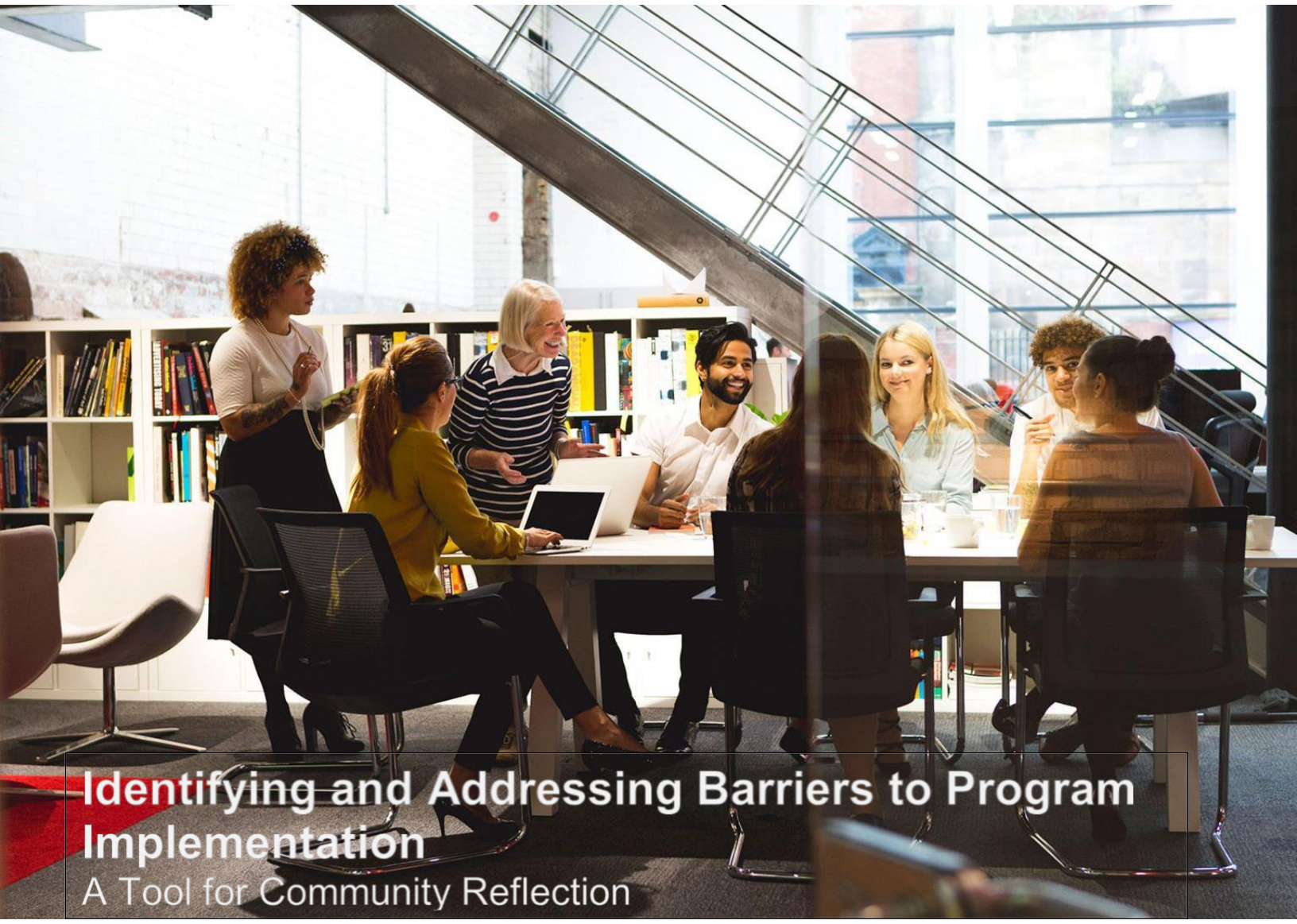


Identifying and Addressing Barriers to Program Implementation

A Tool for Community Reflection

PREPARED BY:

Larry Pasti, The Forum for Youth Investment

Tara Smith, JFF

IDENTIFYING AND ADDRESSING BARRIERS TO PROGRAM IMPLEMENTATION

A TOOL FOR COMMUNITY REFLECTION

BACKGROUND

Helping to reconnect youth back to education and employment and get them on a path to a successful transition to adulthood that includes economic self-sufficiency, skills that support independent living, and improved health, mental health and well-being can be challenging. Youth development stakeholders and beneficiaries (i.e., the youth themselves) describe significant challenges that hinder meaningful improvements in education, employment, health, and well-being outcomes. Such challenges include: poor coordination across the systems that serve youth; policies that make it hard to engage the most vulnerable youth with services and resources to help them overcome personal barriers; fragmented data systems that inhibit the flow of information across systems to improve results; and administrative requirements that impede holistic approaches to serving youth; among other factors. Addressing these challenges requires services and expertise from multiple systems, including education, health and mental health, workforce development, job training, housing, social services, criminal justice, child welfare, and other systems.

Effective coordination between these systems requires an understanding of how funds and programs can be leveraged. Resources are available to serve disconnected or opportunity youth from all levels of government, from corporations, and from private philanthropy. These resources often start at the federal level, where allocations, rules, and regulations regarding their use are made. It is important to note, however, that federal programs often give states and communities (through workforce and school boards) the power, within limits, to make additional discretionary decisions regarding the use of these funds. The differing levels of authority can sometimes make it difficult to determine at what level certain policy decisions are made and where community practitioners and youth have the power to intervene in these decision-making processes.

Because of these complexities, community leaders often find it challenging to align and integrate resources in order to achieve shared goals. All levels of government have engaged in various interagency efforts that work to address barriers or unintended policy consequences that appear to limit innovation, such as eligibility requirements, performance reporting, service strategies or how funds can be used. Sometimes barriers originate at the federal level; other times barriers exist at the state or local level. In some cases, local or state entities exercise their own authority to introduce additional requirements that federal policymakers did not intend or foresee. Sometimes, however, the barrier is one of perception, i.e., “We’re not sure why, but it’s just always been done this way.” In other instances, organizations misinterpret policies or the origin of policy decisions.

This technical assistance tool was funded by the U.S. Department of Education under contract ED-ESE-15-A-0011-0002. The content does not necessarily reflect the views or policies of the U.S. Department of Education and is not an endorsement of any products or organizations.

The authors wish to thank staff at the U.S. Departments of Education, Labor, and Health & Human Services for their review of earlier drafts. They also appreciate the contributions of staff from P3 Rounds 1 and 2 projects, especially Kristin Ferguson-Colvin, Sue Gallagher, and Elizabeth Stover.

PURPOSE AND HOW TO USE THIS TOOL

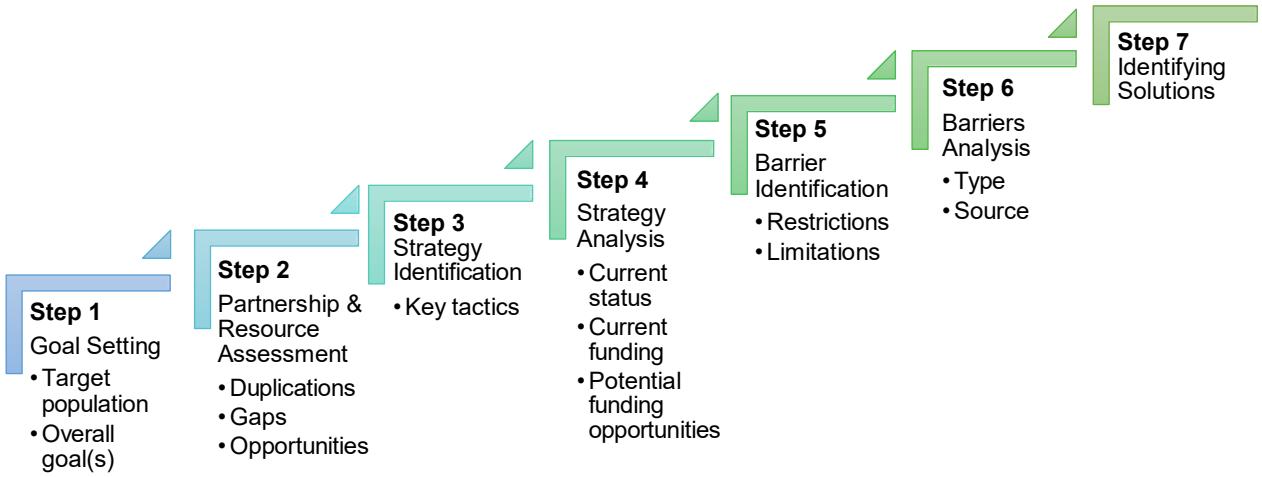
Plan to spend more than one session working through this tool with key stakeholders.

