

Webinar 2: Tool and Example Pilots

- Scott: Hello, my name is Scott Stump, and I'm the Assistant Secretary for Career, Technical, and Adult Education at the United States Department of Education. Under the leadership of President Trump, the federal government has launched one of the most far-reaching regulatory reform agendas in American history. To provide greater freedom and opportunity to Americans, federal agencies across the government have been scrutinizing federal regulations, related non-regulatory guidance, data collections, and other burdensome requirements and removing those that are unnecessary.
- Scott: Consistent with that agenda, Performance Partnership Pilots for Disconnected Youth, or P3, offers states, tribes, and local governments greater freedom to innovate in how they deliver services to the neediest youth. P3 enables the U.S. Department of Education and six other federal agencies to waive not just regulations, but also statutory requirements that are impeding effective service delivery. Stakeholders on the front lines who work directly with disconnected youth have let us know that they believe they could achieve better outcomes if they were given greater freedom and the flexibility to better align the multiple systems that serve youth.
- Scott: P3 responds to those on the ground challenges by offering broad flexibility in exchange for better outcomes. P3 is the unique opportunity to dismantle program silos and to make big and bold reforms in how we address the needs of some of the most disadvantaged young people in our country. I encourage you to explore how you can take advantage of this opportunity to improve the lives and outcomes of these youth.
- Michelle: Thank you, Scott. Welcome to this technical assistance webinar on P3. We're very excited that you're interested in P3 and able to listen. This webinar is being hosted by the U.S. Department of Health and Human Services and Youth.gov on behalf of and in collaboration with the seven federal partners involved with P3, specifically the U.S. Departments of Education, Health and Human Services, Housing and Urban Development, Justice and Labor, as well as the Corporation for National and Community Service and the Institute of Museum and Library Services.
- Michelle: My name is Michelle Boyd and I work for the U.S. Department of Health and Human Services, and I'll be introducing this webinar. You're going to first hear from one of the P3 technical assistance providers, Jobs for the Future. Then you'll hear from two Round 1 P3 pilot sites – the City of Los Angeles and the Chicago Department of Family and Support Services.
- Michelle: I'll now turn it over to Larry Pasti from Jobs for the Future. Jobs for the Future is a technical assistance provider for the P3 initiative. In this portion of the presentation, they are going to present on a tool they developed. This tool is going to help communities be able to better identify, align, integrate the different resources in their community so they can better strengthen the systems and partnerships that they have to support opportunity youth.

Larry: Thank you, Michelle, for leading us into this. It's a pleasure to be talking about this new tool about identifying and addressing barriers to program implementation. It's been a pleasure working not only with Jobs for the Future, the technical assistance partner, but all of the federal agencies that have participated in this exciting project.

Larry: Fundamentally, what we were asked to do and what we hopefully did was develop a series of questions that can lead other communities through the process of defining whether or not they need to actually get a waiver for some of the restrictions they might feel on their implementation plans versus actually being able to do it anyway. Hopefully as you hear from communities in the future on this webinar, you'll hear some examples of how they went through this process, but I want to start with this overall perspective on what we tried to do.

Larry: If you look at this progression, we always feel it's important to start with what do you want to do for whom? Right? The goal setting, the target population, the overall goals. We know you're working with opportunity youth, but that's a broad category, so are there specific populations within that? But fundamentally, this tool helps walk you through these steps where you can start with here's the population, and you'll hear further from our partners on the phone, giving their examples of how they narrowed that perspective down. And then what do they want to do for them? So goal setting we feel is important and instrumental in starting, but secondly, the partnerships.

Larry: Too often, we hear that organizations or agencies have started this work by themselves and they don't actually stop and reach out not only to the partners that they're used to working with, but my term, unsuspecting partners. Who are those other partners who they might not usually work with but in fact might contribute to this effort? This helps reduce not only duplications, but creates an opportunity because you have new voices at the table, you have new opportunities to leverage resources that you may or may not have known about before.

Larry: And so as you listen to the descriptions of the efforts of the P3 sites that are coming forward, pay close attention to how they reached out to a new variety of partners, maybe not the same old that showed up in the room in the past. And secondly, what are some of the resources or programs or opportunities that could be leveraged by bringing those partners into the room for the conversation about this population that is so important to you. So partnership is just not about people, but it's about their systems they represent and the resources that they might bring to bear that can be leveraged against those that you might have in your source.

Larry: Again, as we move forward through this, you need to identify your strategies, figure out what's currently being done versus what new you want to do. But when you get to the barrier identification, and to some, this is the core of P3, and that is are there regulations, statutes, et cetera, that get in the way of what you're trying to do? A learning from many communities, some of the barriers are at various levels. Some are created within the federal funding or statutes or requirements that are passed down, but within those, often, county government, city government, other organizations below them have the opportunity to take the flexibility which the federal government

rightly allowed and make either more restrictive or more potentially similar variations on what's expected.

