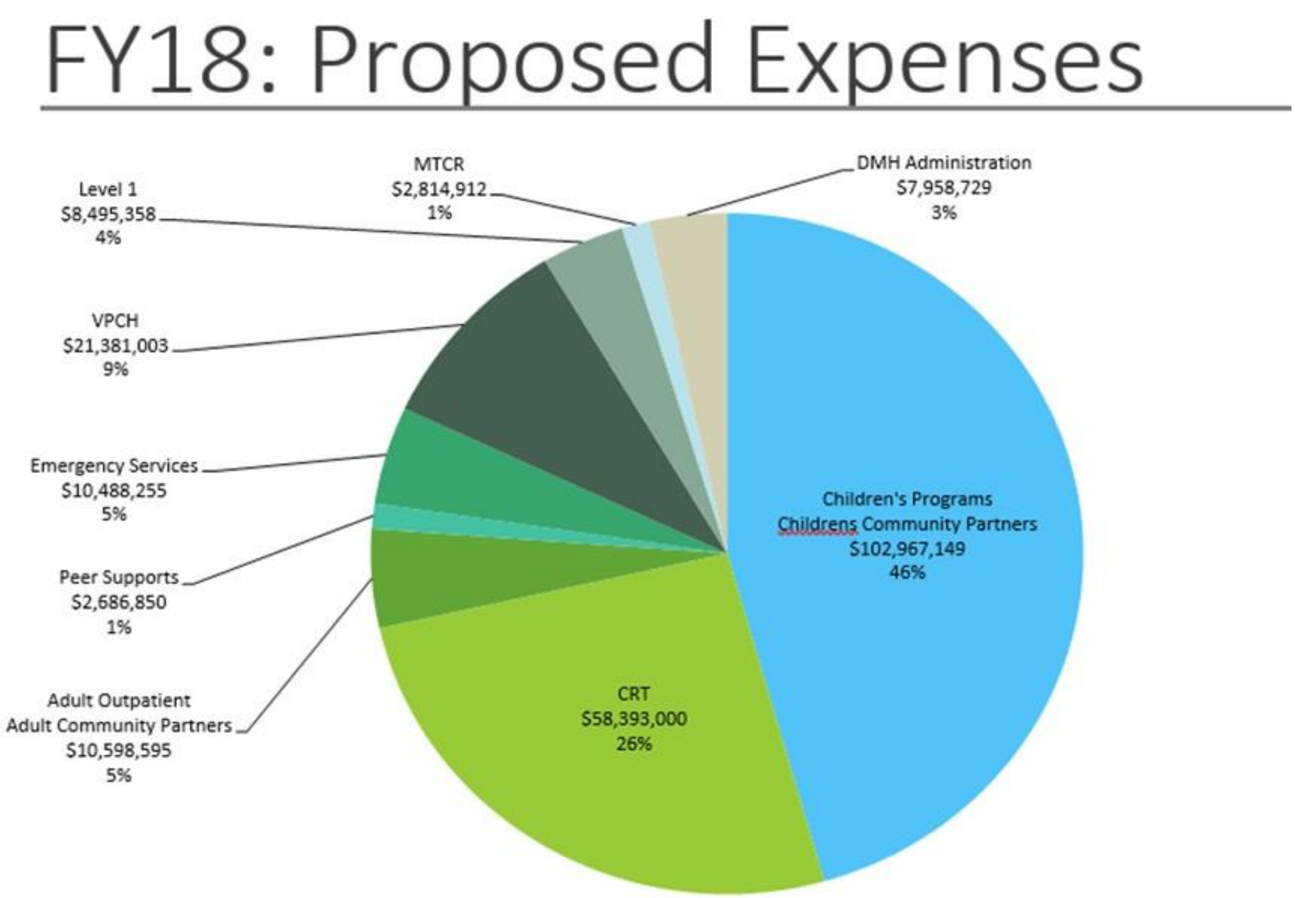
Former Commissioner for the DMH Melissa Bailey's most recent FY 2018 budget requests included increases in salaries/fringe of $1.7 million and an adult inpatient hospital increase of approximately $600,000 dollars (see table below). Bailey also proposed significant decreases in workers compensation, contract savings, electronic health record savings and Internal Service Fund changes (see below). As shown above salaries and fringe increased as well as Global Commitment Funds used for adult inpatient services over the past year. Increases to salaries could be drastically reduced in the coming years as the DMH reconsiders saving money on state salaries at VPCH.



Item	Gross	General Fund
Salary & Fringe Increases	$1,269,084	$586,22
Workers Compensation Decrease	-$23,931	-$11,07
Contract Savings (Dartmouth Employment Contract)	-$100,969	-$46,39
Internal Service Fund Changes	-$104,329	-$47,76
Hardware/Software Savings (Vermont Psychiatric Care Hospital (VPCH) Electronic Health Record (EHR) savings	-$115,000	-$53,22

Bailey also broke down FY 2018 proposed expenses by services areas. Most expenses are expected to fund Children's programs at 46 percent of the total FY 2018 expenses. The second largest expense for the DMH are Community Rehabilitation and Treatment (CRT) programs for adults with severe mental illness. The DMH was proposing approximately $58 million dollars to services this population. The DMH also expected to spend approximately $21 million dollars to support the Vermont Psychiatric Care Hospital. VPCH is directly funded through the IMD waiver and this expense would need to be accounted for as part of the phase- out plan.

Images for *FY18: Proposed Expenses* and *FY18 Budget Requests* are provided by Melissa Bailey (2018).



Vermont Psychiatric Care Hospital Budget

Historical data provided by the VPCH shows a positive trend in gross patient revenue since 2014. The hospital saw a significant increase after its first year of operation due to the organizational challenges in meeting the needs of a growing level one population. The data does not specify cost allocated due to the IMD Medicaid waiver. The data also shows significant increases to salaries and fringe of state workers after 2014. The 2017 budget shows a significant decrease in wages for state workers. According to VPR, this time was marked by a loss in mental health workers. Issues arose in pay for all Vermont mental health employees. The issue debated as the state looked to resolve the shortage (p. 1). Image provided by VDMH (2018).

Income, Expenses & Margin

(all #s in thousands; #s in parentheses are negative)

	Definition	Actual 2014	Actual 2015	Actual 2016	Budget 2017
Gross Patient Revenue	Total of all patients' bills.	11,656	19,300	20,296	20,531
Uncompensated Care	Total of all patient bills not paid by insurance or patients.	11,656	19,300	20,296	20,531
Contractual Allowances	Discounts or amounts of charges not paid by insurers, Medicare, and Medicaid.	0	0	0	0
Bad Debt		0	0	0	0
Other Operating Revenue	Money collected for non-medical services such as cafeteria services.	0	0	0	0
Total Net Operating Revenue	Actual money collected for services.	11,656	19,300	20,296	20,531
Salaries & Fringe	Wages and benefits for all hospital employees. Includes contracted physicians.	9,484	15,078	21,057	16,672
Other Operating Expense	Non-wage costs such as supplies, drugs, utilities, and insurance.	2,172	2,055	1,618	2,140
Depreciation / Amortization	Current costs of buildings, property, and equipment.	0	0	0	0
Total Operating Expense	Total of the above three items.	11,656	17,133	22,675	18,812
Operating Margin	Revenues remaining after expenses are paid.	0	0	0	0
Non-Operating Revenue	Revenues earned from non-patient services such as investments and contributions.	0	0	0	0
Total Margin	The sum of Operating Margin and Non-Operating Revenue.	0	0	0	0

Peer Organizations

The Vermont Department of Mental Health can be compared to its neighboring partner the New Hampshire Bureau of Behavioral Health. Both departments' moved toward the integration of mental health services within a community-based care model. Both departments have also faced several challenges in creating a smooth model that coordinates services at the state and local level across communities. According to Ken Norton (2018), Executive Director of NAMI-NH, the NH mental health system has been " plagued by long wait times for psychiatric hospital beds, limited access to care, a critical shortage of psychiatrists and mental health professionals and excessive reliance on hospital emergency departments" (Solomon, p.1).

Similar challenges are faced by VDMH as recommendations for expansion for residential mental health facilities grow within the state. The funding crisis presented by the state of New

Hampshire could also be faced by Vermont as the IMD waiver begins to be phased-out. Currently stakeholders in NH's recently issued 10 year Mental Health Plan recommended $10 million to increase Medicaid reimbursement rates for health providers that are set by the state. In addition the Union Leader reported (2018) a requested $24 million would go to outpatient services, housing, and a mobile crisis unit within just the first two year (Solomon, p.1). The state of New Hampshire has set the model for how a poorly funded system can decline rapidly.

As neighboring mental health systems it is important to note that funding will be critical in maintaining patient services. Reliable funding will be needed as well to capture the scope of services needed as the demand grows. In addition both states also face a large opioid crisis that impacts which services are prioritized. The state of Vermont has done an exceptional job in negotiating continued funds for the state and Vermont Psychiatric Care Hospital. However the state must make significant budgetary decisions in order to cover the expenses for VPCH once the IMD waiver has been phased-out. The NH Bureau of Behavioral Health is an example of the importance of why continued funding must be accounted for under such a model. The Vermont Department of Mental Health has made significant budgetary decisions to prioritize funding for mental health services in the state. In comparison, the NHBBH has lost funding and fluctuated in where services were prioritized. They are currently struggling to provide resources to the most vulnerable populations such as: child, youth, and adolescents.

Budgetary Issues

The Vermont Department of Mental Health faces a large budgetary issue in its federal Medicaid funding. According to AHS (2015), "Vermont and CMS negotiated IMD expenditure authority using investment dollars that was time limited for the duration of the extension period (January 1, 2017-December 31, 2021)" (p. 9). The state of Vermont must decide how they will manage the care and staffing of facilities that do not meet the IMD reimbursement requirement. The Vermont Psychiatric Care Hospital will be the primary target of this phase-out plan. The facility is completely state run and dependent on federal funding in order support its operations. Shortages in funding have been met with growing patient care services needed in the state. As reported by the VT Digger (2018) there has been a rise in services across the state in the treatment of individuals with a mental health conditions waiting to get into a residential treatment facility. The Digger reports patients staying in the states hospital emergency rooms for extended periods of time before being able to be transferred to a residential facility that could treat them (Faher, p.1). As the cases of individuals needing mental health services grows. The state must reconcile the need for more beds to be created in order to service the growing population or shifting funding for children and family services to adult inpatient care services.

Lastly, the DMH also faces issues arising from forensic care as costs to treat and support these individuals is placed upon level one facilities rather than correctional facilities to manage the care of forensic patients. According to AHS (2015), forensic patients could be individuals waiting for a psychiatric evaluation as part of a trial, found incompetent to stand trial, who were tried and found not guilty by reason of insanity, serving a sentence in prison, but who developed a need for out/inpatient psychiatric care (p. 10). Various designations and exemptions for these individuals places a large burden on the current mental health system. Level one facilities designated to receive these individuals include the Brattleboro Retreat and VPCH. An interview with VPCH Mental Health Specialist, C. Alvarez, confirmed burdens to the DMH. Alvarez cites periods of extended month long stays for forensic patients who enter the facility to be evaluated. Individuals found incompetent will be required to be treated by the state. He states" if an individual refuses to take meds then they will be court ordered to take them. Under state law they can refuse meds up to three months before they must be administered"(Alvarez, 2018).

Alvarez describes this as an extended process with forensic patients who often prefer care at VPCH rather than going back to jail. This process proves ineffective for forensic patients at times and prevents individuals from the community who need a bed from getting one. In addition, Alvarez commented that getting patients into the facility is just as hard as getting them out because patients often wait months to get into step down residential programs (i.e. second springs). He says the wait often causes patients to decompensate as they get inpatient waiting and often act out or break their treatment plan by refusing medication. He says the entire system is difficult to navigate at times for both providers and patients (Alvarez, 2018).

Recommendations

Moving forward it will be important for the state and the Department of Mental Health to address issues surrounding funding under the Global Commitment Fund. The state will loose all funding for the Vermont Psychiatric Care Hospital. Under the IMD Medicaid waiver facilities larger than 16 beds do not qualify for federal Medicaid. In order to prevent the turn over of the facility the state of Vermont could choose to operate the facility as an inpatient 16 bed unit. This will provide continuous care to patients currently staying at the facility and ensure continued future care. This will require cuts under personal services, but could drastically limit the number of individuals who loose their jobs with the state. This option ensures the facility is in line to receive Medicaid funding for future patient care.

The secondary option would allow the state to privatize the facility with the UVMMC Network who would be responsible for its operation. Under this plan the state would save the most money because it would no longer be responsible for state salaries. Privatization would result in smaller salaries for staff especially mental health workers. Alvarez describes the jump as “significant and discouraging” (Alvarez, 2018). As a previous employee of the non-profit, the Brattleboro Retreat, he worked on Tyler four which is the state funded unit that deals with level one adult inpatient care. However employees are not state workers, but are contract through the Brattleboro Retreat directly. Alvarez began at a starting rate of $13.00 dollars an hour. He continued his level one inpatient care at VPCH where his hourly rate began at $18.00 dollars with a dollar increase after a six month probation period (Alvarez, 2018). Savings in staffing could cost the state money in the quality of patient care. Positions within the VPCH and the Brattleboro Retreat require specialized quality training. Privatization by UVMMC Network will require the network to provide specialized training for individuals in order to meet quality care standards already set in place by state employees.

In order to address the growing need for residential facilities the state must take action to create more beds so that individuals waiting in emergency rooms to be seen at VPCH can be accepted as those waiting to leave the VPCH can step down to residential community rehabilitation treatment programs. The state must view the state of mental health services as a fluid continuum rather than a set system. The state must move to replace the Middlesex Therapeutic Community Residence (7 beds) with a state owned (permanent) facility of up to 16 beds. In additional the state must move to created additional residential facilities to address the needs of the growing adult inpatient care services required in the state. In addition, the state should move to create additional beds at the designated state hospitals. The state would also benefit in adding additional beds to the Brattleboro Retreat. The expansion of additional beds will cost the state money in operating services, but costs could be allocated through the GCFs or the privatization of these additional new facilities. If the state is able to fills the beds this will prove a cost effective decision in the long run.

In order to serve and manage forensic patients in the state the VDMH should support options to open a large correctional facility that could house a forensic unit within the facility. The AHS has currently made recommendations to open a 925 bed facility. The large capacity for space would also allow the state to open a juvenile detention center. According to the AHS (2015) " operational costs would be reduced, and the new facility eliminates the need for significant maintenance costs, as well as returns inmate to Vermont from out of state facilities" (p. 9). In addition the state could bring in more revenue to house US Marshall beds at this capacity. The United States Marshals Service has requested at least 60 federal detainer beds which would pay about $130 dollars per day according to the AHS (2015). This has the potential to bring in $3 million dollars to the state (p. 13). This additional revenue can be brought back into costs for running the facility or operating the forensic unit. A larger singular facility would save the state money in the long run as it would lead to the consolidation of smaller correctional facilities. The closure of additional facilities may also neutralize costs to the state while also creating a solution for forensic patients and the population at large. The scale of the facility might also allow more populations to be reached such as individuals with mental health needs, the elderly and potential hospice beds for those serving their sentence. Consolidating the corrections system in Vermont may prove challenging as location of this new facility will be very important as transportation of inmates may take longer. In addition there will be economic losses to communities that loose a facility (AHS, 2015, p.12).

However, the consolidation of correctional facilities across the state will be significant for mental health across the state because this will open up beds for level one inpatient psychiatric needs in the community. A large burden is placed on VPCH and the Brattleboro Retreat when they are short on beds for individuals in the state because they are processing forensic patients and holding them for long periods of time as they wait to be evaluated or get treatment. This drastic shift would relieve those care facilities immensely from managing this population and would open the flow of accessibility for others in the state. This would also create movement for designated hospitals to shift patients from emergency rooms to level one facilities where they could receive proper treatment and care as well as be more likely to find a step-down residential program.

The Department of Mental Health should take into consideration patient care as it moves to decide what the best phase-out plan will be for FY 2021. The state should move to grow facilities that can support forensic units. Smaller correctional expansions may be key for the state until funds can be raised for a new facility. The state should invest in creating more beds in long-term residential facilities. In the short term it may be easier to add beds to existing units. Patients currently housed at VPCH must be placed first in this plan and their treatment must be prioritized. Patients at VPCH are among the most severely ill in the state. For some their treatment and care has been over seen by staff at VPCH for years and the facility has become their home. If the DMH or UVMMC Network can show that they could accomplish a smooth transition of patient care then the state should allow a move to privatize VPCH. This will save the state money in operating costs as well as allow UVMMC Network to negotiate lower worker salaries and wages.

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Appendix N: Rate Calculation Historical Summary Sheet

Summer Housing Analysis - Historical Summary	Actual 2011	Actual 2012	Actual 2013	Actual 2014	Actual 2015	Actual 2016	2017	Actual 2018	Forecast 2019	Probality	
REVENUE	181,090	1,543,635	435,934	846,709	744,506	630,698	597,872	610,834	703,528	Projection	
									120,000	100%	Orientation
Forecast									70,000	100%	AAC&U
									78,000	75%	External Returning Business
									20,700	75%	Internal Returning Business
Other Income											
Revenue not included in split w/ ResLife	528,903	(833,642)	274,059	492,349	334,798	236,721	41,661	99,159	(246,481)		
Total Revenue	709,993	709,993	709,993	1,339,057	1,079,304	867,419	639,533	709,993	745,747		
EXPENSES											
Linen & Parking Expense			(37,933)	(34,129)	(28,280)	(10,486)	(22,647)	(11,740)	(20,000)		
Custodial Expenses	(79,623)	(100,740)	(32,886)	(33,729)	(126,597)	(82,695)	(64,371)	(54,034)	(10,000)		
Res Life Transfer (per MOU)	(31,849.36)	(47,088.53)	(341,820)	(343,883)	(221,368)	(103,586)	(85,912)	(70,801)	(71,058)		
Other Summer Expense	(202,128)	(153,954)	(579,216)	(497,551)	(495,159)	(438,476)	(309,776)	(402,035)	(410,075)		
UES Expenses	(313,600)	(301,782)	(991,856)	(909,292)	(804,762)	(644,861)	(477,372)	(510,568)	(510,568)	(33,196)	
UES Net Gain/ (Loss)	214,819	214,819	214,819	214,819	214,819	214,819	214,819	214,819	214,819		
Summer Housing - Net Margin	119%	14%	49%	25%	29%	34%	36%	35%	31%		
Deficit from Other Areas:											
Coordination Services (Admin)						(129,134)	(105,251)	(143,858)	(191,385)		
Production Services						(134,267)	(168,131)	(175,683)	(107,120)		
Total Deficit from Other Areas:	-	-	-	-	-	(263,402)	(273,381)	(319,541)	(298,505)		
Summer Housing Expense + Other Deficits:	(313,600)	(301,782)	(991,856)	(909,292)	(804,762)	(908,262)	(750,754)	(830,109)	(809,073)		
Revenue Share w/ ResLife											
UES (% of Net Revenue)	60%	60%	60%	60%	60%	65%	65%	65%	65%		
Res Life (% of Net Revenue)	40%	40%	40%	40%	40%	35%	35%	35%	35%		
Average Cost per Bed Night	45.24	5.26	71.29	31.96	30.70	28.40	24.71	20.53	22.88		
Average Cost per Bed Night (incl. Deficits)	45.24	5.26	71.29	31.96	30.70	40.01	38.87	33.38	36.26		
Total # Events	-	-	-	-	-	-	-	-	-		
Total # Bed Nights	6932	57,388	13,913	28,451	26,212	22,703	19,316	24,866	22,314		
Avg. # Bed Nights per Event	-	-	-	-	-	-	-	-	-		
Revenue per Bednight	26.12	26.90	31.33	29.76	28.40	27.78	30.95	24.57	31.53		
Occupancy Rate	1.8%	11.9%	2.9%	5.9%	5.5%	4.7%	4.0%	5.2%	4.6%		

Appendix O: Summer Housing 2020 Rates

Summer 2020 Housing Rates

		Without Taxes - Per Person/Per Night		
		2 - 13 Nights	*14 - 29 Nights (10%)*	*30+ Nights (20%)*
Standard Rooms (Orientation - Students w/o linen)	single without linen	$39.00	$35.00	$31.00
	double without linen	$33.00	$30.00	$26.00
	single with linen - beds not made	$50.00	$46.00	$42.00
	double with linen - beds not made	$44.00	$41.00	$37.00
Central Campus Rooms (Orientation - Students w/o linen)	single without linen	$47.00	$43.00	$38.00
	double without linen	$41.00	$37.00	$33.00
	single with linen - beds not made	$58.00	$54.00	$49.00
	double with linen -beds not made	$52.00	$48.00	$44.00
University Heights (Orientation Parents, Medical Center, Admissions, Walk-in)	single with linen*	$78.00	$70.00	$62.50
	double with linen**	$55.50	$50.00	$44.50
		***UVM's Medical Center, Admissions & Individual/Walk-in** per person/per night rate - plus 9% tax, Reg Online fees $2.95 , plus 4% credit card processing fees		

Intern and Staff Housing		
UES, Davis, and Reslife Staff Housing - charged post commencement weekend	$8.50	w/o linen
Internal Interns - Contract by UVM departments @20hours/verification by department?	$12.50	w/o linen
External Interns - Non-UVM Sponsored @20hours/Letter of Proof/Tax Included	$23.00	w/o linen
Temporary Housing - UVM students only @three week minimum stay	$23.00	w/o linen
Res Life/Credit Courses - Summer Academic Housing	Single - $285/week $40.71/day	[illegible]

COMMENCEMENT 2019:	
Below are 2-13 night U-Heights rates+9%tax+4%Regonline fee+2.95 processing fee	
Single:	**$78.00 base rate + fees*/ $91.37/night ***
Double	**$55.50 base rate + fees* / $65.86/night ***

Special Rates:

EPSCOR	
2019 - **$22.00** x 7 days/week = **$154.00** per week/per person.	

