Transcript of Webinar
Performance Partnership Pilots (P3) for Disconnected Youth
Orientation Webinar
Date: Friday, November 17, 2017

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[SUMMARY]
TELISA BURT: Let's go ahead and get started. Okay, my name is Telisa Burt, and I am with the Department of Health and Human Services. Typically Michelle Boyd from ASPE serves as HHS lead and I serve as the ACS lead on P3 projects. We welcome you all today for our kick off and orientation for the P3 program for our cohort 3 pilots. Today we will introduce you to a few federal and technical assistance staff who will be supporting the project going forward. You will have the opportunity to hear more about the P3 program and hear information from your peers about their experiences with the project and you will also get to learn a little bit more about the federal role of the federal agencies and their roles and responsibilities and how the technical assistance and evaluation, specific technical assistance, will occur.

So as we move forward, just to remind you that we do have a box on the screen if you do have questions. And we will try to make every effort to answer those questions for you. And in the event that we can't answer them today we will try to circle back and get in contact to make sure that you get those questions answered.

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So with the program overview, as you all may know the federal government has had a history of collaboration and we have always discussed how we can serve disadvantaged youth. And it's been a bipartisan effort. So we list here just a few of those efforts that you may have heard about over time, including the Coordinating Council on Juvenile Justice and Delinquency Prevention. You've had White House Task Forces on Disadvantaged Youth. Shared Youth Vision, I think some of you who may have been familiar with the government for a while, you might be familiar with that particular project, as well as the Interagency Working Group on Youth Programs, which operates out of the Department of Health and Human Services, as well as My Brothers Keeper. That was one of the more recent initiatives around collaboration that you might recall.

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So a lot of this conversation has happened around the P3 project, maybe around 2010, 2011. And so over the course of those conversations around how we can best improve the work that we do for our young people, P3 was born out of the Appropriations Act of 2014. And that is where we received authorization to create the pilot projects, with the goal of seeing how we can pool discretionary funds and issue regulatory waivers for non-mandatory programs in helping us reach specific, positive outcomes for youth.

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So the overall goals were to reduce the silos and fragmented systems so that we can come together and use those existing resources. Again to help disconnected youth improve in the areas of education, employment, and other areas that help young people develop the necessary protective factors to thrive.

And so when we look at the youth we target, we're looking between the ages of 14 and 24. Can you all please put on your phone on mute if you are not speaking? I think that will help us with some distractions that we might have. Okay.

And so again, for the youth that we are looking to support through this P3 project, they are between the ages of 14 and 24. They meet low-income eligibility. And they are vulnerable, meaning they are at risk of or are experiencing homelessness, they are in foster care or juvenile justice, unemployed, not enrolled in school, or at risk of dropping out.

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And so we have a number of federal partners who were convened to lead this effort. We have the Department of Education, who typically administers the administrative part of the program. We have the Department of Labor, Health and Human Services, National and Community Services, Institute of Museum and Library Sciences. And a little later after the 2014 Appropriations Act we added the Department of Justice and the Department of Housing and Urban Development to the project as well.

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And so this marks our third Cohort. We have had the first Cohort starting in 2014 and then now you all will join this wonderful project of programs and institutions and organizations who are looking to serve young people.

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And one of the things that we are looking for here is program data. There are two ways that data are captured for our programs. That is through the evaluation and data sharing agreements which you will hear a little bit more about, as well as through the quarterly reporting, the ED 524B, which is a quarterly report. And we've added a demographic supplement that allows us to capture a little bit more information about our grantees and, I'm sorry, about our pilots. The goal is to share our story with stakeholders and to identify gaps in services or areas of need and to highlight successes.

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So looking at some of the data at a glance, this is for our Quarter 1 report, and I call it at a glance because it is not comprehensive and it does not include all of our grantees at this time.

So you are supposed to look at it very quickly and then look away. So that's why it is at a glance. It is not a snapshot that we want to share at this time, but we will be sharing more information soon. But as you can see, the youth, the gender of the young people who are in the program, it’s mostly female. You can see that most of the young people are between the ages of 16 and 17. And that while the majority of the young people are white, African-American and other minority populations are also included. What is not included here are the ethnicity report. That is because again we don't have all of the data from all of our grantees right now.

