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**State of Oregon**

**Department of Human Services**

**Vocational Rehabilitation (VR)**

**2015 - 2017 Youth Transition Program**

**Requirements**

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# SECTION 1 – PURPOSE/OVERVIEW

1. The Oregon Department of Human Services (DHS), Vocational Rehabilitation (VR), provides the following Youth Transition Program (YTP) information to those Oregon public school districts and education service districts (Districts) that may want to provide an Informational Response to RFI 3930. The intent is to provide an overview of the current program requirements, so that Interested Respondents can have an understating of YTP
2. The Informational Response to RFI 3930 will provide information for the Youth Transition Program (YTP) to determine the capabilities of Districts to provide YTP services in cooperation with DHS and other governmental entities.

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1. The Districts can use the Youth Transition Program Requirements to create an Informational Response describing their own transition programs for students with disabilities currently provided by school districts and education service districts, in direct correlation to YTP requirements; and to identify functional capabilities of districts, or districts working together.
2. Interested Districts are strongly encouraged to review the basic information about YTP at the University of Oregon website using the following link: <http://www.ytporegon.org/about> . This website provides basic information regarding YTP services provided in cooperation between DHS and University of Oregon.

# Section 2 Background

1. Since 1990, school districts located throughout Oregon, the Department of Education, the University of Oregon, College of Education, and VR have partnered to develop, implement and evaluate Youth Transition Programs. During the present YTP biennial cycle (July 1, 2013 – June 30, 2015), 105 school districts and over 145 high schools are operating local Youth Transition Programs.
2. YTP is recognized as a program of best practices nationally and internationally. YTP services and enhanced transition activities are initiated with youth through high school and for up to one year after exiting the Youth Transition Program. Services and activities are coordinated by a collaborative team comprised of a school transition specialist, a vocational rehabilitation counselor, the youth and their families. Core YTP activities, services and supports presently include: individualized planning with a focus on post school goals and employment; instruction on vocational, and related independent living and social skills; career development activities; exposure and connections to paid employment; Information & Referral to VR and other sources of vocational assistance; and follow-up support for one year after leaving the program.
3. YTP has two distinct but interconnected goals. The first is to improve post school transition outcomes for youth with disabilities by preparing them for employment, post-secondary education or training, and independent living. The second is to increase capacity and foster positive system changes in schools and other agencies for assisting youth with disabilities in moving from school to work.

# Section 3 Definitions

For purposes of YTP Requirements the terms below shall have the following meanings:

1. **Agreement** means an intergovernmental agreement between DHS and any District.
2. **Applicants** meansyouth who have met VR application requirements as set forth in 34 C.F.R. section 361.41 and OAR 582-050-0000, by completing an application for VR services or otherwise requesting services and providing information necessary to initiate an assessment for eligibility and priority for services, and who are available to complete the vocational rehabilitation assessment process. Applicant is described further in Section 4.4 below.
3. **Consortium** means group of more than one District that shall jointly provide YTP services under any Agreement.
4. **Core** **YTP Activities** refers to the central activities, assistance and supports District is to provide as part of its YTP. These are to include:
   1. Identify and refer students to VR; and, as necessary or as requested by VR, assist VR in referring Participants to other employment related sources of assistance.
   2. For each YTP Participant, gather and provide school documentation of disability, and key informant information, and other relevant information that can be found in the Participant’s Summary of Performance and/or IEP to assist VR in determining the Participant’s eligibility for VR services and identifying the Participant’s vocational goals and supports.
   3. Assist Participants in application with VR to acquire transportation in order to keep appointments to assess their eligibility and determine their priority for services. Assist with transportation for students in order to keep appointments to access IPE services.
   4. Coordinate with VR and Participants for additional disability assessment or career exploration activities needed to develop a Participant’s IPE.
   5. Identify transition and career-skill readiness deficits that need to be in Participants’ IPEs.
   6. Coordinate Participant IEP and IPE transition activities and services with VR.
   7. In collaboration with the VR, provide a variety of transition activities and services to Participants, such as: development of work experiences, job shadows, and career exploration activities; and develop paid employment consistent with the vocational goal of the student.
   8. Arrange for the provision of instruction in self-advocacy, which may include peer mentoring.
   9. Advocate for Participants to ensure that they have access to District training opportunities and resources needed to successfully transition from school-to-work or additional education and career training.
   10. Provide referral and access to individualized and group activities beyond the training or resources that are available to the general student body. Examples include job clubs, community-based work experiences, work skill development, job coaching, community mobility training, selection or enrollment in post-secondary training, arranging for long-term employment support, etc.
   11. Provide individualized job development for both work experience and career related employment.
   12. Take lead responsibility in assisting the student to ensure that the activities of the Individualized Plan for Employment are carried out.
   13. Provide Follow-Up Activities for 12 months following Participant’s completion or termination of campus based secondary schooling activities, to ensure access to needed I&R resources required for success in post-secondary training or employment.
   14. Collect and report data to VR and the University of Oregon YTP Technical Assistance Team to document student progress toward completion of activities related to IEPs and Individualized Plans for Employment.
   15. Meet with VRCs as requested by VR to provide updated information on student progress and status of completion of secondary school, employment, or post-secondary education activities.
5. **District** and **School District** means public school districts and ESDs, as defined in ORS 190.
6. **Follow-up Activities** means activities provided to encourage youth to achieve or maintain a positive outcome (e.g., employment, training, or post-secondary education) and may include Information & Referral activities for additional employment related resources.
7. **Free and Appropriate Public Education** or **FAPE** has the meaning set forth in the Code of Federal Regulations, Title 34: Education, Section 300.17.
8. **Individuals with Disabilities Education Improvement Act of 2004** or **IDEA** means the federal law that requires the provision of special education and related services to eligible students with disabilities.
9. **Individualized Education Program** or **IEP** has the meaning set forth in OAR Chapter 581 (Oregon Department of Education), Division 15 (Special Education), as amended.
10. **Individualized Plan for Employment** or **IPE** has the meaning set forth in OAR 582-070-0043, as amended.
11. **Information & Referral** or **I&R** means assistance provided by a