VYCC LEAP Interns	Living and Learning (Mayhe Cottages)
2019 - **$17.00** - 30 day discount pp/per day. Less than 30 days **$23.00** pp/per day	

Athletics Pre-season	UES keep all housing revenue / Res Life waives their portion
SESP	UES keep all housing revenue / Res Life waives their portion
Upward Bound Overnight	UES keep all housing revenue / Res Life waives their portion

Living and Learning Buy Out Cost	
Rate for Full Suite Occupany	Rate Per Night * Number of Nights * Number of Unused Rooms

ADDITIONS:
$10.50 linen one night cost for **Standard**
$12.50 linen one night cost for **U Heights**
Tax rate additional 9%
Reg Online fee plus additional 4% bank fees

2016-2019 cost of **base linen** $5.27 People's	
L/L is preferred for interns and long stay groups	

Revised: ***9/10/2019*** ***shared drive: //pricing_rates/housing/2019***

Appendix P: Status and Project ID List Report

Status and Project ID List

From 5/4/2019 - 8/17/2019, Data Date: 11/21/2019 , Page 1 of 2

Conference	Check-In	Check-Out	Project ID	EMS #	Dining	Group Type	Contract Type	Conference Status
AAPM	06/02/2019	06/07/2019	35292	193166		Academic	Addendum	Contract Confirmed
Abenaki Summer Happening Program	07/30/2019	07/31/2019	11111	225402	Yes	Internal	Internal	Contract Confirmed
Admissions Visit	06/14/2019	07/15/2019						Not Updated
Adult Jazz Group	07/28/2019	08/03/2019		226205	No	External		Contract Pending
Advanced MedQuest	07/14/2019	07/18/2019	36401	222713	Yes	External	External	Contract Confirmed
Association of American Colleges and Universities	06/03/2019	06/07/2019	35525	208481		External	Addendum	Contract Confirmed
Association of College Unions International (ACUI)	07/18/2019	07/26/2019	35796	215826	Yes	External	External	Contract Confirmed
Atlantic Acting School	07/07/2019	07/28/2019		222690	Dining	Professional	External	Contract Confirmed
BIO SNURF	05/25/2019	08/03/2019	11111	227100	No	Academic	Internal	Contract Confirmed
Biomedical Entrepreneurship	06/13/2019	06/22/2019	11111	222572	No	Internal	Internal	Contract Confirmed
Breakthrough Leadership	06/02/2019	06/08/2019	35233	207869			Internal	Contract Confirmed
Camp Wildwood	08/01/2019	08/04/2019	35909	226598	Yes	External	External	Contract Confirmed
Campus Sustainability Leadership	06/16/2019	06/22/2019	35234	207862	None	Cont Ed/Dist Ed	Internal	Contract Confirmed
CDE Summer Academy	07/01/2019	07/19/2019	35175	211132	Yes			Contract Confirmed
China-America Environmental Youth	07/13/2019	07/27/2019		233536	No	External	External	Contract Pending
Commencement Housing 2019	05/18/2019	05/21/2019	35553	221103				Contract Confirmed
CREST - GEAR-UP	06/23/2019	06/28/2019	11111	222570	Yes	Internal	Internal	Contract Confirmed
Cynthia's Conference Test	07/05/2019	07/20/2019			Yes	Internal	Internal	Contract Pending
Democracy Prep Endurance	06/22/2019	06/23/2019	35949	222577	Dining	Other	External	Contract Confirmed
Democracy Prep Endurance Back	06/25/2019	06/26/2019	36074	230572	Yes	Other	External	Contract Confirmed
Democracy Prep Harlem Back	06/25/2019	06/26/2019	36067	230575	Yes	Camps	External	Contract Confirmed
Democracy Prep Harlem Middle School	06/20/2019	06/21/2019	35948	222576	Yes	Camps	External	Contract Confirmed
FERC 2019	05/29/2019	06/02/2019	35884	224769	No	Internal	Internal	Contract Confirmed
Front Desk Log	05/27/2019	08/09/2019						
Governor's Institute of Vermont (GIV) eSAT	07/21/2019	07/27/2019	36491	223007	Yes	Academic	External	Contract Confirmed
Governor's Institute of Vermont (Math)	06/23/2019	06/28/2019	35959	223169	Dining	Academic	External	Contract Pending
Green Mountain Chamber Music Festival	06/23/2019	07/21/2019	32657	169844	Dining	Music	Addendum	Contract Confirmed
Green Mountain Field Hockey Academy	07/07/2019	07/11/2019	36416	226984	Yes	Sports	Addendum	Contract Confirmed
iD Tech	07/04/2019	08/09/2019	35919	222688	Yes	Camps	External	Contract Confirmed
IESO Team USA	06/29/2019	07/06/2019	35917	222574	Yes	Camps	External	Contract Confirmed
IESO Team USA Session 2	07/13/2019	07/20/2019	35917	222574				
InspireED	07/24/2019	07/26/2019		233762	Yes	Internal	Internal	Contract Pending
Intern Summer Housing	05/28/2019	08/04/2019	36060	222684			Internal	Contract Confirmed
International Counselor Group	07/15/2019	07/16/2019		226723	Yes	Internal	Internal	Contract Pending
Intro to agroecology	06/09/2019	06/15/2019	11111	231570	No	Academic	Internal	Contract Confirmed
IRES US-Japan Interns	05/26/2019	06/05/2019	111111	232103	Yes	Internal	Internal	Contract Pending
JJ Family	06/21/2019	06/25/2019						
Junior Jump Off	05/28/2019	05/30/2019	11111	222568	Yes	Internal	Internal	Contract Pending
Make-A-Wish Hockey Classic	06/28/2019	06/29/2019	35732	222992	Yes	Sports	Addendum	Contract Pending
Moreno Clan	06/13/2019	06/17/2019		222717	No	Other	External	Cancelled
Netsci	05/26/2019	05/30/2019	35101	200144	No	External	Addendum	Contract Pending
Nike Swimming Camp 1	06/23/2019	06/27/2019	34829	224378	Yes	Sports	Addendum	Contract Pending
Nike Swimming Camp 2	06/27/2019	06/29/2019	34829	224378	Yes	Sports	Addendum	Contract Pending
Nordic Cup Referees	06/14/2019	06/16/2019	36365	233350	No	External		Contract Pending
Nordic Cup Soccer Club Family	06/14/2019	06/16/2019	36155	222573	No	Sports	External	Contract Confirmed
Northern Vermont Area Health Education Center (HERO)	07/08/2019	07/10/2019	36121	226724	Yes	External	External	Contract Confirmed
NUFP ASP Interns	06/09/2019	07/26/2019	11111	227097	No	Internal	Internal	Contract Pending

Status and Project ID List

From 5/4/2019 - 8/17/2019, Data Date: 11/21/2019 , Page 2 of 2

Conference	Check-In	Check-Out	Project ID	EMS #	Dining	Group Type	Contract Type	Conference Status
Orientation Families UHS	06/01/2019	06/24/2019	11111	222578				
Orientation Family Housing Session 1	06/01/2019	06/02/2019	11111	222578		Academic		Contract Confirmed
Orientation Family Housing Session 2	06/08/2019	06/10/2019	11111	222578		Academic		Contract Confirmed
Orientation Family Housing Session 3	06/13/2019	06/15/2019	11111	222578		Academic		Contract Confirmed
Orientation Family Housing Session 4	06/16/2019	06/18/2019	11111	222578		Academic		Contract Confirmed
Orientation Family Housing Session 5	06/20/2019	06/22/2019	11111	222578		Academic		Contract Confirmed
Orientation Family Housing Session 6	06/23/2019	06/25/2019	11111	222578		Academic		Contract Confirmed
Orientation Student Session 1	06/01/2019	06/02/2019	11111	222579		Academic		Contract Confirmed
Orientation Student Session 2	06/08/2019	06/10/2019	11111	222579		Academic	Internal	Contract Confirmed
Orientation Student Session 3	06/13/2019	06/15/2019	11111	222578		Academic	Internal	Contract Confirmed
Orientation Student Session 4	06/16/2019	06/18/2019	11111	222579		Academic	Internal	Contract Confirmed
Orientation Student Session 5	06/20/2019	06/23/2019	11111	222579		Academic	Internal	Contract Confirmed
Orientation Student Session 6	06/23/2019	06/25/2019	11111	222579		Academic		Contract Confirmed
Pine Forest Camp	07/23/2019	07/24/2019	35984	222703	Yes	Camps	External	Contract Confirmed
Pre-conference Summary Bill	06/17/2019	06/27/2019						
Quadrennial Conference	07/13/2019	07/16/2019	35991	211425		External	Addendum	Contract Pending
RA Rooms	07/15/2019	08/10/2019						
SESP	07/03/2019	08/03/2019	11111	222719	Yes	Academic	Internal	Contract Confirmed
Shepherd Higher Education Consortium on Poverty	06/08/2019	08/02/2019	35854	225071	No	Other	External	Contract Pending
SNURF	05/26/2019	08/03/2019	11111	227099	No	Academic	Internal	Contract Pending
Society for Acupuncture Research (SAR)	06/27/2019	07/02/2019	35980	189841		External	Addendum	Contract Pending
Society for Acupuncture Research (SAR) Post Conference	06/30/2019	07/02/2019				External	Addendum	Lead
Special Olympics Vermont	06/07/2019	06/09/2019	35228	210512	No	Camps	Addendum	Contract Pending
Stud	06/16/2019	08/09/2019						
Summer CA Rooms	06/17/2019	08/10/2019						
Summer Housing CA Staff	05/12/2019	08/04/2019		213400				Contract Confirmed
Summer Housing Staff FAKE	06/03/2019	08/21/2019						
Summit Hockey Camp	07/05/2019	07/10/2019	36263	224373	Dining	Sports	Addendum	Contract Confirmed
Temporary Summer Housing	05/28/2019	08/04/2019	36059	222686				Contract Confirmed
Timber Tops/Lake Owego Camp	07/24/2019	07/25/2019	35983	222707	Dining	Camps	External	Contract Confirmed
TPG Bike Group	06/17/2019	06/20/2019		231743	Yes	External	External	Contract Pending
TPZ Overnight Camp	06/27/2019	06/30/2019	36258	232830		Sports	External	Contract Pending
UAS Drones Workshop	08/04/2019	08/07/2019	11111	231521	No	Internal	Internal	Contract Pending
UES Davis Center Staff	05/20/2019	08/04/2019	36254	233140		Internal	Internal	Contract Confirmed
UVM CDE John Dewey Kitchen Institute	06/22/2019	06/25/2019		233846	No	Internal		Lead
UVM Medical Center Interns	05/25/2019	08/09/2019	35984	227102		Internal	External	
UVM TRIO Department (Upward Bound)	06/15/2019	08/04/2019	11111	225400	None	Internal	Internal	Contract Confirmed
UVM TRIO Program (Student Support Services)	06/27/2019	08/03/2019		231932	No	Internal	Internal	Contract Pending
UVM Women's Soccer Pre-Season	08/06/2019	08/13/2019		233712	No	Internal	Internal	Contract Pending
Vermont EPSCoR Center for Workforce Development and Div	05/28/2019	08/04/2019	35916	222694	None	Interns	External	Contract Pending
Vermont Futbol Academy (VFA)	07/19/2019	07/21/2019	36260	232692	No	Sports	Addendum	Contract Pending
Vermont Genetics Network	05/31/2019	08/04/2019	11111	227118	None	Internal	Internal	Contract Confirmed

Appendix Q: Personal Leadership Plan

Romana Kurevija

Women in Leadership

Finding my Voice: Immigrant Activist

1. **Leadership Vision:**

I was really impressed with Billie King's confidence and her ability to stand up for what she believes in. She attributed this to always being pushed into the leadership position. In this call to action she surrendered to being a leader and took action in her own life. She was afraid but she did it anyway. I saw this type of confidence with Cathy Stanford as well as Faith Ringgold.

Similar to Billie King, Cathy Stanford also had a clear calling early on in life for social justice. She also had supportive parents as they wanted her to attend college. Her growth and development was remarkable because she went from graduating from college to finding menial jobs to joining a pipefitters program (and was the first woman) and wanting to hold a union rep position within the organization. Among the women, I noticed many had support systems that helped them get through the harder parts of their journeys and as we have seen from women in politics especially it is important to have a support system. Faith Ringgold's journey reminded me a lot of Billie's experience of wanting to live a more authentic life of being herself and representing herself in a way that was her own experience. I found that lesson to be very powerful and strong in Faith's journey towards leadership. She really did an amazing job of painting this reality of sharing her own journey when she explained that early on in college she was told to copy European artists and that black was ugly. She explained how the Harlem Renaissance changed how black artists saw themselves. I think authenticity was also a theme among the women. Each brought with them a true call and sense of self that aligned to their purpose and this was really powerful in steering them in the right direction and growing them as leaders. Among the women, I could really relate to have that support system in my life as both of my parents have always been supportive of me pursuing an education as the first stepping stone to my career. Like Billie King said it's important to have at least one person who believes in you to make a difference. When it comes to confidence and authenticity these are still things I am working on building. I think for individuals like Billie King confidence is something she had from an early age and as she became a professional in her field (Rutgers, 2019, p.1).

I would consider Billie King a good leader because she is an individual who pushed herself to her own limits even when she didn't think she could go on. I also really thought it was remarkable how she had strong confidence to be someone at a young age and had the support of her family. Once she had the support and a clear vision she became really successful and I think this is a good example of how to achieve success when you have the clarity of purpose. Good leaders also lean on support systems and she made sure to have one in place. She also took her own initiative to get things moving and created change within the industry by being the first woman to win against a male competitor. She was results driven, and made sure to get the job done no matter the odds. She accomplished this by taking on responsibility for the people and her community. In this, she was able to become accountable to them and to her own actions as a leader (Rutgers, 2019, p.1).

Cathy Stanford also had a bold leadership style in her growth as a leader. Her story was really inspiring given her hard journey. I really liked her insight on realizing she would never be able to publically lead a group of male union workers because she was the first woman in the organization to run for a representative position. Good leaders are aware of their limitations and abilities to lead in different areas. Similar to Billie King her journey was about the inner fight we all have and not giving up what she referred to as "youthful idealism" and not losing our worth. I feel as though both Cathy and Billie overcame large hardships and didn't allow those hardships to break their fighting spirit. Good leaders need to be able to make that balance and continue moving ahead for their teams. Cathy was a good leader because she was self-motivated and insightful in knowing which battles were worth fighting for and which ones were not. She was also a team player because she was quick to jump into learning more about her union in order to support her coworkers. Most remarkably she was willing to lean into conflict and wasn't afraid to try something new. Her work was also centered on educating other women about their own abilities as organizers and how they can create change. Her ability to mentor others made her a good leader and role model (Rutgers, 2019, p.1).

I feel the most empowered when I am thinking creatively and working to establish a new project. I am the lead summer housing coordinator for our department and I work on consulting clients and our professional team members on what needs to happen for our overnight conference accommodations. I feel this is one of the most significant leadership roles that I have experienced as I have been responsible for coordinating multiple teams and ensuring that all the client's needs are met. When we are coordinating the housing component in addition to the conference component at the Davis Center there is a lot that goes into who will take on what roles and the directive falls onto me to make sure our teams get the work done. I also work alongside our campus partners to ensure that the facilities are up to our standards and that there are no impeding projects happening during the conference time. This leadership experience has been large in its operational skill sets needed for the job as well as its people skills that often require recruitment and training staff. Most recently I was the lead coordinator for our national ACUI conference and it involved the coordination of four teams and over 20 staff members to set up for the conference. I assigned myself to take on this group of 160 participants because I wanted to take on the challenge of working with a large group and diverse staff. It was the first time I took on a conference outside of my area and worked with a new team. I was a good leader because I set out a clear vision for our team and followed through with the work that needed to get done. I also leaned into conflict as issues arose and was able to delegate to others and my support system when I needed help.

I have also had the opportunity to exercise leadership as a finance intern where I had taken on responsibilities to conduct a field survey for rate increases for the summer housing program. This experience allowed me to conduct a formal research survey in a manner that was professional and effective. It was a great leadership experience because it allowed me to take on a new role and a new area of interest and responsibility that was not conducted by anyone else. These leadership experiences were similar in that both projects required my own initiative to do the work and this was established through my own accountability and drive to organize and demonstrate my own organizational skills. Both projects took a lot of initiative and creative thinking to get off the ground. The differences in the projects happened through my own initiative where one was about me conducting a field survey on my own and working independently while the other project required a lot of team coordination and communication from my role and there were more networks and individuals that needed to be trained and involved in the process in order for us to have a good outcome. Working on a team allowed me to delegate more work and train individuals in specific roles rather than working individually which I took on in the field survey. With the field survey I really demonstrated the ability to be a leader with my own expertise as I was able to take new information and make a decision that had backing in how pricing should be set for the new fiscal year. I was really able to demonstrate my people skills in this experience and was able to persuade the organization to go into a new direction. This was a really great experience in harnessing my own inner confidence to make the right decision for the team and I was really good at being able to communicate that to my team.