This tool will help communities identify, align, and integrate resources so they can strengthen systems and partnerships to design high-impact programming for opportunity youth. It is designed to lead communities through a series of questions that should allow them to better determine when an innovative solution is needed to implement strategies that serve their goals. It is likely that the tool will not be completed in one session and communities may need to bring in additional support or partners to work through some steps.

In the first step, stakeholders must identify the population that they intend to serve, specifying the challenges those youth face and the goal(s) that improved system alignment will help them achieve. Next, this tool assesses both current and potential resources available to that population, including local partnerships and services, in an effort to identify what is working well and what needs to change. In the third step, stakeholders identify the key strategies and accompanying tactics for achieving the goal(s) outlined in step 1. Finally, this tool will assist communities with the development of specific strategies and tactics to address specific barriers in order to achieve concrete solutions. The path below illustrates how to work through the questions as they apply.

__Strategies__ are the overall plans for achieving the goal, while __tactics__ are the individual steps involved in each strategy.

Community Reflection Process for Program Innovation



STEP 1: GOAL SETTING

In this step, stakeholders should specifically identify the target population for their initiative or program, including characteristics such as age, income, and risk and resilience factors. Then, stakeholders should clearly state their goal for improving outcomes and strengthening assets for that target population.

Target Population

Our desired population is: *[pick all that apply]*

Goals that are specific, measurable, attainable, relevant, and time-bound (SMART goals) help to ensure that stakeholders are "on the same page" about the planned work.

AGE

- ☐ 14–15
- ☐ 16–18
- ☐ 19–24

INCOME

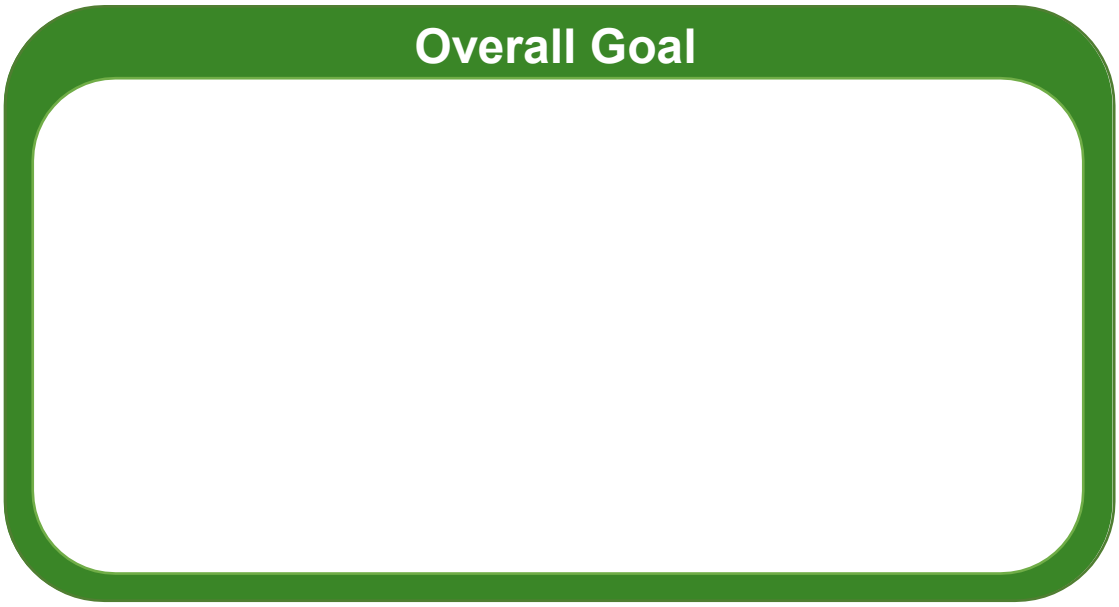
- ☐ ____ percent at or below poverty level
- ☐ ____ percent above poverty level
- ☐ No income eligibility
- ☐ Other _____