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We wanted to make sure that when we provided that information, it was very accurate. When you look at the population served, you can see that we do have a number of pilots who are supporting expectant and pregnant young people, dealing with homelessness. And these are just the populations, even if they are not targeting these specific populations that they’re finding, that these are some of the young people that we are actually supporting through the project.

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And so now we would like to move on with the new pilots.

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And to talk about our federal agency partners. I think this is Braden Goetz from the Department of Education.

BRADEN GOETZ: Sure. We want to tell you a little bit about how agencies are involved in working with you on this project. As you know, the Department of Education is the lead administering agency. You got to know us through the pilot selection process. We also monitor your expenditure start up grant funds, we collect performance reports and disseminate them to other agencies, and we also coordinate the technical assistance contract that you’re going to hear about.

The U.S. Department of Labor is the lead agency for the evaluation and in that capacity they manage the national evaluation of P3 and they provide technical assistance to pilots on evaluation related issues. Each pilot also has what we call a consulting agency and that consulting agency is the lead monitor of the pilot and the principal point of contact for P3. And they work with you to try to address any implementation challenges you encounter.

Most of the pilots also have what we call a participating agency, which administers other programs that are included in the pilot. And they work with the consulting agency to monitor the pilot.

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So for our, here are, I have listed here the consulting agency and participating agencies, Hartford, your consulting agency is the Department of Labor and the participating agency is Health and Human Services. And Los Angeles County, the consulting agency is the Department of Labor and there is no participating agency. New York City, U.S. Department of Health and Human Services is your consulting agency and Labor is your participating agency. New York State Education Department, we are your consulting agency and the U.S. Department of Justice is the participating agency.

And Sacramento, the consulting agency is Health and Human Services and the participating agency is Labor.

That was a quick introduction to who we are and how we are going to work with you. I turn it over to Cori.

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CORINNE SAURI: Thanks, Braden. This is Cori, Corinne Sauri, also at the Department of Education. I work with Braden. Many of you already know my name because you see emails coming from me about events like this and recording. You've all gotten the recording guidance at this point. And I have been answering questions as they come up. Please, continue to send them. I'm happy to jump on a phone calm and talk about reporting requirements at any time. I am now going to introduce Tara Smith from Jobs for the Future. We are lucky enough to have a technical assistance partner with Jobs for the Future through a contract we have and we are providing an update to you all. We, last April, we provided a plan for the initial technical assistance that you had before you had the performance agreements in place. And now this will be the update to let you know what we are planning for the year ahead. Tara, off to you.

TARA SMITH: Thank you so much, Cori. Good afternoon everyone. As Cori said, I'm with Jobs for the Future.

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We lead a team of technical assistance partners. Our team includes the Forum for Youth Investment and Performance Excellence Partners as our primary partners in this effort. We also supplement that with additional networks that we will be connecting you with over the coming year.

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I want to give a brief highlight of the types of technical assistance activities that we will be implementing with each of the Round 3 P3 grantees. Each grantee will be assigned a technical assistance coach. And that coach will work with the P3 director and other staff to establish a schedule for regular coaching calls. And that will be the work through implementation questions, program design questions, youth recruitment issues, those types of challenges that we know that projects in Round 1 faced as they were doing the startup phase.

We'll also be establishing some peer sharing calls so that the grantees in Rounds 2 and 3 have the opportunity to connect and talk with each other about what they are experiencing as they go through start up. In addition we will be connecting you with the Round 1 P3 grantees through some peer learning calls, so they can share experience and lessons learned with you.

We'll have regular webinars that we'll invite you to on topics ranging from data collection and sharing or workforce development and youth recruitment, for example. Regularly over the course of the year, we'll do something we call Peer Exchange Network meetings. These are actual peer learning opportunities where we bring sites together around a common topic of interest. They usually include a site visit to a local agency or program. We also bring in subject matter experts to talk through questions, some that we've had in the past have been around opportunity youth, family literacy, systems-involved youth, two-generation approaches. So those topics are chosen based on needs and interests identified by the community.

And then finally, we have affinity groups and communities of practice, and these are smaller working groups that regularly connect with communities around topics of interest. For example, we have a California Affinity Group that I know several of the communities may already be aware of. We also have a Rural Affinity Group that brings together communities around challenges of doing this type of work in rural areas, as well as a Tribal Affinity Group. And you will be getting information about all of these activities when your technical assistance coach connects with you.