2. Personal Mission Statement

I seek out a life full of inner passion and creativity as I embrace the changes in my life and shift into a new professional sector. I pray to maintain my confidence as I grow as a leader in my new job roles and hope to fight for my own identity. I welcome more independence to think freely and to act to my own benefit (self-care), to use my voice as a guiding light for my own confidence and strength. I pray to use my platform, privilege and voice to give light to others in the immigrant community who do not have the privilege to speak on their own hardships. I will use my voice to empower those who do not have basic human rights in this world. I will speak for justice, equity, freedom and liberty for all. I will embrace challenges and move towards finding my own identity as an advocate of this community. This is a time of self-expression and renewal, a time of new ideas, and hope. I hope to serve as a leader within the immigrant community to empower others to believe they can be anything they want to be, to achieve more than they could have imagined, and to know that they are supported. I embark on this new chapter in my life to embrace the challenges that come my way, challenges that will strengthen my voice, and support my growth towards leadership.

3. Leadership Strengths, Barriers, and Opportunities

My go to leadership style indicates that I am a “pilot” according to the Harvard Business Review Survey. In this role individuals enjoy working in a fast moving environment that is always changing. Individuals considered pilots enjoy generating compelling strategies but also translating them into action. They are open to input from people they trust and have clear opinions, relish challenges, and value collaborating with others. At times, though, pilots are also collaborators they like to get results in the here and now and that can be hard for coworkers to keep up with. They are seen as unreflective, tough to satisfy, and consistently disappointed in the performance of others (Reger, 2017, p.1). According to the Strength Finder survey my top three leadership strengths are honesty, humor, and fairness. Strengths I could work on are zest, perseverance and forgiveness. I find that these strengthens and weaknesses are an accurate description of where I currently see myself as a leader. I believe honesty is an important skill to have because you have to be able to take responsibility for your actions as a leader and I live by that motto. As a leader it is important to have a clear sense of self and purpose and I think that can happen from within and with honesty about your own goals and pursuits. It this sense fairness ties into my sense of justice and my passion for immigration and fairness tie very well together. I also believe that it is important to be able to bring a sense of humor to any situation and I have always been the first to create a sense of connection with folks through my own humor and expression. I find my weakness to be reflective of my current life period. I am currently two thirds done with my master's program and have reached the burn out phase that is why I do not have much zest or perseverance left. It's been a long journey and I look forward to the next chapter in my leadership journey. It's been a haul working full-time and taking classes, but I am really proud to have pushed myself into the journey of getting a master's degree. As a pilot there are also a few skills I need to work through that I can see in my current position.

Those include: making space for others, taking time to reflect, stepping back and letting others lead (VIA, 2019, p.1).

In regards to barriers in my own leadership journey I was brought back to the Mckinsey report that looked at the gender gap as it relates manager promotion. The report found (Mckinsey and Company, 2017) that women are 18 percent less likely to be promoted than their male peers. This leads to a greater disparity in the gender gap when we look at the long-term outcomes of women in leadership. I believe that this is very critical for companies to

consider when they look at long-term outcomes for gender equity in the workplace. In order to foster the growth and promotion of women we have to look at the opportunities they are given from the beginning whether that is a promotion, mentorship opportunities or time for professional development. I was also very shocked to see the disparities between women of color in the workplace. I think it's really important that companies and individuals recognize the intersectionality of race and gender and how that plays a role in women achieving leadership positions. In my own leadership journey I have found many difficulties in asking for a salary increase and promotion within my own department. I have had to work twice as hard than the previous male colleagues who had my position in order to make a name for myself and have still received less pay for the work that I am currently doing. I really do believe this is a factor of gender and I even in my own push for an increase the journey has been extremely difficult and drawn out. As a woman it is important to understand who your allies are and who will support you when you experience such a difficult time in the workplace.

Dr. Heilman describes the double bind as the oppositional conception to gender stereotypes that are held about women and men. Descriptive stereotypes may describe women as communal and caretakers while men may be considered agentic and take charge in leadership roles. Prescriptive stereotypes distinguish how women should be and as women we are to be considered communal and not agenic. It’s an important distinction to me made as we are still expected to fulfill certain stereotypes while also being opposite to what men are. For example a woman can be a strong and direct leader but she may be perceived as confrontational and difficult (Teachers College, 2019, p.1).

In my own experiences I have had challenges being accepted as a manager in a previous position that was typically held by males. This made it a challenge to break the gender stereotype from the beginning not only with my direct supervisor but also my peers who often would see me as difficult and harsh when I was direct or would, attest my directness as needing improvement to be sweeter or customer service oriented. I have also been in situations where I have completed jobs and been more successful in projects than my male counterparts and have been told that I should refer or implement specific skill sets that my male counterparts have that I don’t. The automatic assumption was made that because I was a female I could not be assertive, direct, a leader and deliver on the projects I began and implemented to bring in revenue to the company. Even though I work in a mostly female office many of the top managers are men and so is the director. Women are the coordinators while men are the managers and responsible for the oversight of the male staffed areas such as production. When I inquired to work on the production team I was denied the ability to work for the staff. Women are expected to not be able to succeed in these male gendered roles. Women are seen as incompetent to do these jobs under what is known as the lack of fit model. The model follows gender stereotypes and when the position is considered to be a male gendered job then it doesn’t work to be a woman and attractive. I believe that under current circumstances it is important to be aware of these barriers in order to better navigate my own leadership journey (Teachers College, 2019, p.1).

I also was intrigued by factors that keep women out of political office because I connected to those barriers in my own life. Two of those factors are family obligation and lack of confidence. In my own personal leadership journey lack of confidence has been huge in moving out of my current career and into one that fits the public sector as it relates to immigration policy implementation and my MPA degree. As someone who has been an active researcher of DACA and the undocumented immigrant community I would love to go into a career that could further expand my knowledge and research however this can sometimes feel daunting because I often don't feel qualified for certain positions. In part I believe that I am, but it is still very difficult to shift out of the business sector. Once I finish my MPA next year I hope to increase my confidence level in this area. Currently I am not impacted by family obligations, but as a woman who wants to have a family I often think about the impacts of what will happen when I do decide to have kids and how will that affect my career. As women it's something we really need to plan for in the big sense and it can be stressful to meet all your career goals as well as also be obligated to have children (Sandberg, 2013, p.1).

4. My Action Plan

In my personal life I will work to lead around taking action for my own self-care which has become very important in my life and I will be starting my new yoga classes at Sangha Yoga studio next week. I will also be purchasing a gym pass to the Marketplace Fitness gym on Church Street. It's really important for me to start putting myself first and I feel that the best steps to do that are to carve out time for myself. I am the caretaker for my family and for others around me and it has taken a toll on my health. I am learning to create boundaries with individuals, one person at a time and I know that will be healthy for me. Professionally, I will take the next step to lead in my role by asking to cross train more individuals into my own area of management in order to recruit more individuals in working for my team during the summer months. It is an excellent way to facilitate working with different individuals and to learn from them about how I am as a trainer. As a community member, I will be working to get more involved in organizing for immigration rights. I have already taken steps to reach out to Migrant Justice and now I am working with Community Voices for Immigrant Rights which is a new chapter created in Winooski that advocates for the protection of undocumented immigrants, the end of deportation camps, and fair policing laws. I would like to offer my expertise to this organization by becoming a leader within their organization.

Within this organization I hope to work on getting my zest back for the issues that I am passionate about and speaking with community members from across Vermont about immigrant rights feels very empowering. I am really looking forward to immersing myself into the work and overcoming my own fears so I can persevere and be successful in finishing the work. These two weaknesses will be great to overcome in the work I plan to do more of and because I am driven by the work I feel that I will be able to turn those weaknesses into strengths as I learn how to be an organizer.

Forgiveness was also a powerful weakness that I need to overcome. When I was an undergrad at UVM I experience a lot of domestic violence in my personal relationship and for the last several years the aftermath of the abuse has left me without a lot of zest for life. I believe the work in creating boundaries and surrounding myself with people who are passionate about immigrants will give me life. I believe my completion of my master's degree and transition into the public sector is the step I need to take in order to let the past go and forgive myself in order to live life with zest and excitement.

As I move into this new chapter I am nervous as everything is new, but I embrace the unknown. I believe this work will give me the opportunity to gain great communication skills, boost my confidence, and empower me to live a more authentic life. I hope to attend a community meeting on organizing which is offered through the Peace and Justice Center, take a non-profit management course at UVM and interview an organizer director on their journey of leadership in the non-profit sector. I will always have the support of my mother as I navigate these challenges and the support of my good friend and mentor Aide. They have been pivotal in encouraging me to try new things and building my sense of self.

In the future I hope to meet someone from the public service sector to be my mentor as I navigate this new sector. I want to help others in my community by advocating on behalf of immigrant rights and I would like to work to educate immigrants about their own legal rights in Vermont. I currently would like to work more with Selene Colburn and Migrant Justice to learn about the legal process immigrants go through. I would love to start a legal clinic run by immigrants for immigrants that could assist with providing resources to families. I would like to also provide them with a space to learn jobs skills, English and provide housing. I am currently in the process of learning about what is available to individuals and looking to create a hub for the community. It is important to have my voice heard in this community because I represent a voice for a minority that does not have a seat at the table. It is my hope that I can be a representative of the values and beliefs immigrants hold in our community and can use their support to channel new policies that can support individuals and families for generations to come.

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Appendix R: Interview with Selene Colburn

Romana Kurevija

Women in Leadership

Selene Colburn: Achieving Political Success

Speaking with Selene Colburn one can quickly gauge her passion for her work and love for people. As a native Vermonter and Burlington resident she brings a passion to the political realm rooted in her progressive upbringing. Her spark and voice light up when it comes to hot button issues in Vermont, and she is at the forefront in addressing them. Her outspoken nature, confidence, passion for public service, and thrill to empower others are the reasons I chose to speak with her regarding her own leadership journey. In many ways her success and confidence is empowering to those such as myself because she represents an American success story and American dream that can be achieved as a female politician. In relation to my own journey as a refugee her story of success is quite empowering because it offers hope to other women such as myself looking to work in the political realm.

Selene's pathway to leadership has been rooted in her own identity as a female leader. She began her public service journey in high school where she worked for Major Bernie Sander's Youth Office. The opportunity gave her hands on experience working with local community members and allowed her to run a local newspaper. This sparked her interest in working in public service. When she finished her education receiving a BA in dance from Bennington College and a Master's degree in library and information science from Simmons College she came back to Burlington Vermont to found a reproductive rights non-profit called Vermont Access to Reproductive Freedom. This was her first experience getting involved as an organizer and she really liked this line of work because it was hands on and she was able to talk to women about the problems they were having. She noticed that reproductive rights were much more than just getting access to contraception. Women dealt with other layers of inequality and violence. This work was where she really learned a lot about economic justice and healthcare rights. During her experience as an organizer she never believed in elected politicians because there were not a lot of females in politics. She also didn't want to ask male politicians for help in advocating for female issues that they did not believe in. She worked in the organization for six years and was on, and off the board. In 2009 when the Civil Union law was passed in Vermont, Colburn, changed her tune in how she saw elected officials and for the first time saw what they were doing as good. At the time she was taking a course at UVM by Phillip Baruth who was running for state senate. She eventually became his social media manager(guru) and used Facebook as a tool to promote his campaign.

She loved working on campaigns and did it for eight years, and worked on various city council campaigns. At the time she also changed to the Democratic Party and got to be vice chair of the party committee. Soon after a city council seat opened up in her district, where she had a connection to her neighborhood. She ran after she had to been asked to run! At the time she felt unqualified and had young children. She eventually went for it and won.

Similar to her city council seat she also was asked to run for the Vermont Legislature. Both times she said no and both times she won. She always believed it wasn't good timing and also had kids which made the decision difficult. When she ran for the state legislature she felt that she pulled her running mate along. In 2018 she was reelected and had no opponents. She thought that was due to her having established herself.

In addition to her job at the state legislature she also works as an Associate Library professor at the University of Vermont and holds a second appointment in the Department of

Music and Dance. Through her work at the Vermont State Legislature she was able to bring her UVM work expertise to the political table.

When she worked for Burlington City Council she experienced that most barriers in her career. Before she worked on city council, she came from a background of working in a library and dance which are female dominated fields. She also worked with a lot of women in leadership. While working at city council she believed there was a gender gap as the city never had a female major and the commission heads were male at that time. For her it was new being in a male environment and communication was difficult. She often had men explaining things to her and criticizing her ideas. She experienced an incident at city hall where she had asked a question during a meeting as did her male colleague and she was told that she should get support and advice from others on policy information outside the meeting. The experience was extremely degrading as the meeting was filmed on live TV. In her own experience she always felt that she experienced microaggressions from her male colleagues, but she felt most shutdown at the Vermont state house due to her progressive nature and beliefs. She was unclear if the incidences she experienced were a woman issue, political issue or a scarcity issue. She used these barriers to work on her communication skills in order to improve her interactions with her male colleagues. She initiated more in person meetings in order to meet individuals at their level and with experience she was able to assert her voice and remain confident in her abilities.

She used the resistance to her leadership as a means to motivate her towards doing more for women and has made efforts to work more closely with other women in politics. She has used the power of networking to her advantage to improve her own leadership so she was better able to navigate criticism towards her leadership. When she worked for city council she would back down to the remarks made by male colleagues but has now empowered herself to navigate criticism and harassment in a manner that is more assertive and confident. After moving through her first campaign for a legislative seat she has seen a change in her own confidence and used her insights to empower and connect with other women who have faced similar struggles.

When discussing her own authority she referenced the privilege she has being part of the citizen legislature. Historically it has been always white older men who have had the privilege to be a part of it. She felt that more women need a supportive partner and she is really lucky to have one because women often don't see their kids for extended periods of time. Overall she has felt that she has a lot of privilege in the way she access resources. She sees her own power in what she is able to accomplish for others. She has felt most accessible and engaged at the local level and feels as though local government can do more because there is less of a hierarchy.

Representative Colburn's advice for young women is to go for it and get involved. She believes that for women it will always be an inconvenient time to get involved so we just need to do it. She believes that the best way to get involved is to seek out resources and individuals who will be helpful to you. She also recommends speaking to your local city council members in order to get hands on experience with the issues happening in your community. If you are not sure where your interests lie, it is important that you get involved and volunteer for an organization in order to find out. Speaking with representative Colburn provided me the opportunity to attend a community meeting for the Vermont undocumented immigrant community. It was a great experience to be able to get hands on experience of working with Migrant Justice and the work they are doing for undocumented immigrants.

Representative Selene Colburn's leadership journey was linear in her passion for public service and solidified in her access to her community. She had the ability to represent her local Burlington community and stay true to her progressive nature. She is someone who acknowledges her own privilege in having the ability to access community resources that have helped her along her leadership journey and she knows that is not the experience for many women in politics. She also acknowledges that much of her success is due to the support of her husband and family who have given her the courage and flexibility to balance it all. Even still, she like many women has faced the double bind and understands the difficulty in being able to balance it all. She most directly experienced the double bind in her career at the Burlington city Council and can relate her difficulties in leadership to having to represent more agentic qualities that were not always taken so seriously. In her own identity she does acknowledge that this struggle is much harder for women of color and those who are new to the community of politics. She experienced a lot of resistance within herself to run for political office and was asked both times to run. She acknowledges that she did not know much about the political opportunities for women and realizes how important it is for other women to be able to see other women running for elected office, educating women on how to run, and offering mentorship/network opportunities for women. I found Selene's experience to be representative of what other women in elected office have experienced. I really respected her awareness about her own leadership journey and privilege to represent her community, and values. I was surprised that she was not as aware about whether the challenges she faced as a women in office were directly a result of her gender, but more of her political affiliation. She did a great job of acknowledging her own authority as a resource, but still was not able to see where there may have been resistance to her own leadership journey. I am really grateful to have connected with her as a resource and look forward to working with her on understand the challenges immigrants and undocumented immigrants face in the community. I look forward to learning more about the work she is doing for the undocumented immigrant community and hope to be an asset to her upcoming projects.

Appendix S: CDAE Foundation Community Development Grant Proposal

Introduction and Statement of Need

In Zenica, Bosnia and Herzegovina women are significantly under represented in the labor force. In a city with a staggering unemployment rate of 28.2%, the unemployment rate for women is 17% higher than that of men (Zenica Economic Development Agency, 2012, p. 26).

This is due to a variety of factors such as lack of education, paternalistic societal norms, and post war trauma. The impact of this under representation is less economic stability for the country, an inadequate number women in the work force, and overall loss of human capital. The long-term goal for Women for Zenica is to get more women into the labor force. Our short-term goal is to execute a successful conference to promote the inclusion of women into Zenica's labor force by bringing together a varied cross-section of stakeholders to assess how the community will address the gaps, obstacles and challenges women face in entering and staying in the labor market. In order to execute this conference we will employ the help of Medica Zenica, a non-governmental organization based in Zenica. Medica Zenica has worked with thousands of women over a period of 27 years to provide psycho-social and medical support to the women of Zenica. We hope to engage the community in a larger cultural conversation around women in the workforce in order to begin to solve the challenges they are facing.

Objectives

The goal of our organization, Women for Zenica, is to execute a day and half conference called Zenica's Women in the Workforce Conference in order to promote the inclusion of more women into Zenica's labor force by bringing together various stakeholders in order to assess how the community will begin to address the gaps, obstacles and challenges women face in entering and staying in the labor market.

The main objectives to execute our conference include:

1) **Recruit at least three individuals from Medica Zenica by February 28th 2020** who can help the Women for Zenica team book a venue, organize and set up the conference. The

team will also work to recruit speakers for our conference as well as formulate an agenda and catering menu. We expect the details of the event to be finalized by September 30th 2020. In order to recruit these individuals from the organization Women for Zenica will implement a recruitment plan, conduct interviews and asses job duties and responsibilities.

2) **Implement the communications platform, RegOnline, by May 1st 2020** to assess stakeholder conference satisfaction pre and post event as it relates to conference organization, food, communications, event location, and program structure. RegOnline will additionally be used for conference promotion, registration and client communications. Romana will implement this platform through her partnership with the University of Vermont Event Services Department as the direct administrator of the registration software. She will also train staff on its use.

3) **Invite and secure at least 40 individual stakeholders to join the conversation about Zenica's Women in the Workforce Conference by July 31st 2020.** Individuals will be invited on a case by case basis. The team will ensure that there is a diversity of stakeholders from city leaders to citizens who bring various perspectives on women in the labor market. Women for Zenica will work with Medica Zenica in order to formulate a list of stakeholders and gage their areas of expertise. This initial outreach will also be used to formulate the agenda for the conference.

4) **Obtain the signatures/commitments of at least 5 community stakeholders prior to the start of the conference who will commit to taking active action in engaging 5 women into the labor force by December 30th 2020.** We want this conference to actively challenge and engage stakeholders to create change in their community. During our initial outreach to stakeholders we will campaign to meet our sponsorship goal and engage the community in creating opportunities for five women. We will do this in partnership with Medica Zenica.

Background

Currently the city of Zenica struggles with high unemployment across all sectors. Of the total currently active population only 63 percent of the population is working in the labor market. This leaves a 28.2 percent unemployment rate in the overall population (ZEDA, 2012, p.25). The current economy struggles to support the city and need for jobs overall. The need for employment becomes even more difficult for women.