Transition Specialist to youth participating in YTP in order to provide accurate vocational rehabilitation information and guidance by means of appropriate modes of communication, to assist youth in preparing for, securing, retaining, or regaining employment and related opportunities leading to potential competitive employment.

I&R services include: providing information about and facilitating referral to other state, federal, and local vocational and related programs; assisting youth with Work Incentives and Benefits Exploration and Planning. Transition Specialists are responsible for providing I&R services, although I&R activities may be carried out in partnership and with the assistance of VR counselors.

1. **Intergovernmental Agreement** means any Agreement between DHS and any District as allowed under ORS 190, and specific to the YTP program shall include all requirements for YTP services.
2. **IPE Development** means youth activities and services coordinated between the Transition Specialist and V R counselor, designed to identify, implement, and monitor individualized employment-related support. The youth in YTP are not subject to the Order of Selection waitlist. Youth activities and services are intended to lead to competitive employment; or education and training that lead to competitive employment.
3. **Matching Funds** means the matching funds that a District must provide to VR in order to be awarded an Agreement with DHS. A District’s match represents one-third (1/3) of District Agreement’s total budget. Matching funds must be provided from local cash funds. Neither federal funds nor in-kind resources can be used as any portion of a District’s match. For additional information about Matching Funds and an example of how the Matching Funds are calculated, see section 5.5e. below.
4. **Motivational Interviewing** means a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.
5. **OAR** means Oregon Administrative Rules.
6. **ODE** means the Oregon Department of Education, the state agency responsible for overseeing Oregon’s elementary and secondary public schools and education service districts, public preschool programs, the state Schools for the Blind and the Deaf, regional programs for children with disabilities and education programs in Oregon youth corrections facilities.
7. **Order of Selection** or **OOS** has the meaning set forth in CFR 361.36 and OAR 582-100-0040 and is the prioritized wait list process federal law requires VR to institute in the event it does not have sufficient resources to serve all individuals interested in and eligible for VR services.
8. **Participant** means a student participating in a District YTP. All participants are either applicants for or have been determined eligible for VR services. See Section 4.4 below for more information.
9. **Person-Centered Planning** means an ongoing planning process used by youth with disabilities, with the help of family members and other supporters, to plan for his or her future by gathering information that help in the identification of appropriate resources and reflects what is most important to the individual in reaching his or her vocational goals, with emphasis on the individual’s strengths, relationships, resources, and natural support.
10. **Interested Respondent** means a District that submits an Informational Response in response to RFI 3930.
11. **Rehabilitation Act of 1973, as amended** or **Rehabilitation Act** means the federal law thatprovides for the provision of vocational rehabilitation and related services to eligible individuals with disabilities, and governs and guides the services provided by state vocational rehabilitation units, including Vocational Rehabilitation.
12. **Student Base** means the total number of VR-eligible students that VR and a District agree can be successfully served by the District in the 2015-2017 biennium. This agreed upon Student Base is subject to the available student pool, school and community resources, and DHS’ and District’s budget limitations. The Student Base is the basis for Agreement funding and for measuring performance under the Agreement. The Full-Time Equivalent (FTE) for a Transition Specialist allowed under an Agreement shall be based on the number of students a District proposes to serve. For more information about the Student Base formula, including determining the number of allowable FTE for a Transition Specialist, see Section 5.5, f.
13. **Summary of Performance** is a document developed by a District in accordance with IDEA that contains a summary of a student’s academic achievement and functional performance, including recommendations on how to assist the student in meeting the student’s post high school goals.
14. **Transition Specialist** means the District employee responsible for delivering or facilitating delivery of local YTP activities and functions, as specified in Section 4 below.
15. **University of Oregon YTP Technical Assistance Team** or **YTP T/A Team** means the University of Oregon, College of Education team with which VR contracts to provide technical assistance, training and evaluative research to Districts and others on YTP.
16. **Vocational Rehabilitation** or **VR** means the Oregon Department of Human Services program responsible for carrying out the responsibilities specified in Oregon Revised Statutes (ORS) 344.510 – 344.690.
17. **Vocational Rehabilitation Counselor** or **VRC** means a professional vocational rehabilitation counselor in the employ of VR.
18. **Work Incentives and Benefits Exploration and Planning** or **Work Incentives Planning** means a set of activities designed to assist individuals with disabilities and their supporters in understanding, exploring and planning for the effect work may have on the health, income, housing and other benefits and work incentives that individuals may receive or to which individuals may be entitled, in order to not jeopardize the availability of needed benefits and assist individuals in pursing their employment goals. Work Incentives Planning services are not provided by Transition Specialists. Rather, in referring Applicants for I&R services, Transition Specialists should make Applicants and their families aware of the utility of Work Incentives Planning and refer them to VR-approved Work Incentives Coordinators.
19. **Youth Transition Program** or **YTP** means a transition program for youth with disabilities operated collaboratively by the Oregon Department of Education, the Oregon Department of Human Services’ Vocational Rehabilitation, the University of Oregon, and local school districts. The goal of the YTP is to improve participants’ post school outcomes by preparing them for meaningful competitive employment or career-related post-secondary training.
20. **Youth Transition Program Exit** means the date that the Participant, Transition Specialist and VRC agree that active YTP activities and services will be no longer needed and the Participant moves into Follow-up activities.
21. **Youth Transition Program Team** or **YTP Team** means the District and VR staff responsible for delivering local YTP activities and services.

# Section 4 YTP Description

1. District supported Youth Transition Program is described here in this YTP Requirements document shows the Local YTP programs over the 2015-2017 biennium Core YTP activities, services and supports
2. **Multiple Agency Partnership.** YTP shall be a multiple agency partnership. The partners shall include:

* **School districts** awarded Agreements to operate local YTP programs;
* The **Oregon Department of Education**;
* The **University of Oregon, College of Education, YTP Technical Assistance (T/A) Team**. The T/A Team shall provide training, technical assistance to school districts, schools and VR in developing and implementing YTP programs.,
* **Vocational Rehabilitation**. VR shall administer YTP statewide, and provide oversight and administrative support to District YTP programs; and at the local level, VR’s counseling staff shall partner with Districts, schools and school Transition Specialists in delivering enhanced transition activities, services and supports to youth with disabilities participating in YTP programs.