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Some of the tools we've already developed for this that are available to you already on the Jobs for the Future website, we have a resource guide on two generation approaches, FAFSA completion, early learners, family school partnerships. These provide a profile of best practices, some of the research base around issues, they identify funding opportunities in these areas, as well as give links for connections to other resources and networks.

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A big effort of our technical assistance is around this idea of fiscal mapping. So fiscal mapping is helping communities understand the federal and state resources that are coming into the community that might be leveraged to support work for youth, and particularly opportunity youth. So we have a tool that helps identify federal funding sources across seven agencies, as well as a guide on how to use it. Forthcoming we will have a toolkit and some other resources that will be posted to the jobs for the future website in the near future. So I will keep you all updated on that.

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And I also want to just go ahead and highlight some resources that you can access now. You're in the kind of thinking and planning stage of getting your project underway. Youth.gov is a great resource for identifying all federal information and resources that target youth and children. The Jobs for the Future web page, I believe I've already highlighted, on our work with the P3 grantees. I also want to call out the Forum for Youth Investment's website; the forum does a lot of work with opportunity youth and getting youth ready for college and careers, and so they have great resources there on strategic partnerships and community engagement to support this work.

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And now I'll hand it over, I believe, to Cay now.

CHRISTINA YANCEY: Hi. Actually, I think I'll go first. This is Christina Yancey from the U.S. Department of Labor, Chief Evaluation Office. Good afternoon, everyone. As Braden just mentioned, we at the Department of Labor are leading the national P3 evaluation and we're working obviously in close collaboration with the rest of the departments involved in this effort, but this afternoon we wanted to introduce ourselves and also provide some introduction to the national evaluation activities, which in some ways in addition to making sure that we closely work with the departments on making sure that everyone is on the same page with the evaluation, there's also a technical assistance component with the evaluation that is distinct from the program technical assistance that you've just heard about. So it can be a little confusing how we are providing all of these different types of resources to you. I just wanted to let you know, I promise that we all work a lot behind the scenes. Whenever you have any questions or you want to know more information, you just reach out to whomever is your contact. Things get redirected and rerouted to whomever is the appropriate person to answer your questions.

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But so anyway, with the national evaluation, I wanted to just first introduce the team who will be all talking for a moment today.

Again I'm Christina Yancey, I'm with the Chief Evaluation Office at the Department of Labor, and we contracted with Mathematica Policy Research to oversee the national evaluation, which is a five-year project. Linda Rosenberg, who is going to speak with you shortly, is the project director for the national evaluation and Cay Bradley is overseeing the evaluation technical assistance component for the evaluation. She also will be speaking with you in just a few moments.

At the bottom of the screen there is a link if you would like to just have as an easy access a reference, one-pager on the national evaluation.

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So I'll first just provide a brief introduction to the national evaluation components and then I'll pass this off to Linda and Cay to discuss more details.

For the national evaluation we have, because P3 is a new initiative and we are interested just to document and learn as much as we can about P3, we are conducting an implementation study.

And then we're also looking at what kind of systems change has occurred, what types of partnership changes have perhaps resulted as an effect of the P3 project, and we also are going to collect information related to the local evaluation. So this is not necessarily as relevant for you all because our national evaluation is covering all three of the Cohorts.

And the first Cohort included all of those nine grantees have evaluations that they've independently contracted for. And part of our study will involve collecting and synthesizing the results from that first Cohort. I know some of you all are also contracting local evaluations, but for just frankly for timing purposes, we won't be able to synthesize all of the results of your evaluations, but we are focusing and will make sure we do that across the nine, from the first Cohort.

So that is a focus of this evaluation but won't necessarily have any relevance to you in terms of collecting the information, but we will definitely make sure to share the results of those when they become available.

Also for the first Cohort, we are collecting the data from their individual programs. This also is just something that applies to the first Cohort. I'm just sharing with you that the evaluation has these four dimensions, two of which involve the first Cohort and the other two dimensions, which we'll dive into shortly are related to you all. Overall the national evaluation has these four parts. And we will now move into describing more specifics on the implementation and systems study with Linda Rosenberg, the project director for the study. Linda?

LINDA ROSENBERG: Thanks, Christina. So yes this is Linda Rosenberg. I'm a senior researcher here at Mathematica. While we are on this page I wanted to mention that Mathematica is partnering with Social Policy Research Associates on the national evaluation as well.