YOUTH RISK FACTORS

- ☐ Child welfare (foster care) involvement
- ☐ Disabilities: mental/behavioral health & physical health
- ☐ Housing needs: homeless or runaway youth
- ☐ Juvenile/criminal justice involvement
- ☐ Left high school before completion
- ☐ Parenting
- ☐ Unemployed or underemployed
- ☐ Zip Code
- ☐ Other _____

YOUTH RESILIENCE FACTORS

- ☐ Community supports
- ☐ Coping skills
- ☐ Family supports
- ☐ Future orientation
- ☐ Goal setting
- ☐ Mentor(s)
- ☐ Prosocial peer network
- ☐ Other _____



STEP 2: PARTNERSHIP & RESOURCE ASSESSMENT

In this step, stakeholders should assess the partner organizations and funders who are already engaged in the initiative or program as well as those who need to be engaged to successfully meet the identified goals.

In the table below, stakeholders should identify the partners and funders who are currently collaborating in or contributing to work towards the identified goal. Where possible, identify the key contact or lead in each organization. Detailing the roles and responsibilities that each partner is responsible for, and the resources (human, material, financial, administrative, technical, political, other) that are being contributed, is important for identifying gaps and duplications across the partnership network.

Partner / Funder Category	Organizations & Key Contacts	Roles / Responsibilities / Resources
▫ Community members, mentors, parents, youth engagement		
▫ Community service organizations		

Partner / Funder Category	Organizations & Key Contacts	Roles / Responsibilities / Resources
▫ Corporate or philanthropic foundation		
▫ Early childhood education (e.g., Head Start, Pre-K, preschool) and childcare		
▫ Education, traditional K–12 and charter schools		
▫ Education, non-traditional (e.g., career/technical education, apprenticeships, drop-out recovery programs, alternative high schools, etc.)		
▫ Employers		
▫ Ethnic community-based groups		
▫ Faith-based organizations or youth groups		
▫ Housing		

Partner / Funder Category	Organizations & Key Contacts	Roles / Responsibilities / Resources
▫ Juvenile/criminal justice (includes law enforcement and courts)		
▫ Libraries, museums, etc.		
▫ Mental/behavioral health		
▫ Postsecondary/ higher education		
▫ Public health		
▫ Social services/ human services		
▫ Workforce Development Boards / American Job Centers		
▫ Youth councils or other organized youth groups		
▫ Other (please specify)		

After completing the table, stakeholders should assess where there are duplications and gaps in partner roles, responsibilities, and resources. Stakeholders could then work with partners to identify opportunities for more efficiently, effectively, and equitably leveraging contributions.

What duplications in roles, responsibilities, and resources were identified?

Stakeholders should also assess where there are gaps in the partnership. Gaps can be more difficult to address than duplications, so stakeholders should carefully detail missing partners.

Which partners not currently active in your work would be helpful to the collaboration?

What additional resources need to be leveraged for your work to be successful?

Based on the identified duplications and gaps, the stakeholders should then determine if there are any opportunities, both in the near-term and longer-term, for the partnership to better leverage resources and relationships in support of the overall goal.

What are the near-term and longer-term opportunities for more efficiently, effectively, and equitably leveraging partner contributions?

STEP 3: STRATEGY IDENTIFICATION

In this step, stakeholders identify the specific strategies and tactics they will implement, leveraging the partners and resources identified in Step 2, to achieve the goal defined in Step 1. Stakeholders may pursue multiple strategies, or tactics within a strategy, to increase opportunities for learning and success.

Strategy statements should be specific and include the tactics, or steps, required. Try to include as many details as possible. For example:

- *Who will do it?*
- *What will they do?*
- *How will they do it?*
- *When will it happen?*
- *How long will it take?*
- *Why is it important?*
- *Where will the work occur?*

Strategy 1:

Strategy 2:

Strategy 3:

STEP 4: STRATEGY ANALYSIS

In this step, stakeholders will analyze each of the strategies identified in Step 3. Print additional sheets as necessary. Rewrite the strategy being analyzed in the box below.

Strategy #____:

Current Status of Strategy Implementation

Are you able to effectively implement or accomplish this strategy now without making changes, addressing barriers or requesting flexibilities? Stakeholders should be sure to document strategy progress and positive outcomes that the partnership network has achieved, as well as the work that cannot be implemented or accomplished in current conditions.

- ☐ Yes, we can effectively implement or accomplish the strategy.

Explain:

Be sure to share what's working with your network and recognize the key contributions of partner organizations!

