

**P3 - PERFORMANCE PARTNERSHIP
PILOTS FOR DISCONNECTED YOUTH**

Round 4 (FY 2018 & FY 2019)
Notice Inviting Applications:
Bidders Conference

Presented by:
U.S. Departments of Education, Health and
Human Services, Housing and Urban
Development, Justice, and Labor
Corporation for National and Community
Service
Institute of Museum and Library Services

SCOTT STUMP

Assistant Secretary for Career, Technical and Adult Education,
U.S. Department of Education

youth.gov



MICHELLE BOYD

Social Science Analyst, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services



TOPICS FOR DISCUSSION

- Timeline
- Overview
- Eligible applicants
- Eligible programs
- Priorities
- Application requirements
- Selection criteria
- Review and selection process

PRESENTERS

- **Braden Goetz**, U.S. Department of Education
- **Jeff Hunt**, U.S. Department of Labor
- **Michelle Boyd**, U.S. Department of Health and Human Services

BRADEN GOETZ

Director, Policy, Research, and Evaluation Staff, Office of Career, Technical,
and Adult Education, U.S. Department of Education



TIMELINE

- Notice Inviting Applications (NIA) has been published.
- Deadline for submitting applications is 90 days from the date of publication.
- See youth.gov and NIA for specific dates.

OVERVIEW: SUMMARY

- Up to 10 pilots (for each Fiscal Year) will implement activities with their partners that:
 - Blend discretionary funds and/or waive certain statutory, regulatory, or administrative requirements;
 - Include at least two federal programs targeting disconnected youth;
 - Seek to improve education, employment, and other key outcomes for disconnected youth

OVERVIEW: DISCONNECTED YOUTH

- Individuals between the ages of 14 and 24
 - Who are low-income, and
 - Either homeless, in foster care, involved in the juvenile justice system, unemployed, or not enrolled in or at risk of dropping out of an educational institution.

OVERVIEW: BLENDING FUNDS

- Blended funding merges two or more funding streams, or portions of multiple funding streams, to produce greater efficiency and/or effectiveness.
- Funds from each individual stream lose their award-specific identity.
- The blended funds together become subject to a single set of reporting and other requirements, consistent with the underlying purposes of the programs for which the funds were appropriated.

OVERVIEW: WAIVERS

- In addition to existing waiver authority, agencies also may waive any statutory, regulatory, or administrative requirements that they are otherwise not authorized to waive, in keeping with important safeguards.
- Waivers must:
 - Be consistent with the statutory purposes of the relevant Federal program(s).
 - Be necessary—and no broader in scope than necessary—to achieve pilot outcomes.
 - Result in either efficiencies or increased ability of individuals to obtain access to services.

Refer to FAQs, Section C, “Waivers”

OVERVIEW: WAIVERS (CONTINUED)

- Agencies cannot waive requirements related to:
 - Nondiscrimination
 - Wage and labor standards
 - The allocation of funds to State and sub-State levels
- Federal Agency heads must determine that the Agency's participation and the use of proposed program funds meet requirements related to:
 - Not denying or restricting individual eligibility
 - Not adversely affecting vulnerable populations

Refer to FAQs, Section C, "Waivers"

OVERVIEW: WAIVERS (CONTINUED)

- Youth.gov includes a list of waivers that Agencies granted P3 pilots in prior rounds.
- The notice includes illustrative examples of possible waivers, such as—
 - Waiving required and allowable uses of state-level set-aside funds to carry out other activities not specified in the program statute that are consistent with the program purposes;
 - Waiving eligibility requirements to serve a broader population.

OVERVIEW: PROGRAMS

- Pilots must include at least two programs from a participating Federal agency:
 - Targeted on disconnected youth, or designed to prevent youth from disconnecting from school or work, that provide education, training, employment, and other related social services;
 - At least one of which is administered (in whole or in part) by a State, local, or tribal government;
 - Does not include entitlement programs like TANF or Medicaid.

OVERVIEW: PROGRAMS (CONTINUED)

Fiscal Year	Agencies with Programs that May Be Included in Pilots
FY 2018	ED, HHS, DOL, CNCS, IMLS, DOJ and HUD
FY 2019	ED, HHS, DOL, CNCS, IMLS + DOJ and HUD*

* The NIA notes that there is pending Senate legislation that would allow certain HUD and DOJ programs to be included in P3 pilots for FY 2019. Applicants may include these programs in their FY 2019 applications if this legislation is enacted before the application deadline.