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So as Christina said, Cay and I will talk about the two components of the national evaluation that you may be participating in. And I will give a quick overview of what is involved in the implementation and systems study, and then Cay will talk with you about the evaluation technical assistance. The implementation and systems study has three key objectives. One is to learn how individual pilots are using their granted P3 flexibilities to improve the outcomes of youth being served by their programs. So we want to understand how pilots' blended and braided funds and granted waivers are affecting the services that they are providing to their youth, as well as what services youth are receiving through P3.

This study also will examine how flexibilities are affecting community partnerships and systems. And finally we want the youth in the study to identify lessons and promising areas for building on the P3 approach. We plan to gather information about your pilots through site visits that will occur next year. And as Christina noted, the evaluation team is working with all pilots. We actually visited the first Cohort pilots and wrapped up that work a few months ago. And during the visits we interview P3 pilot program administrators and their staffs to learn how pilots are working to accomplish their objectives, and how the P3 flexibilities are supporting those efforts. We also interview P3 partner administrators and staff to gather partners' perspectives on P3 and their work. And we also ask them to complete a short survey while we are on site about their experiences. We also hold group discussions with P3 participants to hear from them about their experiences participating in P3.

So next year an evaluation team member from Mathematica or Social Policy Research will contact the pilot lead to discuss plans for the visit. Each visit will occur over two to three days, and the evaluation team member assigned to your pilot will work with you to schedule the visit in a way that best accommodates you and your partners. We'll work with you on the scheduling of the visit and the plans for the visit when we reach out. So that is a very short description of our study. And now I'm going to turn it over to Cay to discuss the evaluation TA component.

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CAY BRADLEY: Great. Thank you, Linda. So my name is Cay Bradley. I am the lead for the evaluation technical assistance that Mathematica provides to P3 pilots. We do this under the auspices of the national evaluation, as you just heard from Linda and Christina. We are one of the four components. So our objectives are really to help those of you who are doing a local evaluation, do the best possible local evaluation that you can. I always encourage grantees to think of us as a critical friend. We are going to help you think about when you have problems and then problem solve. We are going to raise questions that may be tough to answer. But our goal is to make sure that you have the strongest possible local evaluation so that your site and the broader field can learn about what you did and how that changed things for disconnected youth.

Pilots with local evaluations may develop reports that could be reviewed by one of the clearinghouses, particularly if you have a comparison group of some sort. So if you are doing a local evaluation with a comparison group, we will be using the review standards of those clearinghouses as a touch point for our work. You may also be doing more of an implementation evaluation where you don't necessarily have a comparison group. In that case we won't be using those standards because they are not appropriate to your design, but we are still here to help you think about your evaluation and ensure that you'll learn as much as you can from your evaluation and that the findings from your evaluation can be shared with a broader community.

In addition to me, you are likely to interact with Diana McCallum, who is another senior researcher here at Mathematica.

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So for those of you conducting a local evaluation, we are going to want to start with you all working on a logic model and hopefully you joined our webinar about logic models. If not, have no fear; you can access that recording.

We know that many of you will have presented logic models as a part of your application. That will be a great starting place. Once you have a logic model we are going to move on to develop an evaluation plan, the particular type of evaluation plan will depend on your local evaluation design. This plan is a requirement in the Federal Registry notice, it was referenced. It is a plan that we'll work on with you, and we will pass it to the consulting agencies.

As the evaluation gets started, we are going to talk to you a fair bit to help you get through some of the bumps that always happen at the beginning of evaluation. And then it is likely you won't talk to us while things are moving along, but we will be available to help you, to trouble shoot, and help you think through whatever you need to think through.

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So one important thing to know, is that we are always going to work with you guys as part of a team where it is appropriate. Our initial calls with you will be with your project director and local evaluator, the consulting agency staff person, your eval TA liaison and JFF programmatic coach that Tara spoke about. The first call is just kind of a check in call to make sure we understand what the intervention or program is, the timing of starting your programming, and your evaluation plans. After that we start moving towards the logic model. Again, the purpose of this logic model is to articulate how your program is expected to change the disconnected youth outcome. And we are really going to push you on putting on paper what it is that is going into your program, what it is that is coming out, and the outcomes that you plan to achieve.

As I mentioned, we did do a webinar on logic models in October. The link for the recording is here in the slides, and many of you will have received that link already as well. We will also provide TA to help you with the development of your logic models that will be the focus of those early calls. As I said, later on when you guys are ready to move on to writing an evaluation plan, we will do a webinar that talks about the evaluation plan. We have a template that you all will be asked to use. We'll walk you through the template, and explain to you what will happen and the timing. The date is to be determined but again that won't happen until after the logic model is complete.