- ☐ No, we cannot effectively implement or accomplish the strategy.

What work within this strategy are you not able to implement or accomplish?

Current Funding Sources Supporting Strategy Implementation

What are the primary sources of funding that currently support strategy implementation? Include the name of the partner who accesses these funds and other details as appropriate.

Federal:

State:

Local City/County:

Corporate/For-profit:

Philanthropic/Non-profit:

Other:

Potential Opportunities for Blending, Braiding, and Aligning Funding

Federal funding for programs serving opportunity youth is wide-ranging. During the first three rounds of the Performance Partnership Pilots for Disconnected Youth initiative (P3) that was first implemented in 2015, federal agencies identified more than 40 programs whose resources may be targeted for blending, braiding, or aligning to better serve this population. Stakeholders working to innovate more effective services for opportunity youth should familiarize themselves with these key terms:

The Performance Partnership Pilots for Disconnected Youth (P3) initiative provides grantees with new flexibility, such as waivers for program or funding requirements, for using federal discretionary funds to test innovative service ideas to improve outcomes for opportunity youth.

- **Blended funding** – Combines funds from two or more funding sources together to fund a specific part of a program or initiative. When blended, expenditures are not necessarily allocated and tracked by individual fund sources.
- **Braided funding** – Coordinates funds from two or more funding sources to support the total cost of a program or initiative. When braided, expenditures are allocated and tracked by individual fund source.
- **Aligned funding** – Two or more organizations organize to more efficiently use funding from different funding sources in support of a common program or initiative. When aligned, each organization allocates and tracks expenditures for its own fund source(s) separately.

The federal agencies grouped the programs serving opportunity youth into three categories, based on the likelihood that a waiver of funding requirements to allow blending would adversely affect vulnerable populations. The categories are:

1. Programs with low likelihood that blending funds would adversely affect youth services
2. Programs requiring significant review to ensure that blending funds would not adversely affect youth
3. Programs likely inappropriate for blending funds.

The full list of identified programs from the earlier rounds of P3 pilots is included as Appendix A of this tool. Stakeholders can use Appendix A to determine if any of the funding currently being used for strategy implementation was categorized by the federal agencies. If yes, list the funding program source and category below. If stakeholders identify current strategy funding or support from a Category 1 program, the partners should explore opportunities to more efficiently leverage those resources by blending, braiding, or aligning with other available funds.

Opportunities to More Efficiently Leverage Category 1 Program Funds:

Next, stakeholders should consider what additional funding may be important for successfully implementing the identified strategy. While Appendix A may be a good source of federally-funded programs, stakeholders should also identify funding from sources such as philanthropic and nonprofit organizations, corporations, universities, and others. Use the space on the next page to list potential funding sources and the relevant category for any federal programs identified.

Source and Category of Potential Funds:

The Fiscal Mapping Resource Hub is a great resource for stakeholders who want to identify and coordinate the funds needed to achieve significant educational, workforce, and health-related goals.

Along with a searchable tool detailing over 120 programs across 7 different federal agencies, the Hub includes case studies, a step-by-step over of the fiscal mapping process, and a related toolkit.

STEP 5: BARRIER IDENTIFICATION

Most discretionary funding programs for serving opportunity youth have established requirements for the use of funds, including eligibility thresholds, allowable activities, service timelines, and performance measures. Unfortunately, funding requirements often vary widely from program to program, which can lead to barriers that limit or restrict the ability of partners to blend, braid, and align resources effectively.

If the strategy cannot currently be implemented or accomplished effectively, stakeholders should identify the specific restrictions, limitations, or barriers that are preventing action on key strategy components.

Similar to Step 3, it is important to be as specific as possible when identifying restrictions and barriers.

- *How does the barrier restrict or prevent your strategy-related actions?*
- *Who are you unable to serve?*
- *Are negative outcomes related to the restriction or barrier?*
- *Why is the barrier important?*

Barrier 1:

Barrier 2:

Barrier 3:

STEP 6: BARRIERS ANALYSIS

In this step, stakeholders will analyze each of the barriers identified in Step 5. Print additional sheets as necessary. Rewrite the barrier being analyzed in the box below

Barrier #____:

Given the complexity of some barriers, it may be helpful for stakeholders working on this step to connect with staff of the appropriate funding agency/agencies to better understand the source of policy, regulatory, and other restrictions.