Larry: What we find is that when local groups start to identify barriers, two or three things happen. One is when they stop and try and really narrowly define the barrier, they find that maybe it's not really a barrier at all. It's been someone's previous misinterpretation and it's the way we've always done business. Secondly, it appeared to be a barrier, but in fact, when they looked at it, locally, they could make the decision to eliminate the barrier. So the level of discretion was at the local level, not the county, state, or federal level. Or lastly, that it might still be a barrier and they need to go back to the original source to ask for a waiver.

Larry: So that's part of what makes this P3 effort exciting, is once you've gone through this process of trying to analyze where the barriers are from, there may be a pathway to either ask for a waiver, to see if that can help you move forward in doing it. So if we look at step six to seven, this refers back to step two, partnerships. So if you have a wide variety of partners at the table, they often are bound by different sets of regulations and barriers. So step back and think, "I want to engage a young person, in a program, my system says they have these eligibility requirements." You go over to another system and they have a different set of eligibility requirements. Maybe the young person fits Option B, not Option A.

Larry: So this reinforces that you identify solutions that having multiple partners at the table gives you access to different opportunities to leverage different eligibility requirements, different funding definitions about what counts as counseling services, educational services, training services, administrative services, et cetera, and so that by having partners at the table, you often can identify solutions at the local level that don't always need federal approval or a waiver process such as is embedded in the performance pilot partnerships.

Larry: So we developed this tool to help communities walk through this. How do you start with your goals and go through the process of saying who's at the table, what are we doing, what do we need to do, strategy identification, if you will, what's currently happening, and what's in the way? And so you get to step five through seven, it's what really is in the way? Do we know it's in the way? What's the source of the thing in the way? Who's making the decision at what level, meaning again, from program, state, city, county, federal, who's making it? And then what are the options that might make us be more successful? So this tool is going to be online, we hope that it helps future communities look through this lens of thinking about what really get in the way of us and is it real?

Larry: We now want to turn it over to Robert Sainz from a Los Angeles P3 site that will explain what he has done in his community around systems change, followed by Beth Stover from Chicago. So listen to the themes as they talk and see how the tool might help you in your work going forward.

Robert: To give everyone a sense of the scope of the problem that we're dealing with in the city of Los Angeles, approximately 10 years ago, we did one of the first studies that dug

deep on who is this disconnected population? We had a mayor at the time that really identified disconnected youth as a major priority, we had a school district that also had identified it as a major priority, but they couldn't agree on the numbers. The mayor was talking about 50% dropout rates, our school district was talking about 10% dropout rates, and we had a bunch of other voices and no one really had a sense of definition in who these young people were.

Robert: So Dr. Paul Harrington did the first study for us and identified that there was approximately 100,000 young people out of school and out of work in the city of Los Angeles, and that's a population out of approximately 500,000. So one out of five. And we talk about a city of Los Angeles, of having nearly 100,000 young people disconnected, it wasn't that it was evenly spread throughout the city, it was highly concentrated in our lower economic areas, highly concentrated in our inner cities, and in some of our zip codes it was one out of three, and in a couple of our zip codes, was nearly one out of two.

Robert: So when we talk about the issue of having a systemic problem, this was really the landmark study for the city to say, "Yes, we do have a problem and this is the scope of it. We're not going to program our way out of this, we need to be able to have system reform." So over the last 10 years, we've been working on this population and to be able to reduce these numbers. The Performance Pilot Partnership was a key piece of this greater puzzle. Just to give you a sense of that in that disconnected population, we also had nearly 14,000 homeless youth, over 8,000 young people in the foster care system between the ages of 16 and 18, and nearly 7,000 who annually dropped out of school from LAUSD.

Robert: Our history did not start with LA P3 and nor should it start in any community. You should build upon the efforts that have been happening in your local community. As we mentioned, we started with the data in 2008 and with that data, we were able to actually make some major policy changes, one of them was moving our WIA , at the time, youth resources from the minimum 30% the Department of Labor identified in the grants to 70%. We were one of the few folks around the country that actually on a local level moved it to 70% of our funds to be expended on disconnected youth.

Robert: But more importantly, is that we revamped our system and we entered into a partnership with our school district, where four years later, we were blaming and accusing each other of who was the cause of the problem, we actually started a partnership and Dr. Debra Duardo, who is now the county superintendent of schools, was my partner in this effort. We worked diligently bringing our elected leaders, our policy makers together, that we could actually have a systems approach to addressing this issue.