An analysis conducted by the Zenica Economic Development Agency found that "the difference between the unemployment rates and labor market participation rates between males and females shows that the female's unemployment rate is 17% higher than that of the male's, and the labor market participation rate for males is much higher than that of the females" (ZEDA, 2012, p.26). In order to understand the reasons for this data the community must begin to address the needs of women. During Zenica's Women in the Workforce Conference we hope to engage the community in a larger conversation about why more women are missing from the labor force and how we can get them there. We hope that the conference can engage the community to recognize the layers of obstacles women face entering the labor market. This conversation is needed to empower the community and give women confidence and community support in order to enter the labor market. Women for Zenica hopes to create lasting partnerships that can sustain a dialogue about improving the economy, but also making women a priority in the community.

The Zenica Economic Development Agency reported that unemployed males, between the ages of 18 and 24 make up the largest share (22%) of the total unemployed and that youth make up 42% of the total registered male unemployment. Similarly, with women they found that 19% between the ages of 18-24 and 20% between the ages of 24-30 make up the largest percentage of unemployed females (ZEDA, 2012, p.26). These indicators show that the unemployed of Zenica are very young and much focus needs to be brought to understanding why youth are unemployed in the city more than any other group(s). It is just as important to understand why females of college age are unemployed at such high rates in the community. The organization intends to bring together stakeholders who can speak more on these statistics in order to understand the gaps in employment for women in the community whether they are financial, social or cultural.

Similarly, additional data was found by the agency for males and females who are registered as unemployed. For registered unemployed males, 59% of them are unemployed for more than two years. As for the registered unemployed females, 69% of the total registered unemployed females are unemployed for more than two years. This means that as much as 52% of the registered unemployed females are unemployed for more than four years (Economic ZEDA, 2012, p.27). These gaps are significant and must be addressed. The city must focus

on collaborating on future initiatives for youth and females especially those unemployed over the age of 45. The unemployment rate for females is much larger than males. Similarly the rate of economic activity for females is much lower than that of males. The city must work together with stakeholders in order to assess areas of potential assistance and develop a plan for the women of Zenica.

Nature of the Project - The key project participants and stakeholders for Zenica's Women in the Workforce Conference include:

Project Participants:

- Women in the city of Zenica, ages 18 and older unemployed or employed
- Development team: two individuals from Women for Zenica and three individuals from Medica Zenica
- Direct stakeholders

Direct Stakeholders:

- Women in the city of Zenica, ages 18 and older unemployed or employed
- Citizen groups and communities
- City council and subcommittees
- Mayor
- Municipal departments
- High schools and Universities, e.g. University of Zenica
- Zenica Economic Development Agency (ZEDA)
- Private businesses/ associations and various jobs sector employers

Indirect Stakeholders:

- Family’s of women employed or unemployed
- Religious Institutions
- Municipal institutions/organizations (institutions of culture, primary schools, health etc)
- Specialized educational, research and consultative organizations,
- Local non-governmental and sport organizations and associations
- Men in the city of Zenica, ages 18 and older unemployed or employed
- State government

Stakeholders	*Basic Roles and Responsibilities*
Women in Zenica	5 women will be selected in the community to participate in the conference and be a part of the workshops. Two women will be asked to speak on their experiences in the community.
Development Team	Both the Bosnian and American Teams are tasked to coordinate all the components of the conference from: the venue, catering, guest invitations, agenda, promotion, and surveys.
Citizen Groups and Communities	Will participated in the conference and workshops as well as bring insight to neighborhood employment challenges.
City Council and Subcommittees	Will participated in the conference and workshops to speak on their constituents and the challenges they have seen their neighborhoods face or are currently facing in the city.
Mayor	Will participate in the conference and workshops as well as specify action the city will take moving forward for women in the workforce.
Municipal Departments	Will participate in the conference and workshops to give insight on city departmental challenges in the labor market they have seen and speak to those issues.
School and Universities	Will participate in the conference and workshops to bring awareness to the community about how education and employment correlate or do not in the city. They will also bring insight to a student's perspective. 2 students will speak on their experiences.
Economic Development Agency	Will participate in the conference and workshops and will present the community with the most recent employment data and statistics in the community.
Private Businesses/Associations	Will participate in the conference and workshops as well as discuss their challenges in the community/economy and what they can do or have done to support more women in the labor market.
Indirect Stakeholders	These individuals/organizations will not be invited to the conference.

In order to achieve our objectives we will work closely with three individuals from Medica Zenica to organize and execute the conference. It will be the primary responsibility for Women for Zenica to recruit three individuals from Medica Zenica. We will achieve this objective by directly speaking with staff and connecting with their Director Sbiha Husic who is also a close family friend and long standing community member. Women for Zenica will work with Medica Zenica to divide work and allow the organization to work directly in recruiting 40 stakeholders in person and establish the venue details as they pertain to our budget because they will physically be present during those planning stages. We will directly work with the organization to plan the agenda as we learn who will be attending the event. We will also directly delegate the recruitment of vendors for the conference to Medica Zenica as they are aware which organizations are most beneficial as resources to women in the community. The Women for Zenica team will be directly responsible for the implementation and training of RegOnline which will be used through the University of Vermont UES department as the primary software for venue promotion, organization, communication with participants, and evaluation. The platform will also be used to send out surveys to participants pre-post event. Lastly, both organizations will work together to obtain the sponsorships of five women by five community stakeholders into the workforce. We hope to achieve this activity by providing participants a strong interest in the issue and great experience in this community collaboration by bringing visibility to the stakeholders who are willing to take active action in helping the community.

Timeline of Activities - See timeline of activities on page 7.

Evaluation-

The most important proposed indicators for the monitoring and evaluation of Zenica's

Women in the Workforce Conference include:

- Number of individuals recruited from Medica Zenica.
- Overall satisfaction percentages from pre and post survey data.
- Number of conference attendees.

- Number of stakeholders sponsoring women.
- Number of women sponsored by stakeholders.

Zenica's Women in the Workforce Conference Activity Timeline **Months (January 2020 - December 2020)**

Activity /Task	1	2	3	4	5	6	7	8	9	10	11	12
Conduct outreach to partnering organization/ recruit	X	X										
Begin conference planning process			X									
Promote Conference to stakeholders				X	X	X	X	X	X			
Book venue, food, layout				X	X	X	X	X				
Book 6-10 Vendors				X	X	X	X	X				
Discuss plan with UVM UES to use software for project				X	X							
Create a workplan for Regonline				X	X							
Set up Regonline and train team					X	X	X					
Create pre-post event surveys					X	X	X					
create, asses and vote on finalize stakeholders list			X	X	X							
Secure speakers from stakeholders list					X	X	X					
Create invitations with conference goal listed/finalize conference materials			X	X	X	X						
Meet and speak with leaders/stakeholders on goal to employ 30 women			X	X	X	X	X	X	X			
Execute Conference Oct 10-11										X		
Create document to Finalize 5 commitment signatures					X							
Create an agenda with Medica Zenica				X	X	X						
Phase one evaluation									X			
Phase two evaluation										X		
Review evaluation results for lessons learned											X	
Share evaluation results with the grant sponsor											X	X

Impacts

The goal of the conference is to establish a dialogue of support and understanding in which the community can identify areas of need as well as areas of collaboration to address the high levels of unemployment women face in the community. By bringing community stakeholders together we can raise awareness about the challenges women face in the community and begin to implement policies and support services for women that can lead to long-term policy implementation within the city. This conference is essential in seeing women as an asset to the community outside their role as caretakers, mothers, and wives. We hope that the community can support women in overcoming their own barriers, but also in giving women opportunities to support the city during this tough economic period. By inviting a larger conversation on the issues women are facing we are allowing city stakeholders the opportunity to be accountable in promoting active change within the community. We hope to inspire a larger cultural shift needed to bring about change in Zenica.

Budget – See full budget on page 9.

Budget Justification

10% Indirect costs - These will cover overhead fees for processing the grant and project.
Venue rental and tech - This rental fee will cover rental of a 60 person conference room and tech. The room will be rented: day 1 (9am-5 pm) day 2 (9am-2pm).

Catering - Food will be provided for the event by Hotel Zenica. For day 1 we will provide breakfast, lunch and dinner. For day two we will provide only breakfast and lunch.

Supplies and materials - These will include office supplies, conference materials such as agendas, nametags, folders and pens. Invitation cards/letters will be mailed to stakeholders.
Printing and copying - This will be needed to print agendas, conference materials, nametags.
Travel meals - Travel meals are covered for 2 people at $60 a day under UVM policy.

Housing accommodations - Housing accommodations will be provided by Romana Kurevija at her home in Zenica. $200 is allocated for a hotel for 1 individual for three nights if needed.

Airfare - Researched tickets prices for visiting Bosnia in the fall range from $700-800 U.S. dollars. Staff will stay three nights (4 days). Conference will be hosted Oct 10-11, 2020.

Marketing and advertising - This will include signage for the event.

Guest speaker gifts- 5 guest speakers who will also be city stakeholders who will be invited to speak on an area of expertise will be provided with a small thank you gift for volunteering their expertise.

Transportation - The U.S. team will be picked up by family members at the airport in Sarajevo. While housed in Zenica the team members can walk to all facilities and have a small amount of money allocated for bus fare if needed.

Guest Fee -The guest fee allows up to 10 individuals to join from the invited stakeholder's list of organizations. Individuals will have to cover the costs of their meals.

Budget for Zenica's Women in the Workforce Conference		
Revenue	**$**	
Grant	5,000	
Guest Fee (up to 10 ppl at $30 each)	300	
Total	**$5,300**	
Total Revenue	**$5,300**	
Expenses	**$**	
10% Indirect Cost	500	
Venue space rental and tech	400	
Catering		
Breakfast (40 ppl X $6 each X 2 days)	240	
Lunch (40 ppl X $10 each X 1 day)	400	
Dinner (40 ppl X $14 each X 1 day)	560	
Guest Fee (up to 10 ppl at $30 each)	300	
Supplies and materials	390	
Printing and copying	80	
Travel meals (2 people X 4 days X $60 per day)	480	
Housing accomodations for hotel if needed	200	
Airfare (2 people X $800)	1,600	
Marketing and advertising	50	
Gifts for 5 guest speakers	50	
Daily transportation need (taxi, tips, bus)	50	
Subtotal	**$5,300**	
Total Expenses	**$5,300**	
Expenses over Revenue	**$0**	

References

City of Zenica. (2018). *Business Friendly Municipality: Zenica*. [PDF File]. Bosnia and Herzegovina: BFC Network. Retrieved from http://bfc-see.org/Files/00446/BIH-Zenica-WEB.pdf.

Zenica Economic Development Agency. (2012). *THE MUNICIPALITY OF ZENICA LOCAL ECONOMIC DEVELOPMENT STRATEGY 2012 – 2022*. [PDF File]. Bosnia and Herzegovina: ZEDA. Retrieved from http://www.zenica.ba/investors-corner/strategic-documents/.

Appendix T: Bosnian ITC Action Plan

UPOZNAVANJE SA KREDITOM

Akcioni Plan

Savjetnik : Joel Jarvis **Phone: (802) 861-7343** **Email:** jjarvis@getahome.org

Ime i prezime:____Datum:_____________ _________________

POSTATI ODOBREN SA CHAMPLAIN HOUSING TRUST

Da li je nekom drugom u vasem domacinstvu potrebno da popuni ***Ready Set Rent***? ☐ Yes ☐ No

Da li vi ili drugi clanovi domacinstva trebate ispuniti ***Tenant Skills i/ili dobiti potpisnika ?*** ☐ Yes ☐ No

Ako trebate uzeti Tenant Skills, nazovite CVOEO da registrujete : 802-660-3455 x 205

Jesu li na vasoj prijavi navedeni svi odrasli koji ce zivjeti sa vama? ☐ Yes ☐ No

Da li se vas prihod promjenio od kako ste se prijavili?_______________________________ ☐ Yes ☐ No

Jeste li se preselili otkad ste se prijavili u prijavi? ☐ Yes ☐ No

Nova Adresa: ____

Da li biste radije primili pismo na email? ____________________________________ ☐ Yes ☐ No

Nakon zavrsetka predstavljanja kredita trebali biste zasznati od tima za prijavu u roku od dvije sedmice da li ste odobreni za iznajmljivanje . Ako ne cujete od njih nazovite direktno : 861-7377 in Burlington or 527-2361 in St Albans.

TRAZENJE STANA SA CHAMPLAIN HOUSING TRUST

Da li neko u domacinstvu trenutno ima odjeljak sa bonovima I vaucer ? ☐ Yes ☐ No

Bruto mjesecni prihod domacinstva: (ukupni prihod prije oporezivanja I odbitaka) ______________________

Izvori:

Max *dozvoljena stanarina* + Komunalije: (Ne vise od 50% bruto prihoda za stanarinu + komunalije)

Champlain Housing Trust ima tri vrste stanova.

- ***Market rate:*** Ovi stanovi nemaju ogranicenje prihoda. Oni nisu subvencionirani. Placate puni iznos stanarine svaki mjesec.

- ***Tax credit:*** Ovi stanovi imaju ogranicenje prihoda. Placate manje nego sto biste platili za isti stan od privatnog iznajmljivaca.Placate istu stanarinu svaki mjesec iako se vase primanje promjeni.

- ***Project-based:*** Ovi stanovi imaju ogranicenje prihoda.. Oni takode imaju odjeljak I voucer u prilogu.Vi cete biti dodani na listu cekanja i kontaktirani kada vase ime dode na vrh liste cekanja.

  Svakog mjeseca placate 30% od svoga prihoda za stanarinu. Ako vas prihod poraste iznos koji placate za stanarinu raste. Ako se vas prihod smanji iznos koji placate za stanarinu se smanji za svaki mjesec za koji se prihod smanjio.

TROSKOVI KUCANSTVA:KAKO SE UKLAPA KREDIT?

Trebat ce vam jedna mjesecna stanarina kao sigurnosni deposit kad se uselite.

- ***Trenutna usteda:*** ________________________
- COTS: 864-7402 or hrc@cotsonline.org
- CVOEO: 863-6248 ext 4 or 527-7392
- Joseph’s House: 951-4290

Mozete se obratiti za pomoc ovim programima. Nema garancije koju ce moci pruziti.

	Sad	**Poslje useljenja**
Stanarina/Kirija		
Grijanje		
Struja / Svijetlo		
Transportacija		
Ostalo		
TOTAL		

Da li ste zainteresovani za gradnju kredita?

____

Da li imate primanje da podrzava uzimanje kredita ?

____

Kada zelite podnjeti zahtjev za kredit (sad, 6mjeseci, 2 godine, itd.)? ______________________________

SLJEDECI KORACI

Koraci akcije:

CHT Savjetnik sljedeci koraci:

Ucesnik potpis:____Datum: ________________________

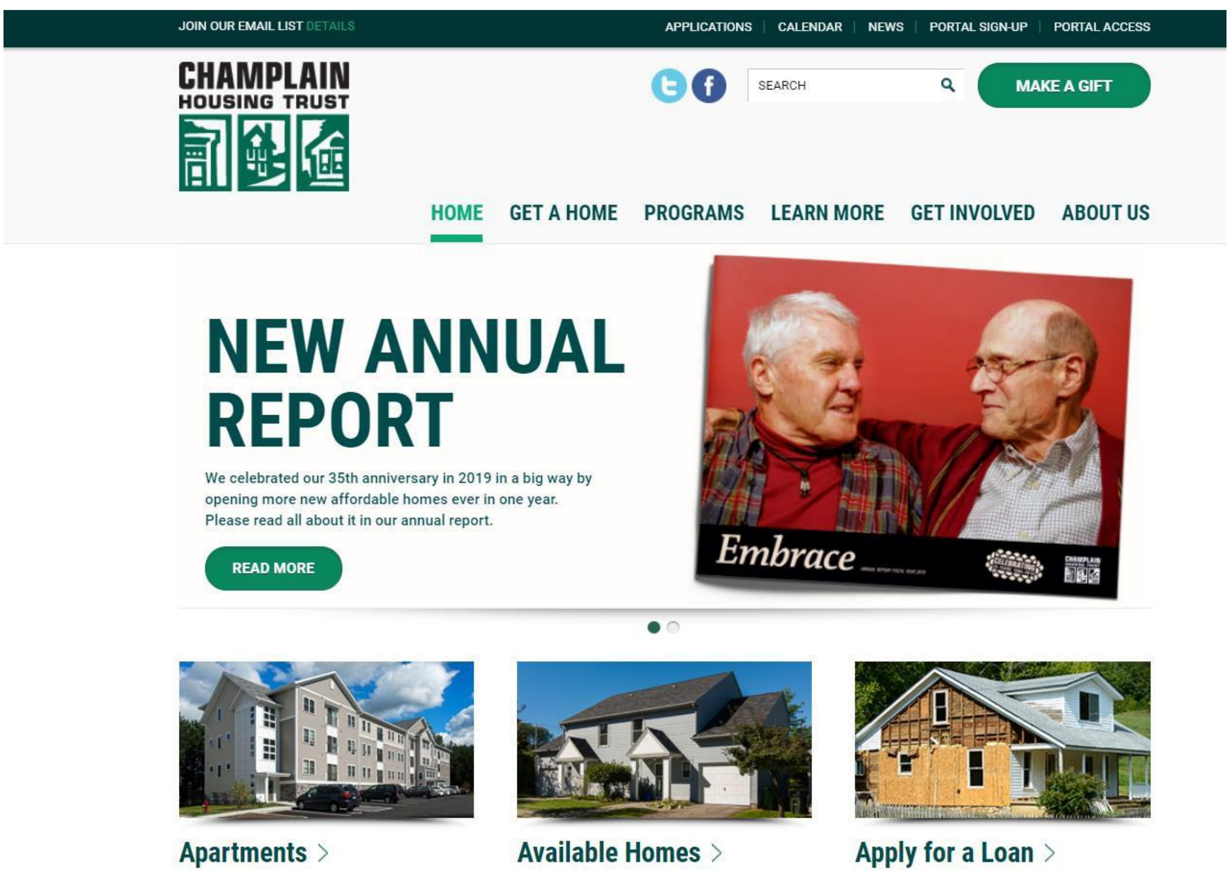
C:\Users\educationamc\Desktop\Romana\ITC Action Plan Bosnian Translation 2.