For example, the regional officer for the Employment and Training Administration in the U.S. Department of Labor can be an important contact for questions about the Title I WIOA Youth program and other Department of Labor workforce programs. Find your regional contact here: https://www.doleta.gov/regions/

Type of Barrier

The barrier identified above is specifically related to the following: [Select all that apply and detail in the space provided.]

- Use of funds:

  _____

- Eligibility requirements:

  _____

- Definitions of eligible services:

  _____

- Information-sharing rules:

  _____

- Performance/Reporting requirements:

  _____

- Conflicting policies:

  _____

- Service timelines:

  _____

- Other barrier:

  _____

Identifying the Source of the Barrier

A barrier may result from a statute, regulation, and/or policy developed by departments or agencies at multiple levels of government and by other organizations, depending on how the funding flows from its original source to the program level. An organization may be the funding source or originator, a pass through organization, an organization that awards subgrants or subcontracts, or have another role with regard to the funds prior to the end-user organization. The barrier might also be due to state or local interpretation of a policy or use of discretion in implementing a policy. In some cases, states or local areas may restrict local procurement or subcontracting of federal funds. To identify the source of the barrier, it is important to identify all of the entities that are involved in the flow of funding and understand which are allowed to set funding requirements or other parameters that may create barriers to strategy implementation.

Which entities are involved in funding the program impacted by the barriers described above? Is the entity allowed to set funding requirements or other relevant parameters? [Select all that apply.]

Entity	Involved with funds?	Involved with funding restrictions or other parameters?
Federal government department or agency: Which office of this federal department or agency?	☐	☐
State-level or tribal-level department or agency: Which office of the state or tribal department or agency?	☐	☐

Entity	Involved with funds?	Involved with funding restrictions or other parameters?
Local agency or department: ▫ County: ▫ City:	☐	☐
Other Authority (can be at multiple levels of government): ▫ School Board ▫ Housing Authority ▫ WIOA/Workforce Board ▫ Other	☐	☐
Other Funder Type: ▫ Philanthropic organization ▫ Nonprofit organization ▫ Corporate/for-profit organization ▫ Other private organization	☐	☐

Which entity identified above is primarily responsible for developing or enforcing the restriction or barrier to the strategy implementation?

Name any other entities that are also significantly responsible for developing or enforcing the restriction or barrier to the strategy implementation.

Identifying the Relevant Statute/ Regulation/ Policy

The stakeholders should then identify the relevant authority in statue, regulation, policy, or other guidance related to the funding barrier developed/enforced by the entity identified above as primarily responsible. Often, funding agencies and other entities post information on funding requirements, policies, and regulatory authority on their organizational website. Funding agency staff may also be a good source of information.

Provide a specific citation where possible; this will help in future discussions about the barrier with funding staff and other officials, including the development of waiver requests and other solution options. [Select all that apply.]

It may be helpful for community leaders to write to the respective funding agencies with a list of policy-related questions or issues, and to ask for written responses to their policy queries. These responses can be used to spark important dialogue among partners.

Source of Authority
▫ Statute:
▫ Regulation:
▫ Administrative memo/guidance:
▫ Policy:
▫ Funding requirement:
▫ Other:

If more than one entity has developed or enforced its policy or regulatory authority in relation to the identified barrier, please document the details of those additional relevant restrictions in the space below.

Additional Relevant Statutes/Regulations/Policies:

STEP 7: IDENTIFYING SOLUTIONS

Potential Solutions

Are there some specific ways partners can work together to make a case for change or determine a solution within their discretionary authority? Stakeholders should identify opportunities to partner with other agencies or to align work in new ways to serve the target population in the absence of a specific waiver or policy change.

Explain:

Potential Waivers Needed

If there are no solutions that would significantly address the barrier, which partners could or should pursue a waiver request, and to which agency would the request be submitted? See Appendix B for waiver request examples from the P3 grants program.

Explain:

CONCLUSION

This tool is intended to help stakeholders articulate shared goals, identify barriers, and determine strategies to better serve opportunity youth in your communities. Collaboration across all levels of government, as well as among your many partners, is essential. We hope the solutions reached in Step 7 will provide stakeholders with needed actions steps for moving forward with their target strategies.