At this point I am going to turn it back I believe to Michelle. Is that right? Or is it going back to Telisa?

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TELISA BURT: It's going back to Telisa, thank you. Thank you so much. So this right here is simply a snapshot of the various federal and technical assistance and evaluation technical assistance resources that are available in general. We are working on specific sites with many of these resources, but this is just to get an idea of how many different entities have been working in this process overall, both federal and nonfederal.

So what I would like to do is to take a moment to speak to some of the new pilots who are online and get a chance to get maybe a quick three to five-minute introduction for yourself, for the work that you are doing, and a little bit about your pilot. I am going to ask -- if you are not ready, you might want to take a couple seconds to think about it, I can come back to you. Can we start with New York State?

Would you like to introduce yourself and your project? (There is no response.)
Okay.

TELISA BURT: Okay. Sacramento, project from Sacramento, are you on the line?
(There is no response.)

TELISA BURT: What about L.A. County?
(There is no response.)

OKORI CHRISTOPHER: And Telisa, folks can also use the chat box there to check in in case they didn't call in and they are in listen only.

TELISA BURT: Okay. I'm trying to see.

MARITZA DUBIE: Hello?

TELISA BURT: Yes.

MARITZA DUBIE: Can you hear me? This is Maritza from Los Angeles County. My apologies.

TELISA BURT: Okay perfect. No problem.

[Slide 30 (Programming note: The slide shown on the screen is slide 12, but it should be slide 30 from the PDF slide deck, which is the "Questions and Answers" slide.**)]**

MARITZA DUBIE: I do have my staff on the line. I can share with you our initial application was an evaluation piece on a mentoring link, work-based learning program. Really it was a few different projects that we have on the ground, if you will. And we wanted to see if there was a better way of operationalizing and standardizing just like the overall outcomes since we do have a large basin. Our focus was probation youth and it still is. I am happy to hear that we will have a very thorough TA session. I think we need to revisit at least some of the projects that we had initially thought we were going to have evaluated. We have not started the actual evaluation process. But we are still looking in that vein.

TELISA BURT: Okay what was your name again?

MARITZA DUBIE: Maritza.

TELISA BURT: Thank you. Thank you for the introduction.

TYRONE RODERICK WILLIAMS: Hello. I don't know if you can hear me, but this is Tyrone Roderick Williams in Sacramento.

TELISA BURT: Okay, welcome.

TYRONE RODERICK WILLIAMS: It's good to be on the line. I'm here with Julius Austin who will be assisting us in this effort. We have – well since basically since February we have been in the planning stages, meeting every week with a number of our P3 partners. Our focused youth fall into four categories: Youth who are aging out of foster care, youth who are homeless, youth who are at risk of homelessness, or youth on probation.

We are using a housing first model. P3 is part, is one component of our housing policy here in the City of Sacramento. Where we are, we are also the housing agency for both the city and the county. So we have a waiver to be able to use housing choice vouchers and master leasing to assist in securing long-term or longer term, stable housing as a foundation for high school completion, job training through either employment training or through working with the community college, or an organization that provides training in jobs placement and supporting that through the process.

So those are our goals: To house, to educate, to train, and to employ.

TELISA BURT: Wonderful.

TYRONE RODERICK WILLIAMS: Our target population is 100 disconnected youth who fall into those four categories. Our goal is to launch on January 1. So we have been in the process of locating housing, since housing is first. Housing choice vouchers will only be issued as housing units either in single-family homes or in apartments will be identified for the program. But we are prepared and we look forward to it. We are extremely interested in the evaluation issue. Because of the limited funding that was provided for the round that we were approved for, a lot of that evaluation is really anticipated on through our network system and tracking system that we have that all of our partnering agencies will be using.

So we are happy to talk to anyone who can provide additional resources given the limited financial resources that we have to engage in detailed tracking and evaluation.

CHRISTINA YANCEY: This is Christina. I'm from DOL. I just wanted to say that after this call, Cay and her team will be setting up sessions with you all to kind of start talking about what your, if there is particular challenges or things you want to leverage in helping you take advantage of using existing systems. So just want to let you know we're here to help you with that.

TYRONE RODERICK WILLIAMS: Very good. We look forward to talking with you.