Appendix U: Ehome America Guide

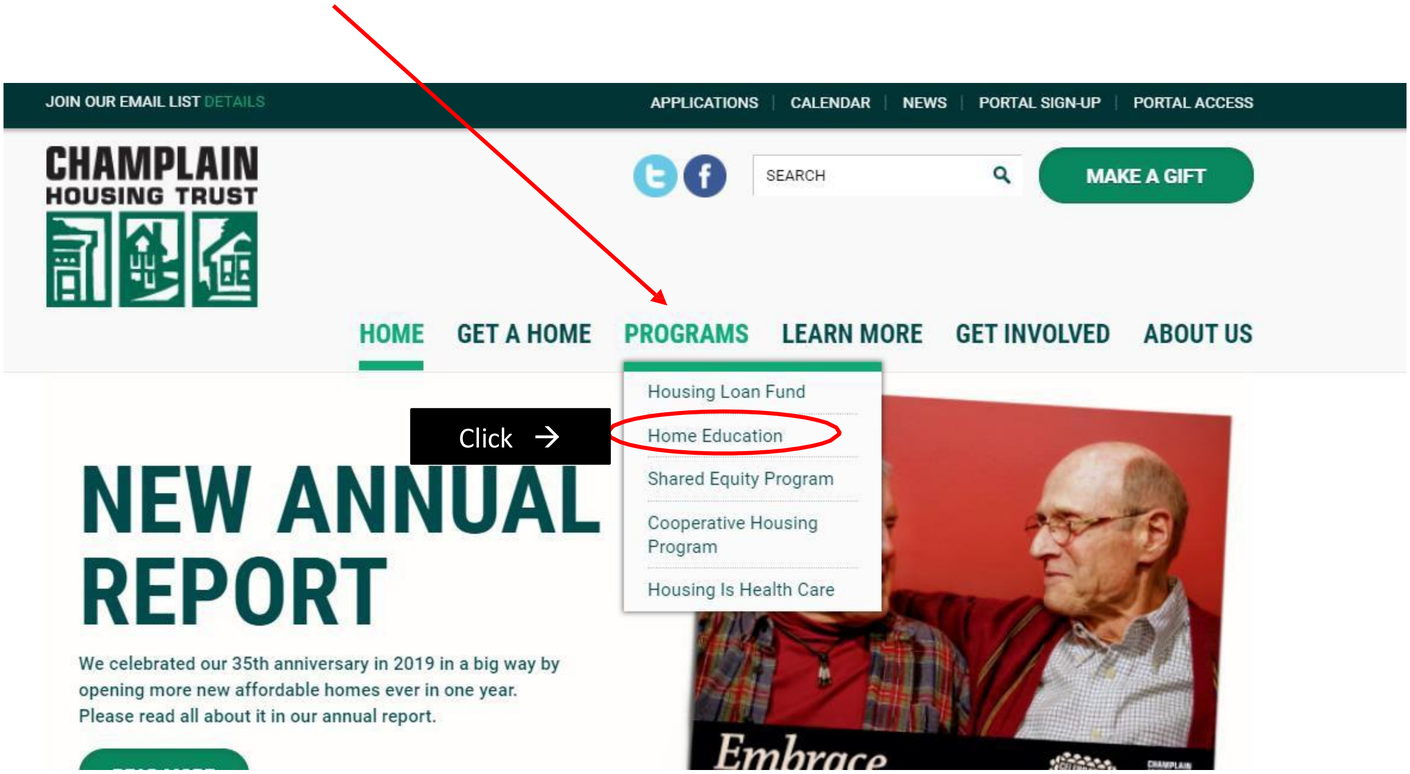
How to Sign Up for Our Online Homebuyer Education Class

1) Go to our website **getahome.org**

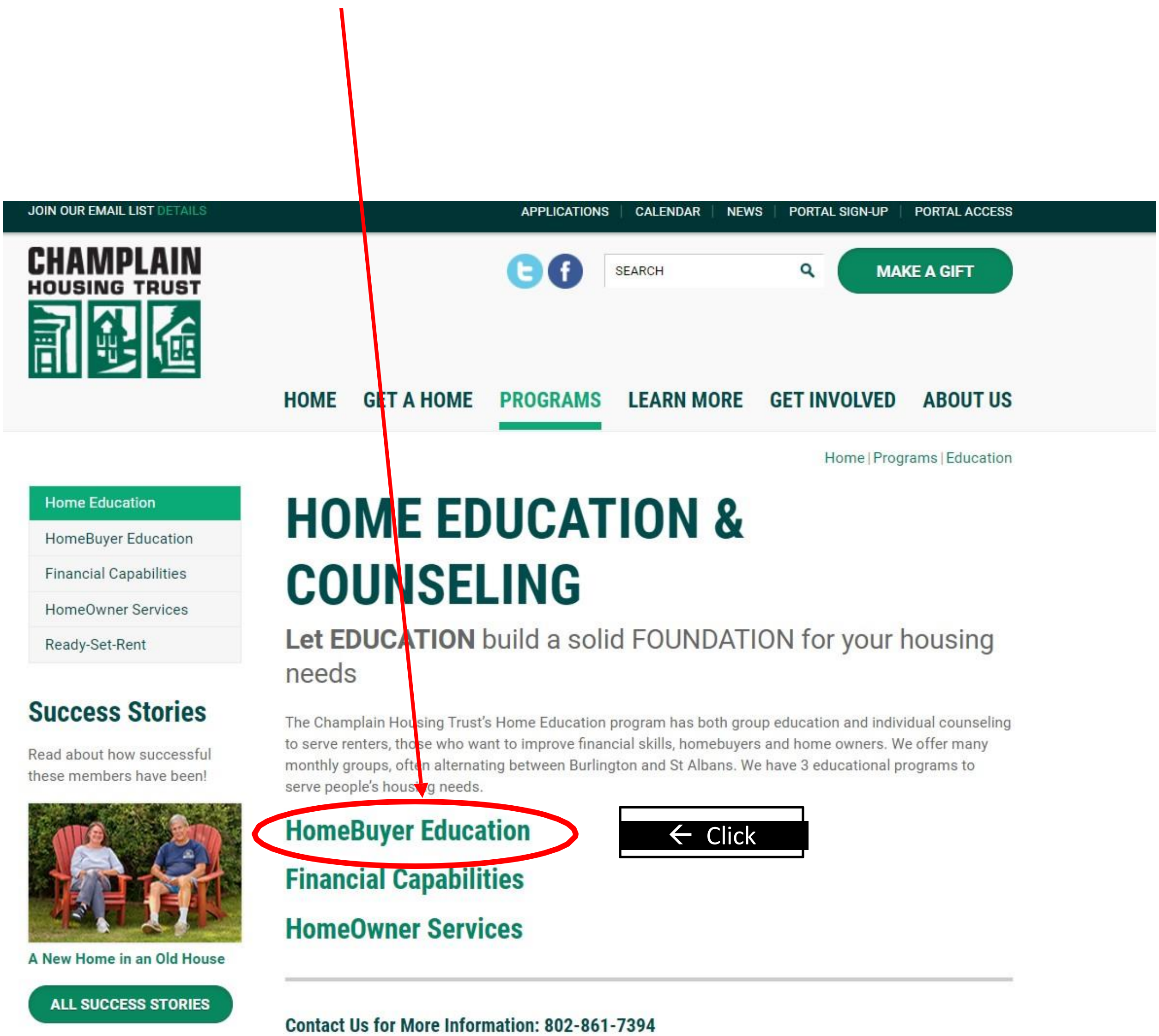
Our Website:



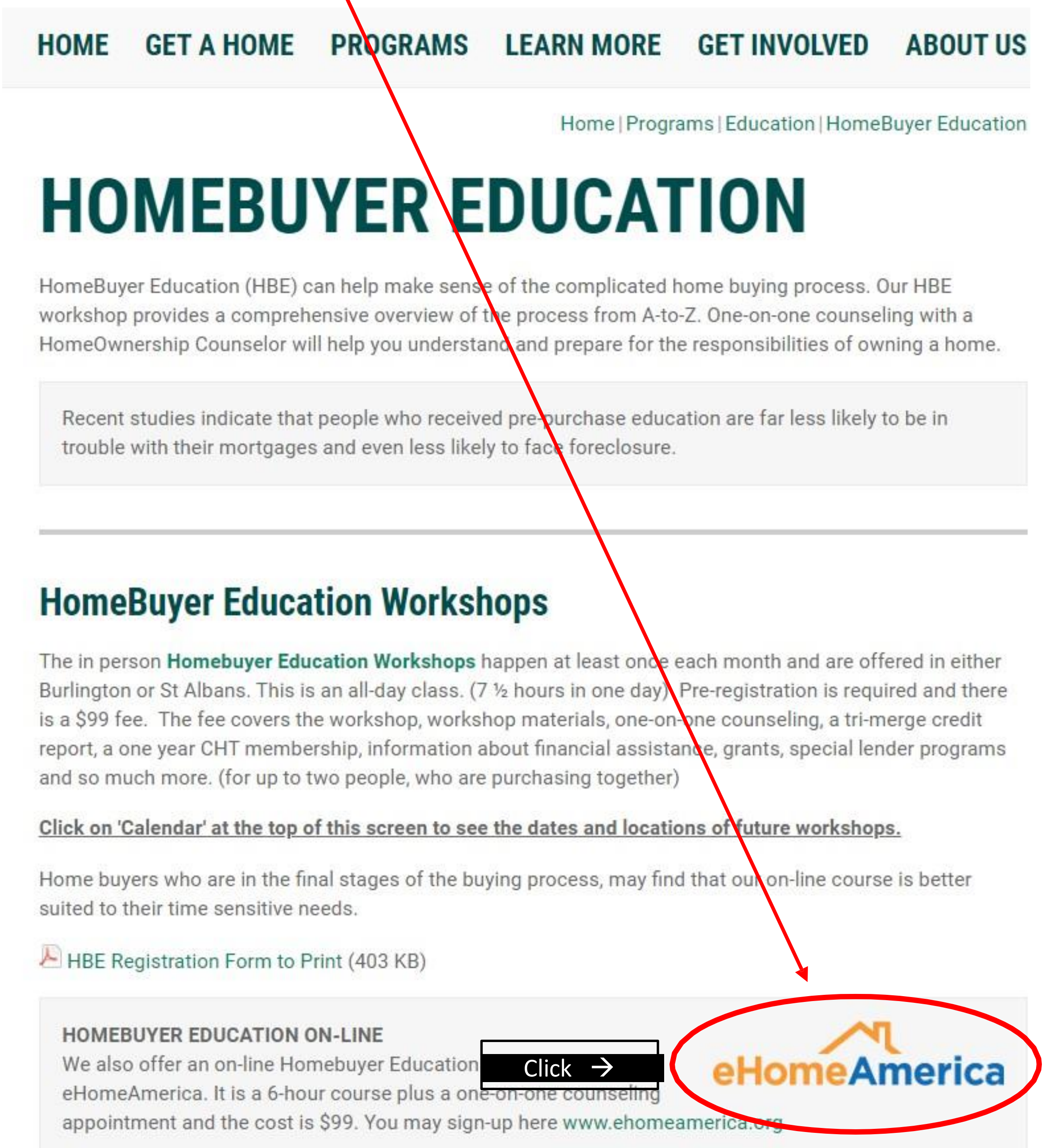
2) Go to **PROGRAMS** and click on **Home Education**



3) Click on **HomeBuyer Education**



4) Click on the **eHome America** icon



HOME GET A HOME PROGRAMS LEARN MORE GET INVOLVED ABOUT US

Home | Programs | Education | HomeBuyer Education

HOMEBUYER EDUCATION

HomeBuyer Education (HBE) can help make sense of the complicated home buying process. Our HBE workshop provides a comprehensive overview of the process from A-to-Z. One-on-one counseling with a HomeOwnership Counselor will help you understand and prepare for the responsibilities of owning a home.

Recent studies indicate that people who received pre-purchase education are far less likely to be in trouble with their mortgages and even less likely to face foreclosure.

HomeBuyer Education Workshops

The in person **Homebuyer Education Workshops** happen at least once each month and are offered in either Burlington or St Albans. This is an all-day class. (7 ½ hours in one day) Pre-registration is required and there is a $99 fee. The fee covers the workshop, workshop materials, one-on-one counseling, a tri-merge credit report, a one year CHT membership, information about financial assistance, grants, special lender programs and so much more. (for up to two people, who are purchasing together)

Click on 'Calendar' at the top of this screen to see the dates and locations of future workshops.

Home buyers who are in the final stages of the buying process, may find that our on-line course is better suited to their time sensitive needs.

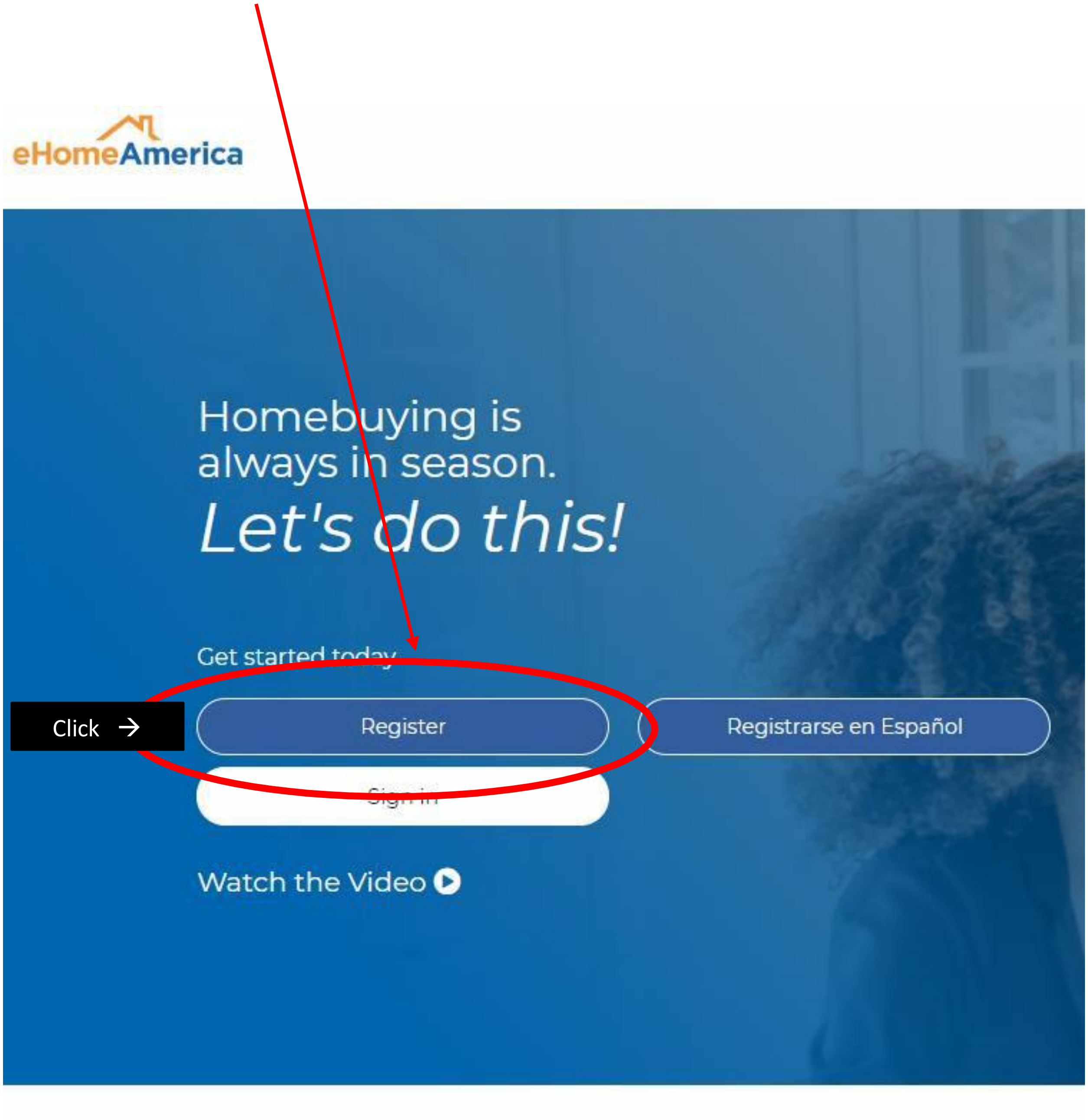
HBE Registration Form to Print (403 KB)

HOMEBUYER EDUCATION ON-LINE
We also offer an on-line Homebuyer Education [...] eHomeAmerica. It is a 6-hour course plus a one-on-one counseling appointment and the cost is $99. You may sign-up here www.ehomeamerica.org