Robert: One of those key efforts was actually having LA school personnel inside of our resource center placements. So with our federal dollars, with WIA at the time, we opened 14 centers across the city in the areas where the data had said that had the highest dropout rates. In each one of those centers, we had a LAUSD counselor that was a dropout prevention specialist. In their scope of work, they brought and enriched the

work. Between education and workforce, we were able now to be able to offer true resources for the young individual that was getting back to school. We developed a shared vision and values as well as data and assessments.

Robert: So that's where we had started, and as you can see on the next slide, that LAUSD is a major, major bureaucracy and an organization with nearly 580,000 folks enrolled. But importantly, was bringing back that nearly 20,000 young people who were chronically truant and on the verge of dropping out. So our target for our YouthSource centers had been the individuals that were for all intents and purposes, had dropped out of LAUSD. They might not have been officially, but they were high and chronic truants, and those individuals who had dropped out. With the change in the WIA legislation to WIOA we were able to identify 16 to 24 as our target population. And then in that role, we were able to actually bring in our various funding sources to be able to operate these centers.

Robert: So what is our LA P3? When the opportunity came for the Partnership Pilots what it did for us was actually gave us a larger framework for our systems work. We consciously did not choose to just do a program. We had already had a basis of our programmatic efforts working together but it was really the intent when we applied for our P3 model, was to look at all the opportunities that the pilot was going to be able to present to us. We knew who our disconnected youth population and through our continued reports that Dr. Harrington has done for us over the past decade, the new work that's come out from Measure of America and the really great research now on this population, there's no excuse from anywhere in the country to say, "We don't know who this population is." And to actually know your own scope of the problem.

Robert: But what the P3 allowed us to do was to braid funding in a more concrete way, was actually to ask for federal waivers that were very specific to our grants and our operations. And then to coordinate our tracking, which was really critical and I think it's something that we are still working on, that each of our federal grants as well as our state dollars and even our local dollars oftentimes come with different data sets, different ways to be able to coordinate and track. And this gave us at least the impetus to start coordinating between that. Then lastly, it was bridging that communication between the federal that enhanced many of these grants and our state and local efforts that were happening. And being able to have a platform that we could communicate to all of our partners of what we were doing, where we were focusing, and what our outcomes could be.

Robert: Then the true expansion from our previous city focused effort was to truly bring in not just our city agencies and school district, but to our county agencies. So in California, our county system actually does the vast majority of our youth and social services programming. So foster youth money, homeless youth money, probation resources, social service dollars, healthcare, is all done at the county level. So between the city and school partnership that we had established, that was great, but the true resources and the agencies responsible for these various pieces of the puzzle were at the county level. By having the pilot, we were able to now invite the county down and to participate with us. Our first conversations that we had with the county was, "Well, why do we need to do this? We don't need the federal government, we don't need to apply for the

partnership model. We can do it on our own." And I simply responded is that, "Well, for 50 years, we haven't done it and so what makes you think it's going to happen without us applying?"

Robert: And secondly, that we didn't have a framework to be able to coordinate and integrate the resources. And thirdly, we weren't communicating back to the federal government in a coordinated way with any of our resources. So being able to have the city, the county, and the school district working together, it was really the key of our systems reform. And of course, our community based organizations which are critical and do the bulk of our service delivery, we had to also give them a framework of what we were doing and rather than just them chasing grants from each of our various systems and them trying to coordinate the partnerships at a very very micro level, it was our responsibility within the public sector and within our public leadership to coordinate, to be able to give them a clearer roadmap of how to do the services and make it easier for them to take our money and to be able to apply it without all of their duplicate assessments and duplicate reporting requirements and contracts and so forth. So that is actually the proof in the pudding, as they say, about being able to be more efficient in our actual delivery of services.

Robert: And of course, by showing across communities who, in Los Angeles, it does invest quite extensively especially in our foster and probation youth populations, and oftentimes they were not connected to us in the public sector. So while we were funding workforce and had this very elaborate system, they were funding their own workforce programs with other agencies then oftentimes were not connected to the larger system. Also, the resources that they were putting in, investing, were actually much smaller than our investments, so as a city, we're putting 15 million dollars directly invested into our resource system just as a city, many of the philanthropy communities were putting out 100, 200, 300,000 dollar grants, which are great for the agencies, but they were often, as they were, being disconnected actually of the requirements. So we've been working with them to ... for them to coordinate their investments with us and then their dollars are much much more flexible and actually give greater leverage for our community agencies to implement.

Robert: So all of this is not important if we're not enhancing the outcomes. If we're not increasing the outcomes of education, employment, social and health, wellbeing, and the social and health/wellbeing was new to us as a workforce system, but we thought it was important that we were looking at the whole person and not just talking about education and labor or career and opportunities. The social and health/wellbeing that we were able to implement a mental health assessment as a part of our intake, so when young people are now doing their educational assessment to know exactly where they're at and where they're going, our counselors are actually Masters levels counselors through LAUSD, are implementing or conducting a mental health assessment.