1. **Anticipated Agreement Awards.** VR anticipates awarding multiple YTP Agreements statewide for the biennial period of July 1, 2015 through June 30, 2017. However, Agreement funding is dependent on VR receiving sufficient federal and state funds to award Agreements.
2. **Eligible Participants.** All students selected for the enhanced activities funded through YTP Agreements must be applicants for or have been determined eligible for VR services. Typically, these students are entitled to Free and Appropriate Public Education (FAPE) services under Individuals with Disabilities Improvement of Education Act of 2004 (IDEA) or to reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, as amended (Rehabilitation Act) or are individuals who have a substantial impediment to employment and have applied for vocational rehabilitation services.
   1. YTP activities begin while the student is in high school and continue for at least one year after the student’s completion of secondary school requirements or departure from school for other reasons.
   2. VR recognizes the benefit of identifying and working with youth earlier in their high school careers to better prepare them for competitive employment and shall continue to encourage early identification of students who may be eligible for vocational rehabilitation services through the forthcoming Agreement cycle.
3. **Order of Selection Guidelines.** VR continues to operate under an Order of Selection (OOS), a mandatory, prioritized wait list process that VR is required to implement in the event it does not have sufficient resources or staff to serve everyone desirous and eligible for its services. While VR is currently able to serve individuals in all OOS priority levels, economic and budgetary conditions may require utilization of a waitlist and limit the availability of VR services to those in one or more waitlist priority levels. In that event, the enhanced transition activities funded through YTP shall facilitate:
   1. Early identification by participating Districts, and referral of students with disabilities to VR;
   2. Provision of individualized I&R activities to students participating in YTP;
   3. Development of Individualized Plans for Employment (IPE); for students who have been found eligible for VR services and are not subject to an Order of Selection waitlist or who have been released from an Order of Selection waitlist;
   4. Coordination and implementation of IPEs for students who have authorized plans; and
   5. Follow up with students who exit YTP, including post exit monitoring to encourage continued pursuit of training, educational, and employment opportunities.
4. **Performance Benchmarks.** YTP is based on a performance-based model. Districts Agreements follow YTP program requirements described herein and shall follow benchmarks established specifically for each Agreement with each District. To the extent staff and resources are available; VR shall provide technical assistance for improvement that shall be evaluated on performance after the first fiscal period. The evaluation will be based on official information recorded into the YTP database for all Districts awarded Agreement. If a District has not achieved the desired outcomes by the end of the first fiscal year (2015-2016), or if any District has not achieved the established benchmarks they may be placed on a corrective action plan for the remainder of the biennial Agreement period, or a District’s Agreement may be terminated.

# Section 5 YTP Fiscal Requirements and Budgets

1. **Fiscal Responsibility.** Responsible fiscal management of Agreement funds is essential. Districts shall demonstrate support and involvement of both fiscal and program staff in budget development; utilization of funds; and YTP administration. District budget needs and operations shall be in accordance with reasonable, necessary and allocable standards recognized by Generally Accepted Accounting Principles. In particular, this should be evident in the District’s Budget Narrative as seen in Attachment 1 and Budget as seen in Attachment 2.