APPENDIX A: LIST OF PROGRAMS FROM THE ROUND 3 PERFORMANCE PARTNERSHIP PILOT NOTICE OF INVITATION FOR APPLICATIONS

Source: https://youth.gov/youth-topics/reconnecting-youth/performance-partnership-pilots/round-3-program-list

Category 1: Programs with Low Likelihood of Adversely Affecting Vulnerable Populations

The agencies have identified these programs as presenting a low likelihood of adversely affecting vulnerable populations if they are blended in a pilot. The agencies would require assurances, but not plans, for ensuring the protection of individuals and vulnerable populations in receiving services. These programs may align with the purpose or requirements of Performance Partnership Pilots, or they may have sufficiently broad authority so that blending those funds would be unlikely to violate the statutory protections.

Agency	Program
Corporation for National and Community Service	AmeriCorps State Grants
Corporation for National and Community Service	Social Innovation Fund
Department of Education—Office of Career, Technical, and Adult Education	Adult Education and Family Literacy Act
Department of Education—Office of Career, Technical, and Adult Education	Carl D. Perkins Career and Technical Education Act
Department of Education—Office of Elementary and Secondary Education	21st Century Community Learning Centers
Department of Education—Office of Innovation and Improvement	Full Service Community Schools
Department of Education—Office of Innovation and Improvement	Promise Neighborhoods
Department of Education—Office of Postsecondary Education	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Department of Education—Office of Postsecondary Education	TRIO—Talent Search
Department of Education—Office of Postsecondary Education	TRIO—Upward Bound
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Mentoring Opportunities for Youth Grants
Department of Labor—Employment and Training Administration	Workforce Innovation and Opportunity Act—Adult
Department of Labor—Employment and Training Administration	Workforce Innovation and Opportunity Act—Youth

Agency	Program
Department of Labor—Employment and Training Administration	YouthBuild
Institute of Museum and Library Services	Library Services and Technology Act Grants to State Library Administrative Agencies
Institute of Museum and Library Services	Museums for America
Institute of Museum and Library Services	Native American/Native Hawaiian Museum Services Program
Institute of Museum and Library Services	Native American Library Services (Basic and Enhancement Grants)
Institute of Museum and Library Services	Native Hawaiian Library Services
Institute of Museum and Library Services	Museum Grants for African American History and Culture
Institute of Museum and Library Services	Laura Bush 21st Century Librarian Program
Institute of Museum and Library Services	National Leadership Grants for Museums/National Leadership Grants for Libraries

Category 2: Programs Requiring Significant Review to Ensure that Vulnerable Populations Are Not Adversely Affected

Federal agencies have identified these programs as potentially eligible for blending, but only with significant, robust safeguards in place to ensure vulnerable populations are not adversely affected. While applicants should propose safeguards as needed, these safeguards would ultimately be negotiated and finalized through the performance agreement. These programs typically serve highly vulnerable populations, such as homeless youth, foster youth, justice-involved youth, and students with disabilities.

To blend funds from such programs, applicants must convincingly demonstrate that the outcomes of the population served by the original program will not diminish during the pilot. Evidence may include plans for data collection on the vulnerable population(s), alternative service options, and alternative sources of funds. A pilot's Performance Agreement may include outcome measurements and accountability mechanisms related to these vulnerable populations.

Agency	Program
Department of Education—Office of Elementary and Secondary Education	Elementary and Secondary Education Act, Title I, Part A (Grants to Local Educational Agencies)
Department of Education—Office of Indian Education	Indian Education—Grants to Local Education Agencies
Department of Education—Office of Indian Education	Special Programs for Indian Children—Native Youth Community Projects
Department of Education—Office of Safe and Healthy Students	Elementary and Secondary Education Act, Title I, Part D (Neglected and Delinquent)
Department of Education—Office of Safe and Healthy Students	McKinney-Vento Education for Homeless Children and Youth Program
Department of Health and Human Services—Administration for Children and Families	Adolescent Pregnancy Prevention Program (APPP)
Department of Health and Human Services—Administration for Children and Families	Basic Centers Program (BCP-Runaway and Homeless Youth)