Robert: The mental health assessment was approved by the county mental health agency and if a young person shows high mental health needs, they have a direct contact to our mental health navigators and that could prioritize these young people for services. This

is the first time that we've actually connected to the county mental health agency and they've been a wonderful, wonderful partner. And just recently, we have implemented a housing assessment to actually make sure that the young people have stable housing. Homelessness amongst our young adult population in Los Angeles has actually increased over the last three years because of the housing squeeze, so now in much the same way, we're doing a housing assessment as a part of our intake and then we're connecting them to our housing navigators.

Robert: These have all led to not just increased outcomes, but also increased amount of services. Under our WIOA dollars, if we were just running the straight WIOA program, we're funded at about 2,300 individuals that we would've been able to serve. Our goal is to get our capacity to 8,000. I think this last year, or I should say in this last year, we are surpassing 7,000 young people. So, the power of the systemic partnerships, the integration, and the flexibility that we've been able to receive has really allowed us to increase the outcomes for the folks that we're serving, but to almost dramatically increase the number of folks that we're serving.

Robert: So the key component was the waivers, and when we first did the application for the waivers, we sat around And most folks were all, "What does this mean?" So actually digging down and frankly, we came up with a wishlist of things that we wanted to see. We ended up with about 27, 28 different possibilities and one of the things that actually came out of that was probably about seven or eight of them were things that were locally controlled, that had nothing to do with the federal grants and federal regulations. It was either self-imposed regulations or bad practices. We were able to go through this process, we were able to identify several changes that we were able to immediately do on the local level.

Robert: As a matter of fact, two or three were under my department or my responsibility. I said, "Okay, these are no-brainers, we can change this." Having that discussion helps very specifically with that. But the two waivers that we were able to get approved But the one waiver that had the greatest impact was actually counting our justice involved, foster youth, homeless youth, and runaway youth as in school versus out of school. In terms of for the Department of Labor, and at a local level, that really means that we could reach these foster and primarily justice youth who are in school and because of the change of the WIOA legislation, we had a more limited pot of funding. Now we have a greater pot of funding to be able to categorize and serve them.

Robert: So that simple waiver itself really bought in many of our community advocates who saw this as a great way to prevent young people from dropping out and also, it was a way that we can match in school dollars that were designated for foster and probation youth. We've been able to expand this waiver through the county effort and that has allowed us to actually not have the waiver just for the city, but really for the whole county, which was seven workforce development boards. This waiver has allowed us to also develop an MOU between probation and our Department of Children and Family Services and the seven workforce boards to actually have a process of how we're coordinating services and building the work.

Robert: This really was an important marker for all of us to actually do that intergovernmental sector work that is going to increase the number of folks being served and actually being served better. Then our second one was a very small program that was through the Health and Human Services, operated by one of our partners, the LA LGBT Center. And by allowing them to increase the age from 21 to 24 gave them greater flexibility for services, but more importantly than just receiving the waiver, it actually brought in the LGBT Center into a greater partnership for us to understand the very, very specific needs that this community had and also to understand that many of our foster youth and runaway youth were from the LGBT community.

Robert: But having that understanding of being able to meet their very specific needs was a great, great asset for us. So getting this waiver brought them into our partnership and we've been able and just in our LA LGBT Center, we went from having maybe a few internships and work experience opportunities to this last year that we've got close to 130 individuals being served from the LGBT Center and they've graduated. We helped them bring a charter high school, they have graduated less than a half a dozen in previous years, this last year, they graduated over 30 with a high school diploma. So it's just another marker of success that when you talk about the possibility of what can be done and what waivers can happen, it really is your imagination at a local level. This is one of the greatest pieces of being a P3 pilot.

Robert: So LA P3, as I've said, is not a programmatic effort. It was intentionally as the systematic effort and the system changes are difficult when you're dealing with large bureaucracies as a place like Los Angeles. It's also even a little bit more difficult when you're talking about independent elected bodies. So we have a city government that's run by a mayor in 15 council districts. We have a county government run by five supervisors. We have an independent school district that has an independent board and superintendents and then we have a local community college district that is independently elected. So just at the four major service levels, all having different reporting structures and governance, saying that we're going to make systems changes along all four really does mean that we have to have cooperation and we actually have to have a very conscious effort of making sure that all four entities are on board and are supporting.