TELISA BURT: Perfect. Okay. So just a reminder, if you all have any questions, there is a chat box. You should see it, a general chat box where you can ask any questions that you might have. Again we will try to get those answered for you.

But I would also like to check in and see if we have New York City or Hartford on the line, who would like to give us a little introduction?

MEGHAN KEENAN: Hi, this is Meghan Keenan from the Department of Youth and Community Development in New York City. Our project is really focused on helping young parents who are trying to enroll and persist in WIOA funded out-of-school programs, access childcare through publicly funded early learn programs here in New York City.

So our pilot funds, what they have allowed us to do is to hire a couple of staff, who we are calling childcare navigators, who are really charged with supporting young people in locating childcare, applying, and going on visits to the various potential childcare providers that are publicly funded through the Administration for Children Services so that they can really go through that process as young parents and feel confident about leaving their young children so that they can come to our OFY programs and really stick with them.

That's sort of the focus. We are looking to serve 50 young people. We have a few, about 15 that are either formally enrolled or in the pipeline. We have the navigators on board. We are working on our evaluation. And so far, so good.

TELISA BURT: Okay, good stuff. So Hartford, do we have anyone from Hartford on the line?

KIM OLIVER: Yes, this is Kim Oliver from the City of Hartford Department of Family Children, Youth, and Recreation. I apologize. I'm sick. I hope you can hear me.

TELISA BURT: We hear you.

KIM OLIVER: Okay. We are doing a pilot with 100 disconnected opportunity youth who are involved in the justice system or at risk of becoming involved in the justice system in our Promise Zone here in North Hartford. Our work is focused on providing work based learning opportunities, integrated with academic and technical instruction, and what is really critically important is the development of a virtual network of providers that can comprehensively serve these young people. That is through using middleware, an open source middleware system that we actually are developing. Since the earlier this year we have been meeting on our teams, the advisory team as well as the operations team. We now have our contracts in place and really we're utilizing our startup funds for the development of that technology, but also in the process of that is where the technology is fully up to par, having what we call a PATH Navigator for those young people. PATH is just the acronym of our pilot, which is Partnerships Advancing Youth Together in Hartford. We hope that over the 18-month period we will be able to fully transition this to a sustainable, virtual network that identifies youth disconnection, gaps in services, and matching them to the appropriate services and program providers. The system will also track their progress as they continue on a new path to success.

TELISA BURT: Thank you. Okay, New York State, circling back around to see if they were able to join. And so -- okay.

Well, let's see if we have any questions. Seems like this was a good, I guess, immediate introduction into the process and there will be other opportunities for support moving forward. So this was just our opportunity to say welcome. And that we are excited about the projects that are on the table and helping I guess the both of us, right, reach some positive outcomes for youth.

So with that in mind if anyone wants to actually just ask a question verbally? If not, I think on behalf of all the federal staff and federal partners that I thank you all for participating.

TYRONE RODERICK WILLIAMS: This is Tyrone in Sacramento.

TELISA BURT: Gotcha.

TYRONE RODERICK WILLIAMS: We have one question. It really is an administrative question. We are aware that the funds are currently available to access. However, our structure here requires that a signed contract by all parties be delivered before any federal funds can be accessed. And so at this point, while we have provided the signed documents back, we have not received signed, a signed contract with all of the agencies that are indicated on the signature page back to us. So that does not constitute us actually having documentation of an agreement, which creates some accounting and also legislative concerns.

Whoever we can talk to about getting that contract to us ASAP will help us be able to move forward with our launch anticipated January 1.

BRADEN GOETZ: Hi, Tyrone. This is Braden with the Department of Education. I'm happy to get back in touch with you as soon as we can. There may be a misunderstanding about the agreement and how it fits into your project, but can I contact you tomorrow? Well, not tomorrow. Monday morning?

TYRONE RODERICK WILLIAMS: I would love to. I look forward to talking to you, Braden.

BRADEN GOETZ: Thanks a lot, Tyrone.

TYRONE RODERICK WILLIAMS: All right, thank you.

TELISA BURT: Thanks, Braden. Anybody else have any other questions before we close out today's presentation?

(There is no response.)

TELISA BURT: Okay. Well, thank you all for joining us. Thank you all, federal staff, for participating in our supports here through technical assistance and eval tech TA as well. So thank you all for participating today. You have a great afternoon.

(END)