2. **Intended Agreement Expenditures.** Agreement funds are primarily intended to be used for paying the salaries and associated costs of Transition Specialists working for the District; and for paying associated District YTP costs. Transition Specialists shall work 12 months a year with VR Counselors, to provide the activities, services and supports set forth in Section 4 on an annual basis.
3. **Agreement Amounts.** Agreement amounts shall vary among Districts, and depends on the number of students served; the costs specific to each District for Transition Specialist salary, benefits, travel, activities and supplies; and other costs necessary to implement and manage District’s YTP and Agreement.
4. **Matching Funds Required.** Each District YTP Agreement must provide matching funds representing one-third (1/3) of the District’s Agreement award. The match must be provided from local cash funds. Neither federal funds nor in-kind resource may be used for any portion of a District’s match.  Matching funds are non-refundable and will not be returned to a District, in whole or in part, in the event a District discontinues its YTP or an Agreement is discontinued or terminated by a District, DHS or mutually. For additional information about Matching Funds, see section 5.5 e. below.
5. **Use of VR District Agreement Funds.** Agreement funds may only be used for the purposes identified in the Agreement and as outlined below:
   1. Agreement funds may only be used for enhanced YTP activities pursuant to any YTP Agreement awarded.
   2. Agreement funds may not be used for expenditures not directly associated with carrying out YTP objectives, including capital expenditures, such as vehicles or building improvements.
   3. Agreement funded activities may not supplant any learning experiences or decision making opportunities to which participating students would otherwise be entitled under a District’s responsibility to provide a free and appropriate public education as specified in IDEA. Districts identify all activities provided with specific details in their Budgets and Budget narrative. Districts YTP Agreement funds will be used to enhance but not supplant IDEA transition services currently provided by their schools.
   4. **Processing of Agreement Funds.** Agreement funds will be paid by VR on a quarterly basis for all actual, reasonable, necessary and allocable expenses incurred and reported by District in its quarterly fiscal reports. VR shall make payment within 45 days as required under ORS 293.462. However, VR shall make every reasonable effort to issue payment within two weeks of VR’s receipt and approval of a District’s properly completed quarterly fiscal report. Further, Agreement funds for a District will not be authorized for disbursement for a given fiscal year until such time that VR has received in full from the District the required Matching Funds for that fiscal year.
   5. **Budgetary Information Requirements** Formatting and Information. Proposed budget must:
6. Be submitted in the format provided in the YTP Requirements document with separate line items for personnel, travel, supplies, other costs, and any administrative and overhead charges.
7. Be prepared by or reviewed and approved by a District fiscal manager or senior fiscal staff member familiar with cost allocation budgeting.
8. Be developed in consultation with local VR office regarding the proposed Student Base number to be served, given the available student pool, school and community resources, and budget limitations.
9. Identify and address the required Matching Funds. In order to be awarded an Agreement and participate in YTP, a District must provide a cash match representing one-third of the potential Agreement amount. The Matching Funds must:
   1. Be from a non-federal source, and cannot not be used as match for any other federal funds;
   2. Be from District’s cash funds. Neither federal nor in-kind District resources may be applied towards the match.
   3. Equal one third (1/3) of the total budget, as outlined in the following example:

Total Cost of District’s 2015-17 YTP: $210,000

District Matching Funds @ one-third of Total: $70,000

DHS/VR Contribution to Total Cost: $140,000

1. The YTP fiscal requirements found in Section 5 are reported in both the Budget narrative Attachment, 1 and fiscal Budget Attachment 2. The budget must include the actual expenses for the District YTP services delivery and match the required budget line items seen in Attachment 2. The budget narrative seen in Attachment 1 explains how District Budget in a narrative format is to be used and provides an explanation of the details found in the Districts YTP budget not easily stated in a budget alone.
2. Please use Attachment 4 Cost Informational Response to develop a preliminary budget. Note that this proposed budget is an estimate and will likely change when and if DHS begins negotiations with interested parties.
   1. **Allowable FTE Transition Specialist.** In Agreement budgets, Districts must consider the fact that Agreement funds are essentially intended for the salary and associated costs of Transition Specialist participating in a District’s YTP. The number of Full-Time Equivalent (FTE) Transition Specialists allowed under any Agreement will be based on the number of students that a District proposes to serve. This number shall only include students who:
3. Meet the eligibility requirements specified in Section 4.5 above for YTP program Requirements; and
4. Will receive direct activities from the Transition Specialist consistent with each student’s needs related to achieving the goals outlined in the Core YTP Activities of this RFI. Students not in application with VR may be served by a District, but activities provided to non-YTP students cannot be charged to the agreement.
   1. **Rural Transition Specialist FTE Calculation**

The number of FTE Transition Specialist(s) for Districts (including Consortium) with populations of 2,500 or fewer persons in their catchment area shall be determined as follows:

|  |  |
| --- | --- |
| **YTP Student Base to be served** | **FTE levels for Transition Specialist** |
| 10 (YTP Student base minimum to serve) | 0.5 Position |
| 11-20 students | Student Base divided by 20  Example: 15 students / 20 = .75 FTE |
| 20 students | 1.0 FTE Position |
| More than 20 students | 1.0 FTE plus .25 for each additional 5 students |

* 1. **Urban Transition Specialist FTE Calculation**

The number of FTE Transition Specialist(s) for Districts (including Consortium) with a population of more than 2,500 persons in their catchment areas shall be determined as follows:

|  |  |
| --- | --- |
| **YTP Student Base to be served** | **FTE levels for Transition Specialist** |
| 10 (YTP Student base minimum to serve) | 0.5 FTE position |
| 11 and 24 | Student Base /(Divided) by 25  Example: 15 students / 25 = .6 FTE |
| 25 students | 1.0 FTE position |
| More than 25 Participants | 1.0 FTE plus .25 for each additional 5  students |