Robert: So one of the major changes was utilizing our state WIOA data collection system for all of our participants coming through our YouthSource Center system. a good number are WIOA participants, so we have to collect that data in this system. But the other folks that are non-WIOA we are actually collecting in our system. And we actually provided access for our partners, so our school district now has access to the data collection system and our case management system. Our community college partners that are relevant and that we're working with. We have two of our centers on community colleges, have access, allowed access for some of our DCFS case managers, Department of Children and Family Services case managers for our foster youth. So by providing access to one data system, we can now better serve individuals.

Robert: I did talk about the implementation of the waiver authorities, which has been a major systems change for us. But the focus on our special populations, when we talked about 20% of young people being out of school and out of work in Los Angeles, when you talk

about foster youth, those numbers almost nearly doubled. The same is true for probation youth and homeless youth even has a much higher number. We also know that many of our young people were in several different systems. They could be a probation, foster youth, be homeless, and also be in our workforce. So how do you bring a focus on the special populations, but also tie it together with all the various departments that are being served? Then that really leads to the integration of partners and coordination.

Robert: What we have implemented is 14 regional meetings. So Los Angeles area is 400 square miles, so having one P3 meeting and trying to be across our systems is just not feasible. So we've implemented a localized regional meetings that are co-hosted by our city workforce center and LAUSD partner, but we invite all of the various entities that we've been working with at the policy level to actually implement at a local level. We actually have a facilitator that we use P3 dollars to implement these regional P3 meetings and they happen monthly and we've over this last year, they've been happening religiously. So that has been a very big asset for those attending and believe it or not, a lot of folks don't know each other. I've been working in the foster care system on this grant and I've been working on homeless with this grant, and not having that opportunity to actually meet and connect together. So those have been some of the highlights of our major systems changes.

Robert: So to implement our P3, we started with these six committees, they have morphed over the last two years and we did combine a couple of the committees, but we really do keep our steering committee and partnership committee, which we have combined, as the lead entity. We purposefully didn't formalize it in every Tuesday ... first Tuesday of the month, we're meeting in this location. We have kept that fairly flexible and we've been actually implementing quarterly meetings that bring everybody together. Then the operations committee is one that does meet on a regular monthly timeframe. Our strategic plan committee actually just completed our strategic plan last year and now has moved on to another effort that we're developing called RELAY, Reconnecting LA's Youth, and this RELAY Institute is going to be at our Cal State system and it's going to be the host of all of our work, including other efforts like My Brother's Keeper and other strategic efforts for this population will be tracked there.

Robert: I really want to show you the number of partners and the variety of partners. It really couldn't be done without that coalition of the willing. There's always naysayers, and I say let the naysayers be the naysayers, but if in Los Angeles, we could bring together these vast groups of individuals under that coalition, I would say it can be done in your local community.

Robert: As I mentioned, we have a major focus on increasing the educational levels of our participants. So the vast majority of our disconnected youth, who are out of school and out of work, approximately 60 to 65% do come in without a high school diploma. So the effort is, and number one priority, is to get them their high school diploma.

Robert: The 30 plus percent that do come in with a high school diploma who are not working and not re-enrolled in school, the focus is to get them into a credential program, a

community college program, an adult ED program, to be able to get them their next level of skill. We all know that the future of our economy is going to be highly dependent on having that credential and middle skill ability. And if these young people don't have a high school diploma or are only stopping at a high school diploma, we know that they're not going to be able to actively participate in the future progress of our economy.

Robert: So that is our number one priority, and then following that, of course, is employment and an engagement in work experience. It's not uncommon that we do have a 20 year old, 21 year old who comes in who has never actively engaged in formal employment. So they might've worked in the cash economy, they might've worked for an uncle, but it's not uncommon. So one of the big areas that we do is subsidized employment, and that actually gets them into the formal economy, but in the formal workplace. One major point that I do want to stress is that it's really all about social capital. When we are able to get our young people into the workforce and to be able to see the workforce and the expectations and ... but more importantly is to meet other people and to see a way for them to actually be self-sufficient. That social capital goes a very long way. So we have a host of employment indicators that we're focused on.

Robert: The wellbeing of social, mental, and emotional, we're looking at the number of individuals that we were referring to agencies. But we're also looking, and we haven't fully implemented this, it's about the number of young people that have health insurance and that are accessing their healthcare. So that one has been a little bit slower and a full implementation but our intent is every young person who is eligible for a healthcare program is actually fully enrolled and then engaging.

Robert: Then lastly, I mentioned about our stabilized housing and making sure that every one of our young people have a stabilized housing option.