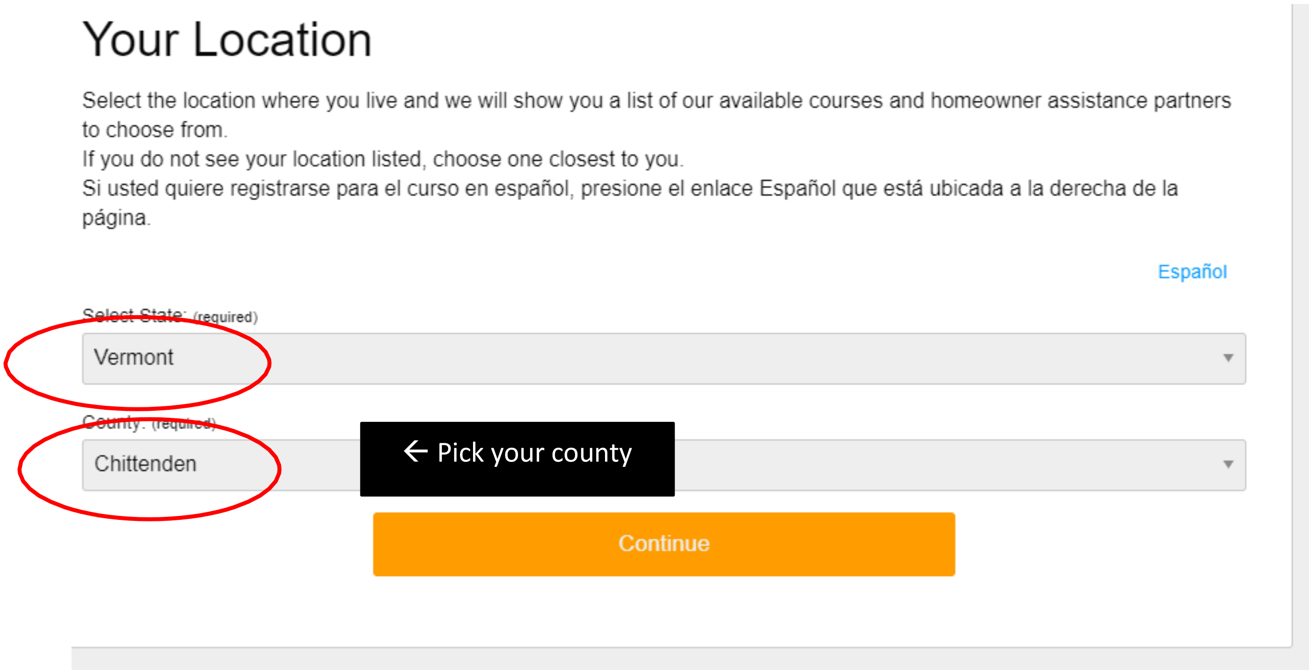
Click →

eHomeAmerica

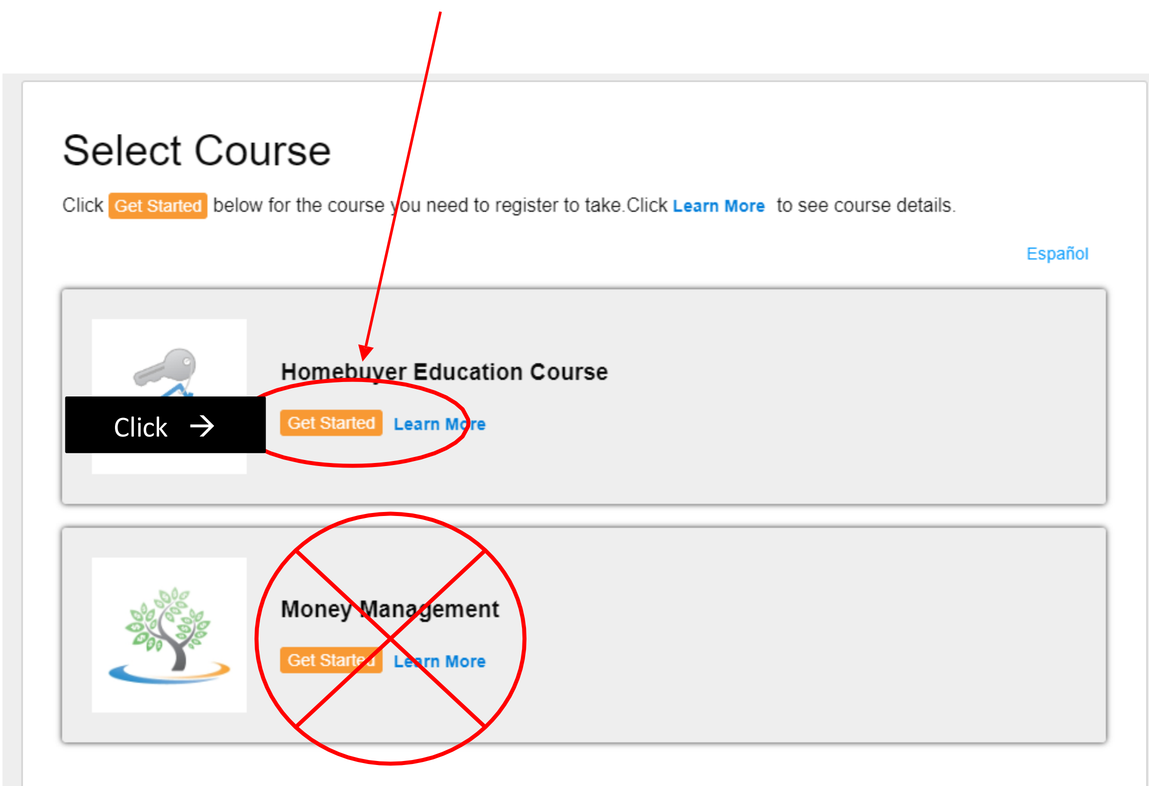
5) Please **register** for the class



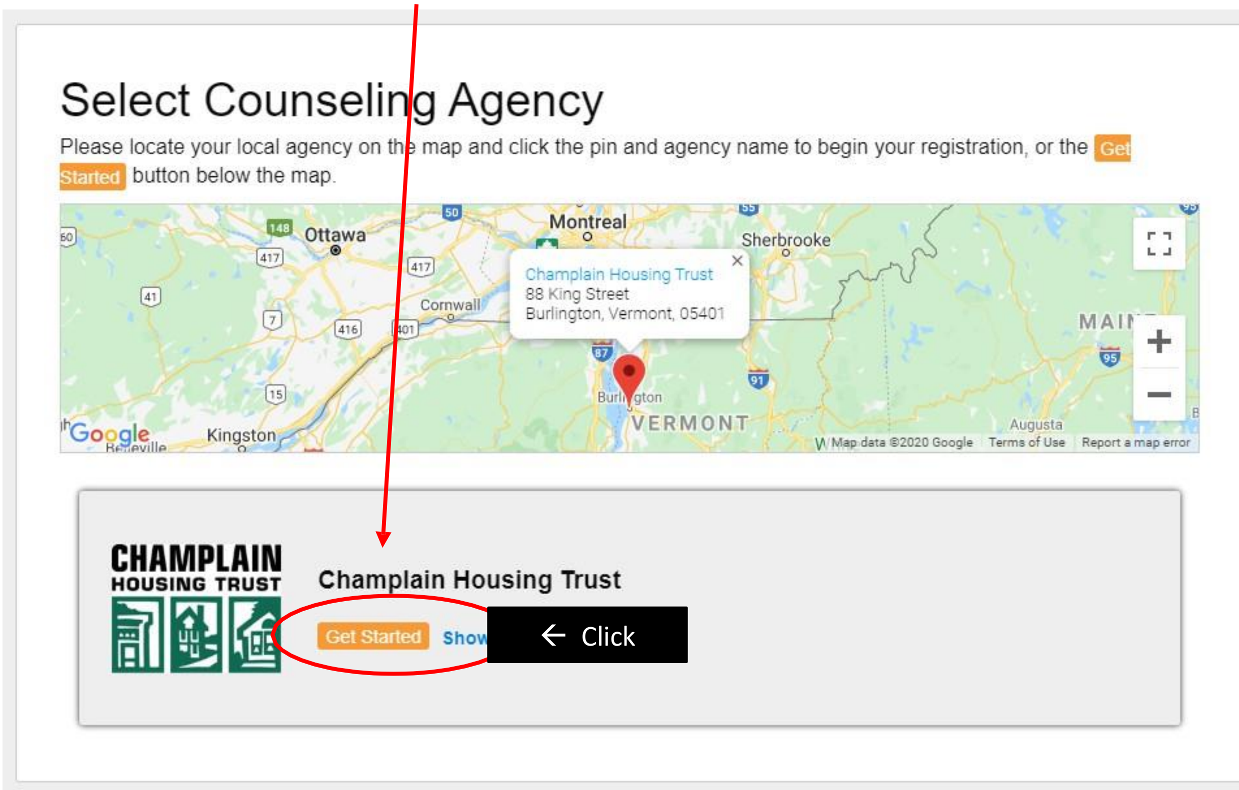
6) Select your state **(VERMONT)** and **county**.



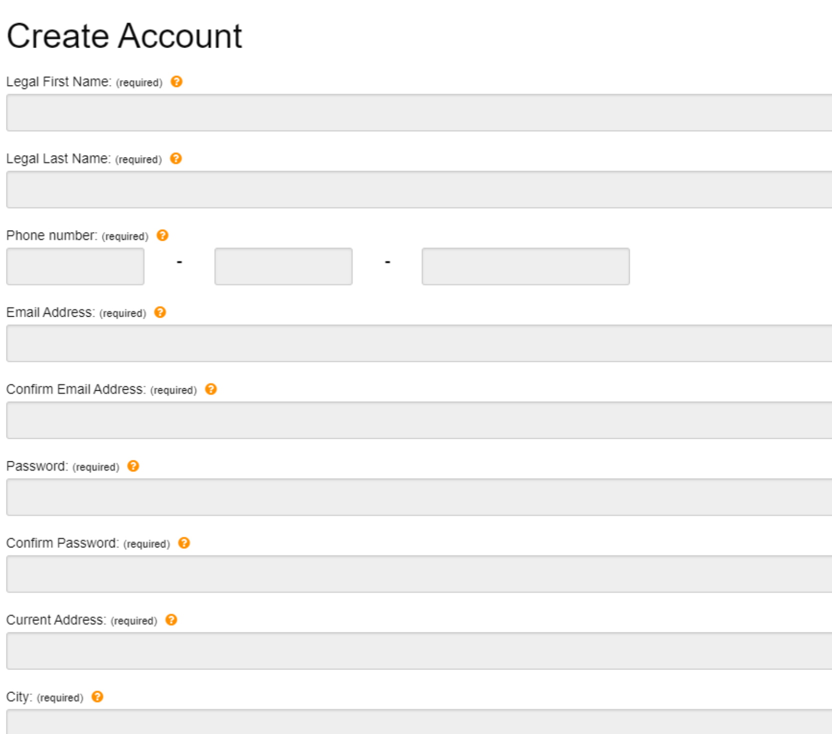
7) Select **Homebuyer Education Course**



8) Select the **Champlain Housing Trust** as your agency.



9) **Create** your account and begin your class



Appendix V: AmeriCorps COVID 19 Reflection

Public Service Experience as a VHCB AmeriCorps member

AmeriCorps COVID19 Reflection

While the journey to decide to join the AmeriCorps was easy. The service experience has not always been a straight path of successes and wins. As I began the journey I knew I wanted to help others and that public service would require me to go outside my comfort zone and put myself on the frontlines of the public's needs, issues and the most vulnerable moments of their lives. What I did not expect was that my service experience would mimic in many ways my client's experiences as I lived and understood the struggles they were facing. This became a powerful tool in understanding myself as a person, but also in zoning in on the needs of the community I was serving.

Public service is very different from a standard office job. It requires that you "serve the public" meaning that you understand the level of accountability you have to those individuals you are working with on a daily basis. The impact that you have in many ways can be small at times, but the commitment to help or make a difference never changes.
While serving at the Champlain Housing Trust this has meant meeting people at where they are at, good or bad. Knowing that individuals show up to receive services with their own struggles, history, and needs.

At the first news of the COVID 19 outbreak my team and I at the CHT HomeOwnership Center, Home Education Department, knew we would need to begin to implement measures that would reduce contact with the number of individuals we serve on a one on one basis. Not being able to provide one on one counseling services or classes was a difficult blow to our team as this is what we primarily do. Within a week our office was closed to the public and we began brainstorming getting our classes online. One area we focused on were our credit classes in our program called Ready Set Rent. Ready Set Rent consists of two subprograms called Intro to Credit and Credit Management Skills. If you are someone who has no credit history at all you will have to complete Intro to Credit which is an individual one on one counseling appointment with a financial coach. If you are someone who has poor credit, then you would need to complete our Credit Management Skills Class.

For our ITC appointments we collaborated with our Property Management Department at CHT to waive the ITC appointments until after the outbreak would be resolved. This was a significant development because property management has always required credit classes to be completed before approving a rental application. We were able to work as a team to make this exception possible by outlining the cases in which we would not be able to provide ITC appointments. While we could provide online ITC counseling to English speakers we could not do this for non-English speakers as it would be difficult to do without a translator present. Furthermore, we realized that without materials to mail out to families in their native language we would struggle even more getting through the ITC materials. To maintain fair housing practices, we decided to waive all ITC requirements for families temporarily and have begun the process of translating all ITC materials in our top three most spoken languages: Napali, Swahili, and Somali.

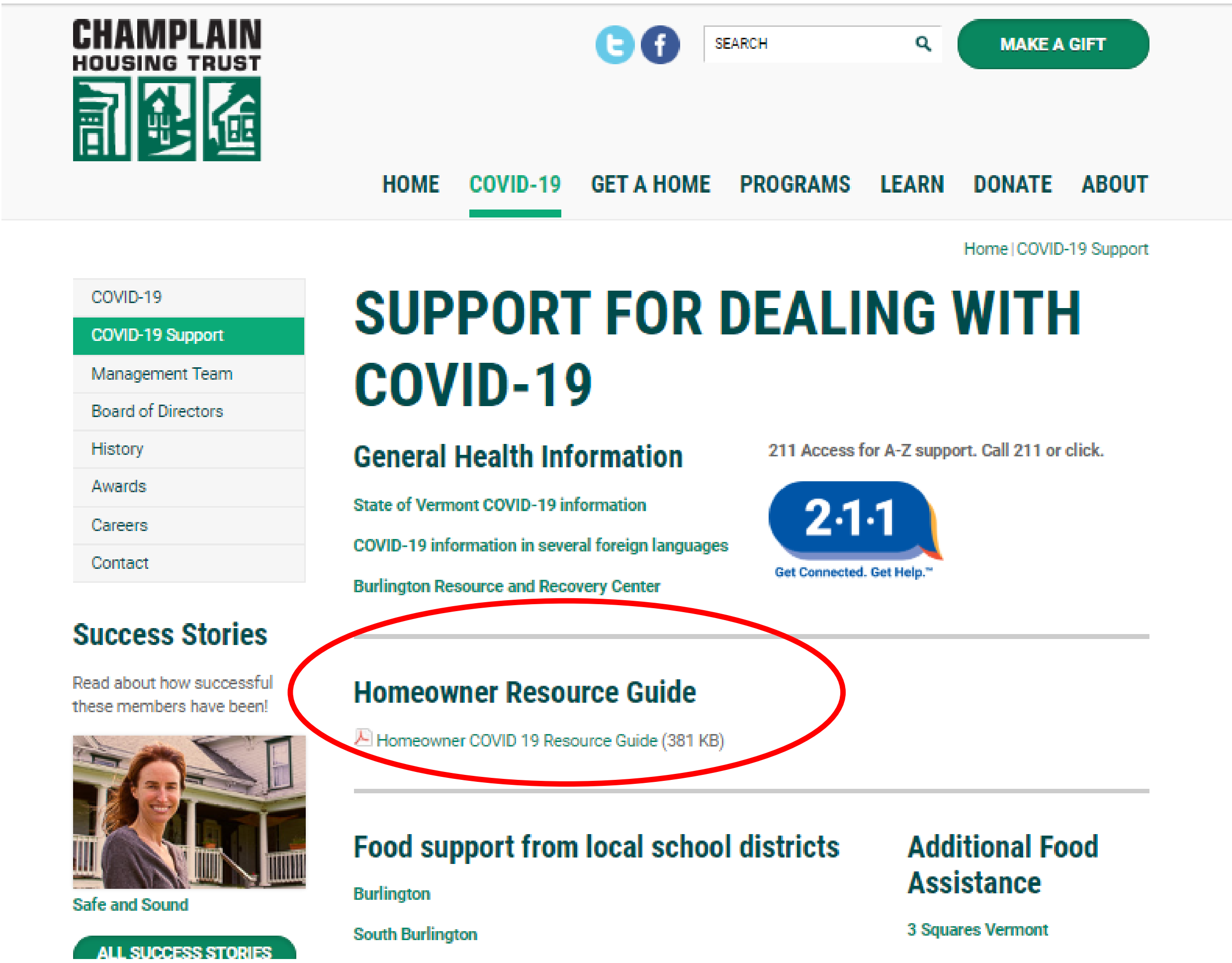
While we are able to temporarily hold the ITC requirements for tenants it's important to recognize that IT cannot solve an organization's needs. Individuals who join our Intro to Credit program already face immense barriers that can prevent them from coming into a one on one counseling appointment such as: homelessness, transportation, childcare, inability to request time off from work, lack of access to a computer, as well as language barriers. These can be difficult to navigate and at CHT we use a technology called Language Line, a paid translation phone service, to help us reach our non-English speakers by directly connecting individuals with a third party translator. These translators will work to instantly translate to the individual any requests or updates you may have. This technology was implemented to let non English speakers know that the ITC requirement had been waived for them and that their application would directly be approved. As a public administrator you need to be able to recognize when there are limits to IT and how you can implement programs and policies for the community that you serve. We found that we could not recreate the in person experience using Zoom because of access issues and the time it would take to relay the information online would be significantly more difficult. Knowing the needs of our community we moved to temporarily suspend the requirement in order to best serve this vulnerable population.

For our Credit Management Classes moving online would be much easier. This would not be a problem as we hosted online webinars before using the Go-To-Meeting software. We were able to purchase a general Zoom account to allow additional users and moved the entire registration process online for our credit classes. This would reduce the number of paper applications that would need to be processed in person. We were able to do this by updating our registration forms and linking them to our online registration software in Salesforce. This allowed applications to be directly filled out by clicking the link and also linked the registrations directly into our software in order to create new service files. This has been extremely efficient for us in processing registrants.

This is an example of one of the areas we have had to reshape as a team. I am really grateful to have been part of such a great experience because it has given me the tools to navigate difficult situations while also still being inclusive and accountable to all individuals. With our ITC program we usually serve some of the most vulnerable individuals. Who either are homeless, immigrants, or face difficult financial circumstances. To be able to continue providing services to these individuals and make the rental process easier during this time is really important and it makes you realize the impact you are making in your service. As we navigate this crisis we will again have to regroup with our colleagues and make changes to our programming as we go. This experience has further cemented my drive for public service and I hope to be able to continue serving vulnerable populations.

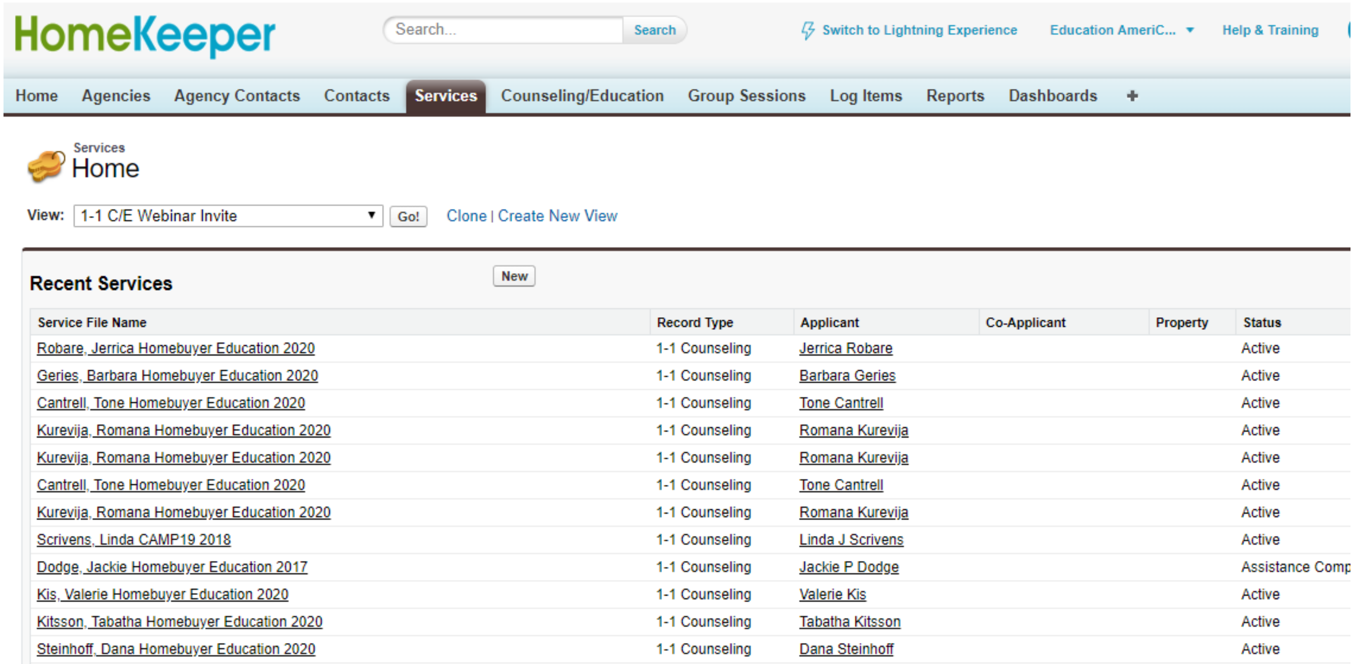
My second experience serving during the COVID 19 crisis was my implementation of our COVID19 Resource Webinar (See Attached Images). This webinar was created in response to the Coronavirus Aid, Relief, and Economic Security (CARES) Act which provided two protections for homeowners with federally backed mortgages. The act provided a foreclosure moratorium and forbearance for those experiencing a financial hardship due to the COVID19 emergency.I was able to work directly with our IT consultant to implement a registration to our website. In addition, I also built out the CFPB (Consumer Financial Protection Bureau) resource to our COVID19 resource page. I also worked with our IT consultant to implement a new way of sending out direct registrations to our current homeowners. We also worked together in SalesForce to build an instant mailing list. Since working with our IT consultant I now create our email lists which allow us through the system to send participants individual emails. I work to set these up in the system so that individuals receive a direct link to our registration page for the webinar. This IT update saved us immense time since we wanted to get the word out to as many people as possible. Sending these direct registration links through SalesForce ensured that everyone was included, even our newest clients. This is something we would have had to update in an email list server manually which would have required several steps before. It was the first project I have had the opportunity to create from scratch from the IT side of the registration process through SalesForce to the education piece of creating a powerpoint and presenting resources to individuals through Zoom. It was a great experience understanding how IT can simplify processes in order to serve the public. It reaffirmed for me the importance of IT in public administration and that it is essential for public administrators to remain up to date in working with new technologies in order to reach various audiences and improve communications and access to resources.