# ATTACHMENT 1 –Budget Narrative Outline

**RFI 3930 YTP Budget Narrative Outline**

1. **Cost Principals** Proposers cost principles concerning all budgeted items shall require costs to be necessary, reasonable, and allocable for all proposed services as described in the scope of work. Narrative should support these principles in describing all proposed costs for services to be provided.
2. **Student Numbers** briefly describe how the district determined the numbers of students that would be served through this program.
3. **FTE** numeric value is the exact number of positions dedicated to YTP Services is support of the Proposal and proposed services to be carried out over the next biennium (July 1st, 2015 through June 30th, 2017).
4. **Salaries and Wages** identified in the budget include both an hourly rate and weekly total of hours allocated to YTP services proposed for each Transition Specialist that will be providing services for the YTP program. The salary calculation includes the total annual number of weeks, weekly hours and the hourly rate for each allocated YTP position.
5. **Fringe Benefits** are calculated as direct costs in accordance with the requirements set for in your existing YTP agreement the Full Grantee benefits are charged on the YTP Specialists’ a salary and are identified in the Proposers budget.
6. **Travel** Yearly total of all anticipated travel specifically required for services proposed for YTP staff directly involved in providing YTP services.
7. **Supplies** include research materials, supplies and consumables needed to carry out the proposed research.
8. **Training** costs shall include documentation and dissemination of training mandated for YTP staff that will be providing services as proposed by the Proposer. A total of all anticipated training costs for each year identified in the biennial budget.
9. **Other** category shall include those costs not associated with any other category. The budget narrative describes each item directly or indirectly identified in the budget as part of YTP services Proposed. This may include administrative or operational costs as well deemed appropriate by the Proposer.
10. **Indirect Costs** shall be directly associated with YTP Services to be provided and shall be described in the narrative with a clear cost allocation for the Proposers indirect costs.

# ATTACHMENT 2 –Budget Informational Response

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **YTP Budget** | | | | | | | |
| **Fiscal Year 2015-2016** | | | | | | | |
| 1 | Student Base | 0.00 |  |  |  |  |  |
| 2 | FTE | 0.00 |  | Hours per week |  | 40.00 |  |
| 3 | Hourly Rate | $0.00 | X Hours/Wk | $0.00 | = | Sal./Wk | $0.00 |
| 4 | Fiscal Yr. Wks. | 0.00 | X Salary/Wk | $0.00 | = | Total Sal | $0.00 |
| 5 | Benefit Rate | 0.00% | X Total Sal | $0.00 | = | Benefits | $0.00 |
| 6 | Travel Rate | $0.00 | X Miles | 0.00 | = | Mileage | $0.00 |
| 7 | Telephone |  |  |  |  |  | $0.00 |
| 8 | Supplies |  |  |  |  |  | $0.00 |
| 9 | Training |  |  |  |  |  | $0.00 |
| 10 | Other |  |  |  |  |  | $0.00 |
| 11 | **Total First Year Program Costs (add lines 4-10)** | | | |  |  | **$0.00** |
| 12 | ***District Match (line 11 divided by 3)*** | | | | | | $0.00 |
|  | | | | | | | |
| ***Note: For a concise demonstration of the budget, line items and uniform presentation for both fiscal years are included in this single page but the actual Agreement budget will be separated by fiscal year on two pages.*** | | | | | | | |
| **Budget Informational Response** | | | | | | | |
|  | | | | | | | |
| **YTP Budget** | | | | | | | |
| **Fiscal Year 2016-2017** | | | | | | | |
| 13 | FTE | 0.00 |  | Hours per week |  | 0.00 |  |
| 14 | Hourly Rate | $0.00 | X Hours/Wk | $0.00 | = | Sal./Wk | $0.00 |
| 15 | Fiscal Yr. Wks. | 0.00 | X Salary/Wk | $0.00 | = | Total Sal | $0.00 |
| 16 | Benefit Rate | 0.00% | X Total Sal | $0.00 | = | Benefits | $0.00 |
| 17 | Travel Rate | $0.00 | X Miles | 0.00 | = | Mileage | $0.00 |
| 18 | Telephone |  |  |  |  |  | $0.00 |
| 19 | Supplies |  |  |  |  |  | $0.00 |
| 20 | Training |  |  |  |  |  | $0.00 |
| 21 | Other |  |  |  |  |  | $0.00 |
| 22 | **Total Second Year Program Costs (add lines 15-21)** | | | |  |  | **$0.00** |
| 23 | ***District Commits Match (line 22 divided by 3) =District Match*** | | | | | | $0.00 |
|  | **TOTAL BIENNIAL PROGRAM COMMITMENTS ('15-'17)** | | | | | | |
| 24 | Total Program Costs (lines 11 + 22) | | |  |  |  | **$0.00** |
| 25 | Total Match (lines 12 + 23) | |  |  |  |  | $0.00 |
| 26 | **Total VR Grant (line 24 - line 25)** | | |  |  |  | $0.00 |