Robert: So our technical assistance we have here listed as to be developed, but it really should be that has been implemented and to be developed. With the development of a strategic plan. So last year, we developed a strategic plan that we were able to get approved by the city council, by the mayor, by the county board of supervisors, by community college district, our school district, and had the support of the Chamber and many of our other partners. That is available as a resource for all of you to see as a model. We laid out several major goals and objectives in there and truthfully, we're halfway through or a third to a halfway of full implementation on some of the goals, what they tend to fully implement the strategic plan, but it is a heck of a lot farther than if we didn't have one. So that document has been our guiding document over this last year of us working together. We're in the process of doing the asset and fiscal map for our services.

Robert: This project has been undertaken through assistance with JFF and a few of our other partners. But we should be rolling that out the first of the year and we did this in a way that we want it to be non-threatening to our public leaders. What we wanted to do was actually to talk about where the resources are and how we integrate. So we're not entertaining about how we transfer or how we move, but really about how do we

integrate the resources that are in the various county departments, city departments, and its focus on who we're trying to service.

Robert: As a part of our work, as I mentioned, the RELAY institutes that we are developing a web portal that is going to be available to the general public. It'll be focused for case managers as well as young people to actually receive the services that they need. There are several of that type of service referrals already, so we don't want to duplicate, but we want it to be very very focused on our disconnected/opportunity youth population. So that's also going to be one of our five pillars of our RELAY institute and we're expecting that to be done in the fall.

Robert: So I thank you for giving me this opportunity to present. As I mentioned, I'm speaking on behalf of a team of individuals who have provided the leadership and the strength to continue this program. wherever you're at in your development, I do think it is key that you have folks working together, you're bringing the resources together, that you're actually having an impact on the outcomes of the services that you're attempting to provide. So thank you.

Beth: Thanks, Robert. My name is Beth Stover from the Chicago Department of Family and Support Services and I'm here to discuss Chicago's P3 program. Our program was a programmatic effort that looked at a particular population and I want to thank the federal agencies for this opportunity to talk about our program and how we worked with the P3 model to try to bring innovative services to young parents, especially young ladies. there'll be slides up as we go that sometimes don't coordinate exactly with what I'm saying but give you a better overview of the program, so I don't have to go into detail about that during this presentation.

Beth: First, I'm going to talk a little bit about the genesis of our P3 program, the Chicago Young Parents Program, and how it developed to meet a need in the community and ultimately brought together three social service areas which, at least in our experience here in Chicago, are often siloed. The Chicago Department of Family and Support Services, or DFSS, is the city department that administers publicly funded programs for Chicago residents who are vulnerable or at risk or otherwise need support as you can tell by this representation on the screen. This includes programs for seniors, for residents experiencing homelessness, residents who need emergency support, survivors of domestic violence, youth and children and families.

Beth: Even though we're under one department, often all work as siloed despite being in the same building. About children and youth in particular, DFSS uses corporate or local revenue dollars to support programs for youth, including out of school time programs, mentoring, summer jobs, and justice system diversion programs. And for children and families, we are the nation's largest Headstart grantee and we administer also state pre-K dollars and we do those through a network of community based agencies in Chicago. About 34 delegate agencies, Headstart delegate agencies at over 300 sites in the city.

Beth: The genesis of our P3 program, the Chicago Young Parents Program, was a summer pilot program that was the brainchild of the Youth and Children's Services division and really

came out of an attempt to not be siloed and to work together and to find some way to work together more closely. So the city had sponsored summer job programs for youth for a very long time, and this goes back to the previous administration, but in the early '10s, the city launched the One Summer Chicago Plus. The One Summer Chicago was a summer jobs program and the Plus was this extra piece of mentoring and group work with a social emotional focus.

Beth: This program, One Summer Chicago Plus, targeted young men from at risk communities and those communities were determined to be at risk due to levels of violence and school dropout rates. So this program worked in such a way that these youth had jobs but also they had mentors, paid mentors, and they met for six hours every Friday during the summer to engage in peer to peer support and work through a social emotional learning curriculum. So as part of this One Summer Chicago Plus, the city worked with the crime lab at the University of Chicago and it did indeed show that the program had been effective at reducing summer gun violence and also keeping youth in those communities enrolled in school.

Beth: So when our Children and Youth departments got together, we talked about how our objectives aligned and there was a gap in programs for young women, we determined, who might need extra support, especially due to parenting. And it's with a population that DFSS Children Services division engages with through our Headstart and Early Headstart programming. There's a lot of young parents enrolled, and that the youth division engages with as well, through summer jobs and through some of these out of school time programming and the like.

Beth: So this would be 2014, and we ran this Teen Mom Summer Jobs program, which basically functioned the same way as One Summer Chicago Plus did, except for the fact that the focus population was young ladies, they were all under 18 at the time, who were pregnant or parenting. The program hired parenting teens and gave them summer jobs as literacy coaches in our Headstart centers. These Headstart centers served children under age five. So our Headstart program had a longstanding relationship with Chapin Hall at the University of Chicago, so we conducted a small evaluation of the program and we especially focused on the program's impact on the young moms and as opposed to the impact on the children.