Champlain Housing Website Page I worked to Develop



A home owner resource guide was also developed to be handed out to clients prior and during the webinar.

Internal Mailing List I developed in SalesForce



Service File Name	Record Type	Applicant	Co-Applicant	Property	Status
Robare, Jerrica Homebuyer Education 2020	1-1 Counseling	Jerrica Robare			Active
Geries, Barbara Homebuyer Education 2020	1-1 Counseling	Barbara Geries			Active
Cantrell, Tone Homebuyer Education 2020	1-1 Counseling	Tone Cantrell			Active
Kurevija, Romana Homebuyer Education 2020	1-1 Counseling	Romana Kurevija			Active
Kurevija, Romana Homebuyer Education 2020	1-1 Counseling	Romana Kurevija			Active
Cantrell, Tone Homebuyer Education 2020	1-1 Counseling	Tone Cantrell			Active
Kurevija, Romana Homebuyer Education 2020	1-1 Counseling	Romana Kurevija			Active
Scrivens, Linda CAMP19 2018	1-1 Counseling	Linda J Scrivens			Active
Dodge, Jackie Homebuyer Education 2017	1-1 Counseling	Jackie P Dodge			Assistance Comp
Kis, Valerie Homebuyer Education 2020	1-1 Counseling	Valerie Kis			Active
Kitsson, Tabatha Homebuyer Education 2020	1-1 Counseling	Tabatha Kitsson			Active
Steinhoff, Dana Homebuyer Education 2020	1-1 Counseling	Dana Steinhoff			Active

Resource Guide on the following page!

COVID 19 Homeowner Resource Guide

General COVID 19 Resources: Check out the following resources directly on our website at http://www.getahome.org/covid-19-support

Food
Fuel and Energy Assistance
Financial Support
Free Internet

Additional Resources

Student Loans: From **March 13 through September 30, 2020, the interest rate is set to 0%** and payments are suspended for student loans owned by the federal government. https://www.consumerfinance.gov/about-us/blog/what-you-need-to-know-about-student-loans-and-coronavirus-pandemic/

Credit Cards: Contact your credit card company to see if they can defer your monthly payment. Explore further options at https://www.creditkarma.com/advice/i/coronavirus-credit-card-relief-options/

Consumer Financial Protection Bureau: Review your mortgage relief options at https://www.consumerfinance.gov/about-us/blog/guide-coronavirus-mortgage-relief-options/

Contact Your Local Homeownership Center

Rural Edge - Lyndonville, VT
Website: https://ruraledge.org/
Phone: (888)-698-8466
Champlain Housing Trust - Burlington, VT
Website: http://www.getahome.org/
Phone: (802)-862-6244
Downstreet Housing and Community Development – Barre, VT
Website: https://downstreet.org/
Phone: (802)-476-4493
NeighborWorks of Western Vermont – Rutland, VT
Website: https://www.nwwvt.org/
Phone: (802)-438-2303
Windham and Windsor Housing Trust – Brattleboro, VT
Website: https://www.homemattershere.org/
Phone: (802)-254-4604

211 Access for A-Z support.

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Mortgage Resources and More

HUD Resources

HUD COVID-19 Main Page
https://www.hud.gov/coronavirus

HUD COVID-19 Resources by Program Office Main Page (Includes links to: Community Planning & Development (CDBG), Housing, Environment & Energy, Fair Housing, Public & Indian Housing
https://www.hud.gov/coronavirus/resources_from_program_offices

VA and USDA Resources

VA Circulars Web Page
https://www.benefits.va.gov/HOMELOANS/resources_circulars_valeri.asp

Veterans Administration Housing Main Page
https://www.va.gov/housing-assistance/

USDA Housing Assistance Main Page
https://www.usda.gov/topics/rural/housing-assistance

USDA Stakeholder Announcements
https://www.rd.usda.gov/newsroom/stakeholder-announcements

Fannie Mae and Freddie Mac Resources

Fannie Mae COVID-19 Main Page
https://www.fanniemae.com/portal/covid-19.html

Freddie Mac COVID-19 Main Page
https://sf.freddiemac.com/about/covid-19

Fannie Loan Lookup:
https://www.knowyouroptions.com/loanlookup

Freddie Loan Lookup:
https://ww3.freddiemac.com/loanlookup/

CHAMPLAIN
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Fannie Mae Servicer Script
https://singlefamily.fanniemae.com/media/22636/display

Freddie Mac Servicer Script
http://www.freddiemac.com/about/pdf/covid_19_forbearance_servicer_script.pdf

Fannie Mae Financial Checklist & Contact Log
https://www.knowyouroptions.com/find-resources/information-and-tools/forms

Fannie Mae Mortgage Company Contact Information
https://www.knowyouroptions.com/get-help-overview/helpful-contacts/your-mortgage-company

More Resources

MERS Loan Lookup:
https://www.mers-servicerid.org/sis/index

CFPB COVID-19 Main Web Site
https://www.consumerfinance.gov/coronavirus/

Regulators Joint Statement on Servicer Practices
https://files.consumerfinance.gov/f/documents/cfpb_interagency-statement_mortgage-servicing-rules-covid-19.pdf

CFPB's FAQs Regarding COVID-19 for Mortgage Servicer
https://files.consumerfinance.gov/f/documents/cfpb_mortgage-servicing-rules-covid-19_faqs.pdf

FHFA COVID-19 Main Web Page
https://www.fhfa.gov/Homeownersbuyer/MortgageAssistance/Pages/Coronavirus-Assistance-Information.aspx

CHAMPLAIN
HOUSING TRUST

HomeOwner Resource Webinar:

Exploring Resources During the COVID19 Pandemic

Hosted Romana Kurevija

CHAMPLAIN
HOUSING TRUST

Welcome

HomeOwner Resource Webinar:

Exploring Resources During the COVID19 Pandemic

Agenda

Introductions

Resources

Questions

What Does Home Mean to You?

Let's do a quick poll! Please use Zoom to respond !

Assessing Your Situation

If you **can** pay your mortgage, please pay your mortgage.

Don't call your mortgage servicer if you aren't facing an immediate issue.

If you can't pay your mortgage, or can only pay a portion, contact your mortgage servicer immediately.

What is the Coronavirus Aid, Relief, and Economic Security (CARES) Act?

- Two protections for homeowners with **federally backed** mortgages:
- A foreclosure moratorium
- A right to forbearance for homeowners who are experiencing a financial hardship due to the COVID-19 emergency

If you **don't** have a federally backed mortgage, you still may have relief options through your mortgage servicer or from your state

Foreclosure

Moratoriums suspend or stop foreclosure

Foreclosure is when the lender takes back the property after the homeowner fails to make required payments on a mortgage. Foreclosure processes differ by state.

Mortgage Forbearance

- Forbearance is when your mortgage servicer or lender allows you to pause or reduce your mortgage payments for a limited period of time.
- Forbearance doesn't erase what you owe – you'll have to repay any missed or reduced payments in the future.
- Depending on the kind of loan you have, there may be different forbearance options.

What Options Do You Qualify For ?

First, figure out who services your mortgage. This is who you need to contact.

Second, figure out if your mortgage is **federally backed.**

To be eligible for protections under the CARES Act your mortgage must be federally owned or otherwise backed by one of the federal agencies.

Federally Backed Mortgages

- U.S. Department of Housing and Urban Development (HUD)
- U. S. Department of Agriculture
  - USDA Direct
  - USDA Guaranteed
- Federal Housing Administration (FHA) (Includes reverse mortgages)
- U.S. Department of Veterans Affairs (VA)
- Fannie Mae
- Freddie Mac

- **FHA, VA, USDA, Fannie Mae, Freddie Mac**

Two Relief Options: Federally Backed Mortgages

First, your lender or loan servicer may not foreclose on you for **60 days after March 18, 2020**.

Second, you have a right to request a forbearance for up to **180 days.**

- You also have the right to request **one extension** for another up to **180 days.**
- There will be no additional fees, penalties or additional interest (beyond scheduled amounts) added to your account

Mortgages Backed by Fannie Mae or Freddie Mac

If you are granted forbearance to delay making your monthly payments during this temporary period:

- You won't incur late fees
- You won't have delinquencies reported to credit reporting companies
- Foreclosure and other legal proceedings will be suspended

Non-Federal Backed Mortgages

Contact your loan servicer!

If you have a community land trust or shared equity home. Its likely that you have a loan product through a local lender. Be sure to check in with your lender and homeownership center.

Additional Financial Resources

- **Student Loans:** From **March 13 through September 30, 2020, the interest rate is set to 0%** and payments are suspended for student loans owned by the federal government.

- **Credit Cards:** Contact your credit card company to see if they can defer your monthly payment. Resource Guide:

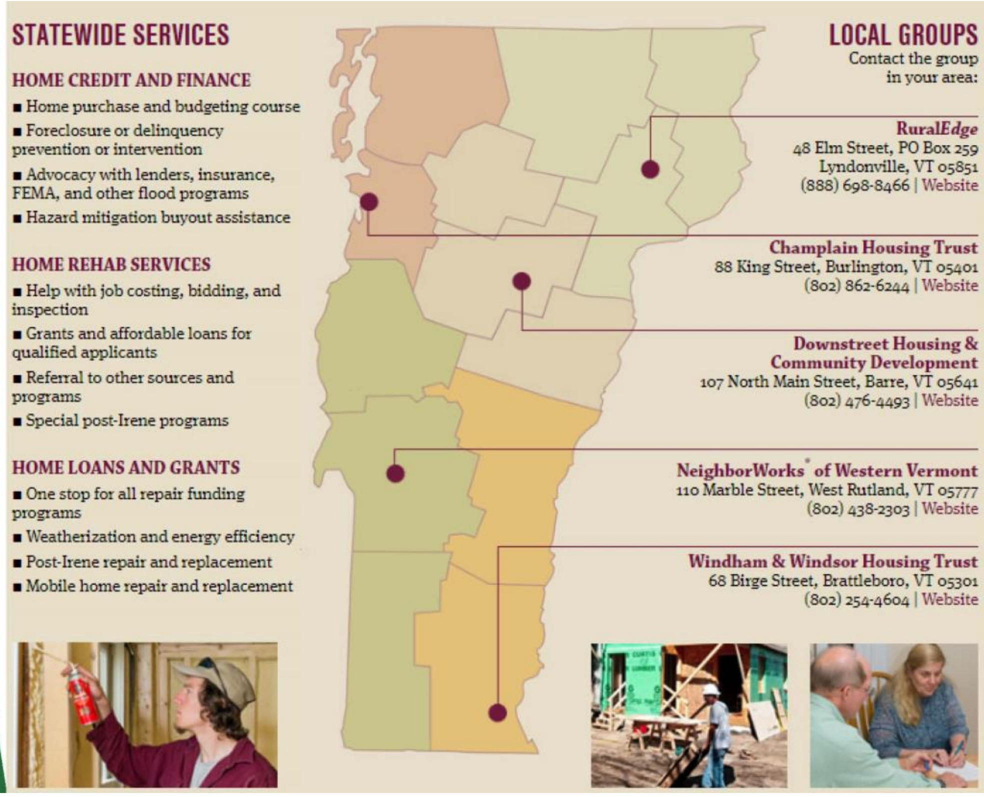
https://www.creditkarma.com/advice/i/coronavirus-credit-card-relief-options/.

Local Vermont Resources

Check out our website getahome.org for more COVID19 Resources:

http://www.getahome.org/covid-19-support

- **Food**
- **Fuel and Energy Assistance**
- **Financial Support**
- **Free Internet**
- **CFPB (Consumer**



STATEWIDE SERVICES

HOME CREDIT AND FINANCE

- Home purchase and budgeting course
- Foreclosure or delinquency prevention or intervention
- Advocacy with lenders, insurance, FEMA, and other flood programs
- Hazard mitigation buyout assistance

HOME REHAB SERVICES

- Help with job costing, bidding, and inspection
- Grants and affordable loans for qualified applicants
- Referral to other sources and programs
- Special post-Irene programs

HOME LOANS AND GRANTS

- One stop for all repair funding programs
- Weatherization and energy efficiency
- Post-Irene repair and replacement
- Mobile home repair and replacement

LOCAL GROUPS

Contact the group in your area:

Rural*Edge*
48 Elm Street, PO Box 259
Lyndonville, VT 05851
(888) 698-8466 | Website

Champlain Housing Trust
88 King Street, Burlington, VT 05401
(802) 862-6244 | Website

Downstreet Housing & Community Development
107 North Main Street, Barre, VT 05641
(802) 476-4493 | Website

NeighborWorks® of Western Vermont
110 Marble Street, West Rutland, VT 05777
(802) 438-2303 | Website

Windham & Windsor Housing Trust
68 Birge Street, Brattleboro, VT 05301
(802) 254-4604 | Website

Contact your local homeownership center!

Answering Your Questions!

Thank you for Joining Us!

If you are unable to make any payment please reach out to your lender!

If you have any questions please reach out to your local Homeownership Center.

For CHT Shared Equity Homeowners please contact Janet directly at jharvey-coutrayer@getahome.org

For all other question contact the Home Education team at education@getahome.com.

Appendix W: Housing Resource Guide

CHAMPLAIN HOUSING TRUST

HOUSING RESOURCES & INFORMATION

Emergency Housing Options and Resources

For **EMERGENCY HOUSING**, please call **211** to be connected with Vermont Economic Services

Call Vermont Economic Services directly at (866)-652-4636

Shelters in Chittenden County

Anew Place (24 Hours)	802-862-9879
COTS Daystation (9am -5pm)	802-863-2224
COTS Family Shelters (24 Hours)	802-864-2651
COTS Waystation (6pm-8am)	802-862-7776
Spectrum Youth and Family Service	802-864-7423
(Youth ages 12-24)	x208, x351
Steps To End Domestic Violence	802-658-1996

Community Resources in Chittenden County

Howard Center	802-488-6000
LUND	802-864-7467
Pathways Vermont	888-492-8218
Safe Harbor	802-864-6309
Turning Point Center	802-861-3150
Association of Africans Living in Vermont	802-985-3106
Vermont Legal Aid	802-863-5620
Pride Center of VT	802-860-7812

Food

COTS Daystation: 95 North Ave.,
Phone: 802-862-5418
Hot meals: 12:30pm every day
Spectrum Youth and Family Services: 177 Pearl Street.,
Phone: 802-864-7423
Meals: Lunch at 12:00pm, Dinner 5:00pm, M-F
Salvation Army: 64 Main St.,
Phone: 802-864-6991
Meals: 5pm-6pm, M-Sat.
Chittenden Emergency Food Self: 228 N. Winooski Avenue
Phone: 802-658-7939
Hot meals: 6:30am-9:30am, M-F
Groceries: 9am-4pm, M-F

Community Resources in Franklin/Grand Isle

(CVOEO)/Community Action	802-827-7392
Voices Against Violence	802-524-6575
Northwestern Counseling Services	802-524-6554

Other Rental Agencies in the Area

Appletree Bay Property Management	802-863-6940
Bissonette Properties	802-864-4449
Coburn & Feeley Property Management	802-864-5200
Keen's Crossing	802-655-1810
Northgate Apartments	802-658-2722
Preston Property Management	802-658-0218
Larkin Realty	802-864-7444
Neville Companies	802-660-3481
Home Share VT	802-863-5625
Jackson Terrace Apartments	802-658-3800

Waitlisted Housing Options

Subsidized and Project Based Units

Qualified applicants may be eligible to only pay 30% of their adjusted gross monthly income towards rent at the following properties. To be added to the waitlist for any of these properties, please contact the appropriate office to request an addendum to fill out and return as soon as possible.
***Please Note* You may only be eligible for certain apartments, depending on your household composition.**

Champlain Housing Trust maintains the waitlist for the following subsidized HUD or RD properties:

Burlington Office (802) 862-6244

Chittenden County:
- *Allen Canal Apartments (0, 1 & 3 bdrms)* West Allen Street, Winooski
- *Point School Apartments (3 bdrm only)* 427 Porters Point Road, Colchester

Grand Isle County:
- *Round Barn (Senior & Disabled Housing – 1 & 2 bdrms)* Faywood Rd, Grand Isle
- *Pine Manor (Senior & Disabled Housing – 1 & 2 bdrms)* Lake St, Alburgh
- *Alburg Family Housing (1, 2, 3, & 4 bdrms)* Carle St, Alburgh

St. Albans Office (802) 527-2361

Franklin County:
- *Swanton School (Senior & Disabled Housing – 1 bdrm only)* Church St, Swanton
- *Rail City (2, 3, & 4bdrms)* Lincoln Ave, St. Albans
- *Pleasant St (1 & 2 bdrms)* Pleasant St, Enosburg

Burlington Housing Authority (802) 864-0538 maintains the waitlist for the Section 8 units at the following properties managed by Champlain Housing Trust:

BUS BARN:	*Bus Barn Allocated (1, 2, & 3 bdrms)* 343 North Winooski Avenue, Burlington
GARDEN:	*Garden Apartments (1, 2, 3, & 4 bdrms)* 310 Market Street, South Burlington
KLINKENSTEIN:	*City Neighborhoods (1, 2, & 3 bdrms)* 52/54 North Champlain Street, Burlington
	ECHO (1, 2, & 3 bdrms) Archibald Street / North Winooski Avenue, Burlington
LIME KILN:	*Lime Kiln Apartments (1 & 2 bdrms)* 378 Lime Kiln Road / 380 Lime Kiln Road, South Burlington
MAPLE TREE PLACE:	*Maple Tree Place (1, 2, & 3 bdrms)* Williston
O'DELL:	*O'Dell Apartments (1, 2, & 3 bdrms)* 345, 347, 349 and 351 Farrell Street, South Burlington
SHELBURNE:	*Shelburne Family Housing (1, 2, & 3 bdrms)* Ockert Lane / 5404 Shelburne Road, Shelburne
WATERFRONT:	*Waterfront Housing (1, 2, & 3 bdrms)* 300 Lake St, Burlington

Vermont State Housing Authority (800) 820-5119 or (802) 828-3295 maintains the waitlist for the Section 8 units at the following properties managed by Champlain Housing Trust:
- *Falls Housing (1 & 2 bdrms)* Main St, Enosburg
- *Grand Isle Housing (1, 2 & 3 bdrms)* Isle Lane, Grand Isle
- *Hidden Pines (1 bdrm)* Highbridge Rd, Fairfax

Vouchers (Section 8)

Contact the following Housing Authorities to get information about applying for Section 8 rental assistance, which could provide you with a transportable voucher. These agencies may also have other low income housing options available, separate from what Champlain Housing Trust offers.

Burlington Housing Authority, 65 Main Street, Burlington – 802-864-0538
Winooski Housing Authority, 83 Barlow Street, Winooski – 802-655-2360
Vermont State Housing Authority, 1 Prospect Street, Montpelier – 800-820-5119 & 802-828-3295

Appendix X: HOU Flyer

LEARN HOW TO MAINTAIN, IMPROVE & PROTECT YOUR HOME!

CHAMPLAIN HOUSING TRUST

HOMEOWNER UNIVERSITY

Join us for Homeowner University and learn how to *love living in your home!*

MAY 2, 2020
8:30 AM - 1:30 PM
88 KING ST. BURLINGTON, VT

You can attend three classes to learn how to maintain, manage and protect your home, invest for the future, plan and pay for improvements.