Agency	Program
Department of Health and Human Services—Administration for Children and Families	Transitional Living Program (TLP—Maternity Group Home)
Department of Health and Human Services—Administration for Children and Families	Street Outreach Program (SOP-Runaway and Homeless Youth)
Department of Health and Human Services—Administration for Children and Families	Transitional Living Program (TLP—Runaway and Homeless Youth)
Department of Health and Human Services—Substance Abuse and Mental Health Services Administration	"Now Is The Time" Healthy Transitions (HT): Improving Life Trajectories For Youth And Young Adults With, Or At Risk For, Serious Mental Health Conditions
Department of Health and Human Services—Substance Abuse and Mental Health Services Administration	State Youth Treatment (SYT) Cooperative Agreements
Department of Housing and Urban Development—Office of Special Needs Assistance Programs	Continuum of Care (CoC) Program
Department of Housing and Urban Development—Office of Special Needs Assistance Programs	Emergency Solutions Grant (ESG) Program
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Drug Court Program
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Family Court Program
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Second Chance Act: Strengthening Relationships between Young Fathers and their Children
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Second Chance Act: Supporting Latino/a Youth from Out-of-Home Placement to the Community
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Title II Formula Grant Program
Department of Justice—Office of Juvenile Justice and Delinquency Prevention	Smart on Juvenile Justice: Reducing Out-of-Home Placement Program
Department of Labor—Employment and Training Administration	Reintegration of Ex-Offenders
Department of Labor—Employment and Training Administration	Workforce Innovation and Opportunity Act Section 166 Indian and Native American Youth Program
Department of Labor—Employment and Training Administration	Workforce Innovation and Opportunity Act Section 167 National Farmworker Jobs Program

Category 3: Programs Likely Inappropriate for Pilots Due to High Likelihood of Restricting Eligibility for Services or Adversely Affecting Vulnerable Populations

While case-by-case determinations will be made, the agencies have determined there is a strong likelihood that blending funds from these programs would: (1) deny or restrict an individual's eligibility for services funded by these programs; or (2) adversely affect vulnerable populations that receive such services. These programs may entitle all eligible individuals to a service or provide individuals with direct benefits, such as

vouchers, credits, and scholarships. Applicants can try to justify that the blending of programs' funds would not violate the P3 statutory protections. Such justifications must be compelling.

Agency	Program
Department of Health and Human Services—Administration for Children and Families	Chafee Education and Training Vouchers
Department of Health and Human Services—Administration for Children and Families	Promoting Safe and Stable Families, Title IV-B, Subpart 2 (discretionary appropriations only)

APPENDIX B: EXAMPLES OF WAIVERS APPROVED FROM THE FIRST THREE ROUNDS OF THE PERFORMANCE PARTNERSHIP PILOT GRANT PROGRAM

- Allow 21st Century Community Learning Center funds to be used to support authorized activities during the school day. Permit 21st Century Community Learning Center funds to be used to support transition coordinators to work with youth who are not enrolled in school to help them resume their educations.
- Waive the limitation on serving individuals older than age 21 in targeted assistance programs authorized by Title I, Part A of the Elementary and Secondary Education Act.
- Permit Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds to be used not only to provide a seventh year of service to students during their first year of attendance at an institution of higher education, but also to provide a seventh year of service to students who did not enroll at an institution of higher education during their first year after exiting high school.
- Increase the eligibility age from 21 to 24 for homeless youth in the Transitional Living Program, provided that the number of younger youth participants (ages 16-21) served is not reduced.
- Waive statutory performance measures for the Workforce Innovation and Opportunity Act Title I Youth program and use proposed alternative measures instead.
- Allow foster care, homeless, and runaway youth who are in school to be counted in the 75 percent out-of-school youth service category for the Workforce Innovation and Opportunity Act Title I Youth program for fiscal accounting purposes and for the youth participating in the pilot only.
- Allow the pilot to consider foster care and homeless youth participating in the pilot to be eligible participants under the 10 percent exemption in the Reentry Employment Opportunities program. Blend funds from the Workforce Innovation and Opportunity Act Title I Youth program, with funds from Gaining Early

Awareness and Readiness for Undergraduate Programs (GEAR UP) and Full Service Community Schools grants

- Blend funds from the Workforce Innovation and Opportunity Act Title I Youth program with funds from the 21st Century Community Learning Centers program.

APPENDIX C: OTHER RESOURCES

The Fiscal Mapping Resource Hub is a collection of resources that communities can leverage to identify and coordinate the funds needed to achieve significant educational, workforce, and health-related goals. These include a fiscal mapping tool, a step-by-step overview, a toolkit for working with partner organizations, and case studies.

Youth.gov is a website maintained by the federal government to help organizations serving youth. Included on the website are "youth facts, funding information, and tools to help you assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news."