Beth: We found that even the short three month dosage of the program really helped with these young ladies to build their sense of self-efficacy, their parenting skills, and their parenting confidence. We also found that through these peer to peer Friday supports, the young ladies had started to form play groups and the like. So it was really inspiring and we thought let's see if we can find a way to extend the program, to make it longer, to use some of the resources we had in the city to keep working with these young parents because of the importance of working with young people, working with people with children is to establish a relationship where they trust you and they'll be able to confide in you about what supports they need. They trust you to provide them supports that are really going to help them.

Beth: So when the P3 announcement was released, we were already working with our partners to think about how this summer program could be expanded to have a greater impact and really support their transition from adolescence to adulthood, both as young women and as mothers. Headstart and Early Headstart often focuses on the parent first and not a person, but we wanted to make sure that the personhood of these young parents was supported as well. We wanted to do that, we felt that that aligned especially with Headstart because we know from Headstart that parents are children's first teachers and if we support parents, we support children. If we support their own self-efficacy and the like, that that will have repercussions about how they are working with their children.

Beth: Our program CYPP is based on this Headstart two generational model of working with parents and children and is designed to provide young parents and during the first two years we work mostly with moms under age 24. We extended the age to 24. Mostly moms, but actually in the third year, we expanded to include young dads. We've had five young dads in the program in the last year and we wanted to continue to provide this intensive support that we were providing under the teen mom summer job program, which included an array of services that I'll get to.

Beth: So but as you can see here that our partners really include ourselves, the Chicago Department of Family and Support Services, where we have Headstart, Early Headstart, and childcare partnership and we continue to work with the youth division. Then we also reached out, I said that there were three areas, we have the youth, we have the children's services, and then we had workforce. So we reached out to our partners at the Chicago Cook Workforce Partnership, who receive federal WIOA dollars.

Beth: Then we worked with one of our key providers, SGA Youth and Family Services who have a history of working with youth, working with children, and working with mental health supports for those populations. We work with Chapin Hall to conduct the evaluation, and then we also had what was critical was our network of delegate agencies, 34 throughout the city like I said. 300 sites, and they provided both work sites, they recruited our participants, they provided the work sites, and also they provided the extra supports that these young people needed to succeed in their work endeavors.

Beth: So for this program, we combine Headstart dollars, Headstart, Early Headstart, Early Headstart childcare partnership dollars from HHS and WIOA youth dollars from the Department of Labor that runs through the state and goes to the workforce partnership. And we've also contributed some local dollars to the program as well, as we've gone along. As far as the waivers are concerned, we had a waiver from HHS for redetermining eligibility of children between Early Headstart and Headstart. Typically, a child's family's eligibility needs to be redetermined when they transition from the Early Headstart, from zero to three year olds to Headstart, for four year olds. But we actually didn't need to leverage this waiver too much.

Beth: However, and I want to say that this was really the key with the HHS and the Office of Headstart and Headstart, it allowed us to use our Headstart funds to provide what I've described often as a kind of Headstart on steroids to try to support these young parents

who were enrolled in the program. So in addition to having their children enrolled in the center based Headstart program or Early Headstart program, and receiving the full set of comprehensive Headstart services via the center, which had a medical component, dental component, mental health component, has a family service support component as well as the education component that the development of children and the like.

Beth: In addition to getting that, they got also a modified version of a different Headstart model, a home based model. So in addition to having their children enrolled, they received twice monthly home visits from their mentors which focused first on the wellbeing of the young parent and what she needed at the time, whether it was housing, whether it was signing up for some sort of benefits, whether it was just how to deal with her partner, she was having arguments with her family, it kind of really ran the gamut.

Beth: Second, focusing on parenting, and we have a curriculum from that we typically use in our Headstart home based program. So they receive that and then on top of that, they have monthly group socializations, which is part of the Headstart home based component, where the parent is receiving home visits from a home visitor and then once a month, all the parents in that home visitor's cohort and the children get together for a very large play date, which is focused on children's social emotional interaction and helping children learn how to be together and the like. And also, helping the parent to parent in those circumstances.

Beth: So in addition to receiving the twice monthly home visits from their mentors and having these socializations, all the young ladies were visited weekly at their work sites. They worked four days a week, three and a half hours at a Headstart site as a literacy coach. Then they got also paid for six hours on Fridays to have group work and the like, which was based on social emotional learning and covering a whole gamut of topics, everything from financial literacy, dealing with emotional management, peer to peer learning, and the like.