COST: $25 PER PERSON

TO REGISTER: GO TO WWW.GETAHOME.ORG/HOU

or email education@getahome.org
or call (802) 861-7394

WORKSHOPS & SCHEDULE

SESSION #1 9:00-10:15 AM *You will attend one class per session.*

HOME MAINTENANCE: PLUMBING

This hands on workshop will review a variety of common plumbing problems and solutions. Project planning and preparation as well as tool selection will be discussed.

WILLS AND TRUSTS

Learn why it is so important to have a will and how to set one up. We will also cover how trusts can help ensure that your wishes are honored, saving family or loved ones money, time and paperwork.

OPTIMIZE YOUR CREDIT

The instructor will discuss credit scores, ways to maintain or improve your credit standing and whether it makes sense to take advantage of credit card incentives such as 0% interest,travel points and / or cash back offers.

SESSION #2 10:30-11:45 AM *You will attend one class per session.*

LANDSCAPING AND GARDENING

Learn principles of garden design and ways to create amazing outdoor living spaces. We will also cover the basics of vegetable and flower gardening and offer some money saving strategies as well.

FINANCIAL PLANNING FOR THE FUTURE

Learn how to ensure that you are ready for a job loss, extended disability, or the unexpected loss of a loved one. Using an employer-sponsored plan to build your retirement savings in order to be prepared for your future.

WORKING WITH A CONTRACTOR

Learn how to find quality Contractors, get information about crafting solid contracts, project management as well as general tips and ideas to help you avoid experiencing a Contractor "horror story."

SESSION #3 12:00-1:15 PM *You will attend one class per session.*

ENERGY EFFICIENCY

Learn how to assess your home's energy usage and identify energy wasters. We'll cover simple things you can do yourself as well as more complex projects that require hiring a professional service.

RETIRE WITHOUT A MORTGAGE

Lets discuss strategies and methods to help you map out your finances with the goal of paying off your mortgage quicker.

ARE YOU PROPERLY INSURED

Learn how to insure your family, home and posessions. Discuss different types of coverage and how to choose what is right for you and your family.

TO REGISTER: GO TO WWW.GETAHOME.ORG/HOU

Appendix Y: New Hire Checklist

THE UNIVERSITY OF VERMONT
EVENT SERVICES

NEW HIRE CHECKLIST

We're thrilled to have you join the team! This checklist will help you get connected to the University of Vermont and University Event Services. As you learn your way around, please don't hesitate to ask any additional questions. We're all happy to help!

Updated: January 2019

OUR COMMON GROUND

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential. Our values include:

RESPECT

We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

INTEGRITY

We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

INNOVATION

We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

OPENNESS

We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

JUSTICE

As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

The Mission of University Event Services

To provide exceptional service to our customers, the University community, and guests while consciously promoting an inclusive, educationally purposeful and socially responsible environment.

The Mission of the Davis Center:

The Dudley H. Davis Center is student-focused, complements the University's academic mission, celebrates and supports social justice and is a community centered environmental college union.

THE BASICS:

☐ **GET YOUR UVM CATCARD.** Your CatCard is your UVM ID; your key to getting into the building; and can be used as an on-campus debit card. Your CatCard can also be used to ride the CATMA bus free of charge. To obtain your card, go to the CatCard Office (located in Billings Center, ground floor).

Note: all Event Services staff have 24/7 access to both the Davis Center and the Villa.

*Note: For Villa staff - if you will need access to lock box for keys and parking passes, please speak with **Heather Cochran** to set up a lock box swipe access.*

☐ **SECURE YOUR PARKING PASS.** A parking pass is required to park on campus. You can apply for a parking pass at Transportation & Parking Services (38 Fletcher Place) We suggest you bring your official letter of hire with you as you may not yet be in the system. If have an active UVM Net ID, you can sign up online.

☐ **COMPLETE MANDATORY SEXUAL HARASSMENT TRAINING.** The Professional Development & Training Office conducts in-person training for all new staff and faculty at UVM. All new employees are signed up for this training at their New Employee Orientation.

☐ **COMPLETE UVM REPORTER TRAINING.** Certain employees, known as Campus Security Authorities (CSAs), have a legal obligation to file a report of suspected criminal activity with University Police Services to ensure statistical inclusion of all crimes specified by the Clery. All full-time staff are expected to complete the CSA training. Temporary staff that directly supervise students are also asked to take this training. The course is offered by UVM's Professional Development team and is called "UVM Reporter Training".

☐ **FAMILIARIZE YOURSELF WITH THE UNIVERSITY'S CODE OF CONDUCT**. All University personnel are expected to assume personal responsibility and accountability for understanding and abiding by relevant laws and policies and for adhering to the spirit of the Code of Business Conduct.

☐ **FAMILIARIZE YOURSELF WITH APPLICABLE UNIVERSITY POLICIES**. The following is a list of links to key UVM policies which you should be familiar:

- Facilities and Grounds Use
- Code of Students Rights and Responsibilities
- Alcohol, Cannabis and Other Drug Use - Faculty and Staff
- Discrimination and Harassment
- No-Trespass Notices
- Sexual Harassment & Misconduct
- Travel
- Equal Opportunity/Affirmative Action Policy Statement
- Equal Opportunity in Educational Program and Activities and Non-Harassment

☐ **TAKE A TOUR OF OUR BUILDINGS AND EVENT SPACES**. In order to become familiar with our work spaces you will be given a detailed tour of both the Davis Center and the Villa.

Staff may also be given a detailed tour of our most commonly used spaces and be assisted in meeting key campus partners that our office and your position works with most closely.

- ☐ **REVIEW CONFIDENTIALITY PRACTICES AND PROCEDURES.** The Registration, Coordinators and Housing staff often with client financials and have access to confidential client information. Due to the nature of this work, you may be asked to review and sign a list of expectations around confidentiality.

TECHNOLOGY + COMMUNICATION:

- ☐ **ACTIVATE YOUR UVM NETID**. If you need assistance, check out "All About E-mail at UVM" will provide you with all the details for setting up your e-mail account including activating your NetID. Your supervisor can assist with this process.

- ☐ **SET UP YOUR COMPUTER.** Your computer should be all ready for you to connect to the Internet. Before having access to our shared drive, you must complete all HR paperwork (please see the Business Manager and/or your supervisor for any HR paperwork questions). Once the paperwork is complete, our IT/web administrator will request access. If you are experiencing any issues, please let your supervisor know and we will help connect you to Network Services (6-8888).

  Note: Please set aside time familiarize yourself with the shared drives and their content. You can also store documents on your personal drive. Both drives are backed up nightly and can only be accessed through the UVM secure network.

  Computer login: Username: caes_user, Password: caes_admin

  Share Drive: netID and password, connect with Mary Parent and map share drive if needed.

  CP:

  EMS: netID and password. Access will be granted once training is completed with Heather.

- ☐ **SET UP YOUR EMAIL.** All staff are expected to set up and use the Outlook calendar program and keep calendars up-to-date. If you have a sensitive meeting that needs to remain private, mark it as such but in general it is requested that you will make your calendar open to UVM staff to view. This makes it easy for us to see what each other is up to on any given day/week.

  -You will have access to both your personal email and the summer housing email.

  Summer Housing Email: Username: caesca, Password: SummerHousing2018

  NOTE: UVM will provide you with two email addresses – firstname.lastname@uvm.edu and firstinitial.lastname@uvm.edu. You can use these interchangeably.

NOTE: When you plan any vacation or away time, please use the "Daily Note" feature to alert team members that you will be out of the office and then take the time to block the entire day(s) you will be out so it is clear to others looking that you are not available. Also, please set up an out of office reply email for clients and campus partners.

- ☐ **SET UP YOUR EMAIL SIGNATURE**. All staff are expected to have a professional, cohesive signature in their emails. Please work with the UES Marketing Manager for signature guidelines.

- ☐ **SET UP YOUR PHONE.** This includes your voicemail message and obtaining a long distance calling code. Complete a Telecommunications and Network Services request form for a mailbox. Your supervisor can help you choose the right voicemail box. The Telecom website also includes a "Call Pilot Voicemail Guide" which can assist you in understanding the ins and outs of the system. We will provide you with a 'cheat sheet' of shortcuts for phone use.

  Note: To check your voicemail from an off campus location, call 656-9930 and enter your extension and password.

  Note: When you plan to be away from the office, please record a Vacation message for anyone who may be trying to reach you. Staff should ensure that their voicemail box does not become full with saved messages.

- ☐ **GET TO KNOW THE COPY MACHINE.** Please connect with the Davis Center Office Manager / Business Manager for assistance getting set up with the copy/scan/fax machines. Please limit your usage to business use only. All office computers should be set to default B/W double-sided.

  Note: If you work in the Davis Center, the Davis Center Office Manager will set up a Copy Code for you

- ☐ **GET TO KNOW MAIL SERVICES.** You will be assigned a mailbox in the Davis Center office or provided a mail bin for your door/desk at the Villa. There is an outgoing mail bin in the front office. All off-campus mail requires a stamp (for all personal mail) or PMC card (if business related) to be processed. PMC cards are available from the Office Manager. For inter-office mail, manila inter-office envelopes are located next to the out-going mail bin.

  Note: The UVM Print & Mail Center, located on the bottom floor of the Waterman Building, may render additional services such as notarizing

- ☐ **JOIN HELPFUL LIST SERVS:** There are a number of UVM email groups (called list servs) you can join for relevant updates; a full list is available online. All staff will be added to a UES departmental listserve as well as individual Davis Center and Villa UES lists.

TRAINING:

☐ **COMPLETE DRIVER TRAINING:** Depending on your role, you may need to drive a department-owned vehicle from time to time. In order to do this, you will need to complete UVM driver training certification.

☐ **MAKE A TRAINING PLAN.** There are a number of systems you may need to use in your new role. Please speak with your manage regarding which systems you'll need to use and set up a training plan if needed.

☐	EMS	The virtual event reservation system
☐	Meeting Matrix	Create room diagrams
☐	WhentoWork	Scheduling program which student supervisors use to schedule their student staff.
☐	RegOnline / Aventri	Event registration software (Registration team)
☐	Clockadoo	Time tracking software (Registration and Coordination teams)
☐	Asana	Project management software (Registration team)
☐	University Tickets	Software to create and manage event tickets (Davis Center team)
☐	Sharepoint	Student staff communication portal (Davis Center team)
☐	University Tickets	Ticketing software (Davis Center team)
☐	Crowdfind	Lost and Found System (Davis Center team)
☐	FAMIS	Repairs are submitted to Physical Plant through FAMIS.
☐	Conference Programmer	Summer Housing client management system
☐	ActiveCampaign	Customer relationship management software used to store client information and manage email marketing campaigns (Marketing team)

FINANCIAL:

☐ **GET A PURCARD**. Your supervisor will determine if you are in need of a Purchasing Card (PurCard), UVM's *tax exempt* credit card. If you do need one, you will need to complete an online training.

☐ **Chartstring Training.** At UVM, we refer to budget numbers as a chartstring. Schedule time with the Davis Center Office Manager or the Business Manager in the Villa to discuss chartstrings, how to buy supplies from the bookstore, etc. Your supervisor will discuss specific budget allocations you are responsible for or need to be aware of.

☐ **REVIEW PEOPLESOFT.** Peoplesoft is the system of record for Human Resources and Financial information at the university (ex. **time sheets**, paystubs, etc.). Please schedule time with the Business Manager, to go over basic PeopleSoft

Note: Every staff member keeps an up-to-date attendance record via PeopleSoft HR. This is where you can account for vacation, sick, cultural holiday, and personal time (for non-exempt employees). Your Supervisor and/or the Business Manager can provide further instructions.

Note: If you are a Student Supervisor, you will be required to approve and submit student timesheets every two weeks via PeopleSoft. A reminder will be placed on your Outlook Calendar. Timesheet approval must be completed by 3:00PM, according to the bi-weekly HR schedule which can be found on the HR website. The Office Manager can also assist you with this schedule. At any time you expect to be out of the office and unable to approve hours, you can arrange in advance for one of the other Student Supervisors in your area to take care of your approvals for you.

DEPARTMENT GUIDELINES

- ***Dress code:*** In general, office dress is business casual. Shorts are not permitted except during the summer for staff working in the Villa, Production Crew and Summer Housing. You will be provided with a University Event Services polo and name tag. Nametags are encouraged to be worn all the time, especially when you will be interacting with clients and campus partners. The polo is worn at your discretion and on certain specific occasions (e.g. Commencement).

- ***Phone Use:*** You may give either your direct line or the main office line out to people. Please use your personal cell phone for any long distance/toll calls that are of a personal nature.

- ***Office Supplies*:** Your supervisor will show you where office supplies are kept. Any supply requests for the Davis Center are ordered through the Office Manager. Supplies for Villa staff are ordered through the Business Manager. If you take the last one of anything, please be sure to let the appropriate Office or Business Manager know.

- ***Trash & Recycling:*** Green recycling bins for paper are located all around the office. Primary office trash and recycling receptacles are located in central locations in each office. You are responsible for emptying your trash and recycling into the main office bins.

- ***Kitchen Use:*** The kitchen supplies and refrigerator are available for your use. Please mark your items in the fridge. The fridge is regularly cleaned and any unlabeled items may be discarded. Please wash your own dishes promptly and return and dishware to their proper locations.

- ***Training log:*** We encourage staff development and training. We ask all staff to log their training hours. Your supervisor can show you where the Training Log is saved on the shared drive.

- ***Securing of Office Doors:*** If you are the last person leaving the office at the end of the day please make certain that doors are closed and locked. On weekdays, the Davis Center front office door locks automatically at 5:00pm and unlocks at 8am. For evening or weekend access you will need to use your CatCard. At the Villa, if you are the last person leaving the office at the end of the day make certain that doors and windows are closed &

locked. The front building door locks & unlocks automatically at 8:00am/4:30pm weekdays. For weekend access you will need to use your CatCard.

- ***Travel Authorization:*** If you plan to conduct business travel and you do not have a PurCard, let the Business Manager know the following information: dates of travel location/reason for your trip and estimate of the trip cost. Travel Authorizations must be done if a Cash Advance is needed. This must be done 10 days before travel. If you would like funding (cash or cashier's check) to pay for lodging, meals, etc. during your trip, then the cash advance is a way to go. Please let the Business Manager know the estimates of these expenses (details). This must be done 10 days before travel and funds will be available 5 days before your trip. If you got a cash advance, this report must be filled out within 10 days of your return date. All receipts must be turned in. Please see the Business Manager for details

- ***Guest parking code:*** Davis Center Operations and the Villa each retain a validation code for guest use at the Pay-by-Space station in the Jeffords Parking Lot (or any other lot on campus). The Davis Center Office Manager or the Business Manager at the Villa can provide you with the validation code and instructions on how to use it. Use of this code should be limited to vendors doing business with our office.

- ***A note on Working with Students:*** Whether you directly supervise student staff or not, it is important to understand the role we play as full-time staff in an office for students. The supervisor and work relationships in this kind of relationship are a bit different than what you may have with a full-time peer. Be aware of personal boundaries, what information about yourself you disclose and how you do it. You may likely come across a situation where you are in a position to provide support to a student who is having a hard time with an issue (academics, personal, family, acts of bias, self-harm…). Please know your own limitations on what you can do to assist. Also, be aware that the Dean of Students Office provides access to support through their office and the Think.Care. Act. Program. The University of Vermont's number one priority is to support a healthy and safe community. Occasionally, members of our community find themselves or others in need of additional help and support. If you are concerned about a UVM community member or are concerned about a specific event, you are encouraged to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns via an online form.
-

HELPFUL RESOURCES:

- ***CatAlert Emergency Notification:*** In the interest of campus health and safety and in keeping with federal law, the University of Vermont maintains a robust emergency alerting system called CatAlert to notify the campus community of a significant emergency or an immediate threat to health or safety.

- ***CATMA program:*** CATMA has been working with Burlington businesses for twenty years offering employers a comprehensive employee commute program tailored to the worksite including incentives, programs, worksite events, promos, surveys, information clearing house and more.

- ***EAP:*** In addition to many great benefits, UVM staff have access to a robust Employee Assistance Program that can help you and your family with a host of different types of support. Please take a moment to look at this resource.

- ***Staff Council:*** As a staff member at UVM you have access to a number of resources and information offered by the UVM Staff Council that are good to be familiar with. Please take a moment to look at these resources.

- ***Professional Training & Development***: This office offers a variety of training.

- ***UVM Bookstore:*** The UVM Bookstore has a large inventory of items that may be helpful in your role (note books, pens, etc.) or for personal use (such as birthday cards etc.).

- ***Places to eat on Campus:*** There are several places to grab something to eat on campus. A few of our favorites include
  - Henderson's Coffee (Davis Center)
  - The Marketplace (Davis Center)
  - The Harvest Café (UVM Hospital)

Training

Orientation Check list

Summer Registration Overview- Who are our customers?

UES Website – Familiarize yourself

Review Basics of Summer Registration on RegOnline

Email communications

Master Conference Programmer

Appendix Z: Summer Registration and Events Coordinator Offer Letter

The University of Vermont

Non-exempt Temporary Employee Offer Letter Template

March 5th, 2019

Romana Kurevija
The Villa, 220 Colchester Ave
Burlington, VT, 05405

Dear Cynthia Messier,

The University of Vermont is pleased to offer you the Temporary Summer Registration and Events Coordinator hourly position in the department of University Event Services. You will be reporting to Romana Kurevija, Summer Housing Coordinator and your start date is scheduled for March 18th. Your compensation will be $15 per hour minus applicable taxes and withholdings paid bi-weekly. This position is currently scheduled to work 20 hours per week during the hours approved by your manager. The duration of this position is from March 18th, 2019 through Friday, October 4th, 2019 however, the position will be extended throughout the year pending a performance evaluation and funding. This is a non-exempt position that is eligible for overtime after 40 hours per week in accordance with the Fair Labor Standards Act.

Temporary employees are not eligible for University benefits[1], paid holidays or paid time off[2]. A temporary employee may request and may be granted unpaid time off, but it is not considered leave. If a temporary employee becomes a regular employee, the time worked in the temporary position does not count toward length of service or seniority as a regular employee.

Temporary employees do not have the right to grieve if terminated, nor do they have access to the University grievance system as described in the *Grievance and Mediation Policy for Non-Represented Staff*. The University's *Statement on Equal Opportunity in Employment* applies to all employees, including temporary employees.

Since driving a University vehicle is an essential function of your position, the University must obtain a copy of your current motor vehicle record; the results of which must be satisfactory to the University. Continuation of employment is contingent upon you maintaining a valid motor vehicle license. Additionally, you much obtain permission to drive a UVM vehicle by following the process found at the University Risk Management and Safety Website specific to the Driver Safety Program.

This offer is contingent upon the completion of a successful background check.

Prior to beginning employment, but no later than the first day of work, you must be prepared to complete and submit the following forms: an Employment Eligibility Verification Form (I-9), a Form W-4 and a Form W-4VT. All forms are available online at https://www.uvm.edu/hrs/forms.

I look forward to seeing you on March 18th.

Sincerely,

Romana Kurevija
Summer Housing Coordinator

[1] Employees working an average of 30 hours per week (130 hours per month) over a University measurement period will be offered University Affordable Care Act medical coverage. For more information see the Affordable Care Overview page on the HRS website at https://www.uvm.edu/hrs/affordable-care-act.

[2] Temporary employees may be eligible for paid sick time as described in the Temporary Employee Paid Sick Time Policy.

{V0022738.1}

Thank you!