Beth: But getting back to the waiver and working with the office of Headstart, I think that having Headstart involved, and even though there wasn't a technical waiver needed for that kind of double dosage, we got the blessing we needed to be able to pilot this program and see if the sorts of outcomes for these young parents, what they'd looked like.

Beth: For WIOA, that was our large waiver or our kind of our ... the waiver that we got for WIOA basically it let us take the dollars that we had from the partnership and support the program and the outcomes were the CYPP outcomes and we were able to use those WIOA dollars to support the wages for the participants, because that was quite a hefty cost, especially because the minimum wage in Chicago has been going up over the past few years. We decided to pay them at that high minimum wage rate as opposed to getting a waiver for that because these were young moms and they needed as much income as they could get.

Beth: So we had the waiver from WIOA] that allowed us to pay these wages, use the CYPP for the outcomes that were organic to the program, and also all the ladies we served, and now some young men, count as out of school youth for the WIOA requirements. I would say that 3/4 of the parents we've served have been out of school youth, but about a fourth of them are in high school. We had one cohort that they were all high school young ladies who are still with us because they either haven't graduated or they're still eligible for the program.

Beth: so we counted these young ladies as out of school youth and we used that funding to pay for their wages. The parents, like I said, worked about 20, 25 hours a week, which included part time work at the Headstart Center as a literacy coach, as well as six hours of group time on Friday. Fridays also involved training in early literacy, child development, personal growth, emotional management, peer to peer support, we had extra as well, we brought in trainers from UIC Center for Family Literacy on best practices in the classroom and the like. And of course, one of the main objectives of this was the cross-fertilization of what you were doing for your work experience and your personal experience as a parent.

Beth: As to what were the biggest challenges with this portion is definitely getting our waiver for the WIOA funds finalized. Especially as it involved not only working with our federal partners, but also our state partners. So we had four governmental or quasi-governmental agencies trying to hammer out an agreement and all of us who work in government know that the nature of bureaucracy is these things take a lot of time, and they did. But I do want to say that was totally worth it because it gave us the resources we needed to really serve this population and pay their wages. The wages were like the carrot that drew them in and then in order to have the job as a literacy coach, you had to take the home visits and participate in Friday socializations and the like.

Beth: One of the really fantastic outcomes we had is we have over an 80% uptake of home visiting and traditionally, it's hard to get people to invite you into their homes and share with you and the like, and we've been really successful with that because one of the benefits of the program is there's a really really small caseload for these mentors because about one mentor for 7 to 10 young parents

Beth: I think the second challenge we really had with this program, which is the clientele, and many of these clientele, the young ladies, especially that we served during the first two years have many many challenges. They're all under 24, many have more than one children. Many have experienced insecure housing, they've had falling outs with their families, with their friends and the like. Many have to build emotional management skills, they have to return, get reestablished on education tracks, whether it's getting their high school equivalency or it's returning after dropping out of college after a semester and trying to negotiate unpaid debt and the like that might have built up from that.

Beth: Our mentors have a really small caseload, which has allowed them over time to build a really strong and supportive relationship with our young parents. That home visiting rate I talked about speaks to it, how strong that relationship is. And the mentors work

with the Headstart Center staff and they create a whole circle of support for these young ladies. When the young lady is weathering a personal crisis or a family crisis or the like, she's able to go to her mentor, she's able to go to her work site mentors, she's able to go to her peers through the peer to peer support that's on Friday. So there's really trying to create for these young people, a network that they can go to.

Beth: Mentors have helped all of them have to enroll in the education programs, that we have young ladies who are still in high school, we have young ladies who are getting their high school equivalency or have, we have ladies who are on track to get certificates that they need for working in a Headstart center full time as a teaching assistant or are on track for other college courses. Because of course, one thing that happens in this program is you realize pretty quickly whether or not you want to work with children or not. So for those young ladies, and now young dads, who may not want to work with children, the mentors work with them to access other resources, to go into other certificate programs.

Beth: So over the course of the three years, we've had about 250 parents participate as literacy coaches. 59 of them have moved on to full time employment. there's been some attrition and 22 of those at last count, and we're still adding this up, have been hired in early learning centers, in our early learning centers. So one of the things that we're doing as well is we're creating a pipeline to staff our own programs, which for early learning, for early childhood centers, there is actually a great need for those kinds of teachers. So the P3 program really let us do some innovative things with federal blessing. Not always needing exact waivers for both, but nonetheless giving oversight and support and helping to develop this program into something that was really impactful for the young ladies and now the young men who have participated in it.

Michelle: Thank you, Beth. This now concludes our technical assistance webinar on P3. The tool that Larry discussed and information on past and current pilot sites can be found on youth.gov/P3. On behalf of the seven federal agency partners, the U.S. Department of Health and Human Services and youth.gov would like to thank you for listening to this webinar.