OVERVIEW: PERFORMANCE AGREEMENTS

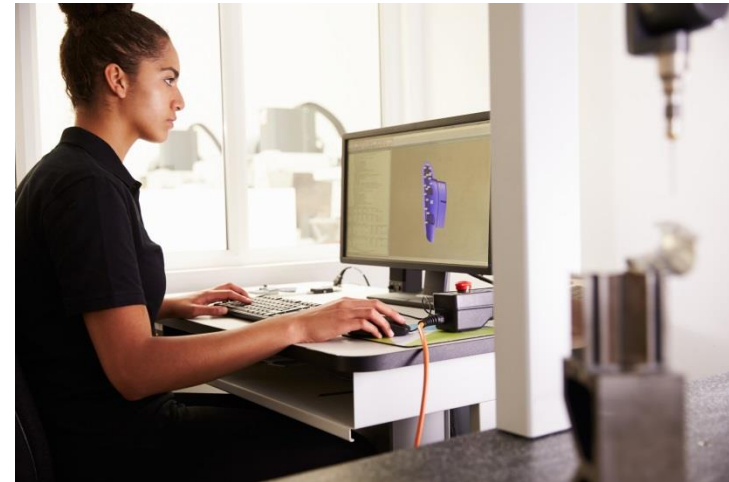
- Each pilot will be governed by a performance agreement between a lead Federal agency and the respective representatives of all of the State, local, or tribal governments participating in the pilot.

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JEFF HUNT

Workforce Analyst, Division of Youth Services, Office of Workforce Investment,
Employment and Training Administration, U.S. Department of Labor



ELIGIBLE APPLICANTS: LEAD APPLICANT

- State, local, or tribal government entity.
 - Represented by chief executive of the entity (e.g., governor, mayor) or the head of a State, local, or tribal entity.
- Private nonprofit organizations are not eligible, but may play a role in the partnership.

Refer to FAQs, Section B, “Eligibility”

ELIGIBLE PROGRAMS

- The participating Federal Agencies have identified programs that may be eligible to be blended under a P3 pilot.
- At the same time that funds are blended and pilots are given new flexibilities, pilots must protect vulnerable populations and individuals.
- Some programs may introduce greater likelihood of adversely affecting vulnerable populations.
 - The Federal Agencies have identified three categories of risk and specific examples of the types of programs in each category.
 - Refer to the lists on Youth.gov.

Refer to FAQs C-2, C-3, and D-1

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PRIORITIES: ABSOLUTE

- Absolute priorities create separate categories for scoring and considering applications.
- Applicants must address one of two absolute priorities:
 - Absolute Priority 1: Improving Outcomes for Disconnected Youth in Communities that Have Experienced Civil Unrest.
 - Absolute Priority 2: Improving Outcomes for Disconnected Youth.

ABSOLUTE PRIORITY 1

- Improving Outcomes for Disconnected Youth in Communities that Have Experienced Civil Unrest
 - Applicants should describe the instance or instances of civil unrest, including:
 - a description of the civil unrest that occurred in the community or communities they intend to serve; and
 - the date or dates the civil unrest occurred.
 - The NIA does not include a definition of “civil unrest,” but identifies several examples of what might be considered “civil unrest.”

Refer to FAQs M-4 and M-5

ABSOLUTE PRIORITY 2

- Improving Outcomes for Disconnected Youth
 - Applicants serving communities that have not experienced civil unrest apply under this absolute priority.

COMPETITIVE PREFERENCE PRIORITY

Promoting Economic Opportunity

- Projects designed to increase educational opportunities by reducing academic or nonacademic barriers to economic mobility by aligning Federal, State, or local funding streams to promote economic mobility of low-income individuals.
 - The NIA highlights how P3 flexibilities may be useful in economically distressed communities, such as communities with Qualified Opportunity Zones.
- Up to 15 points awarded for addressing this priority.

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APPLICATION REQUIREMENTS

- Executive summary.
- Table 1: Identify the target population(s).
- Table 2: Identify programs to be included and the requested flexibilities.
- Table 3: Identify amounts of funds to be included in the pilot.
- Table 4: Identify pilot partners.
- We recommend limiting your application narrative to no more than 15 pages.

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SELECTION CRITERION (A): NEED FOR THE PROJECT (35 POINTS)

- Consider the magnitude of the need of the target population, as evidenced by the applicant's analysis of data:
 - Comprehensive needs assessment conducted or updated within the past 3 years using representative data on youth from the jurisdiction(s) proposing the pilot
 - Encourage disaggregation of data according to relevant demographic factors

Refer to FAQ E-1

SELECTION CRITERION (B): NEED FOR REQUESTED FLEXIBILITY (65 POINTS TOTAL)

- Consider the strength and clarity of the applicant's justification that each of the specified Federal requirements for which the applicant is seeking flexibility hinders implementation of the proposed pilot (30 points)

Refer to FAQs C-1, C-2, C-3, and C-4

SELECTION CRITERION (B): NEED FOR REQUESTED FLEXIBILITY (CONTINUED) (65 POINTS TOTAL)

- Consider the strength and quality of the applicant's justification of how each request for flexibility will increase efficiency or access to services and produce significantly better outcomes for the target population(s) (35 points)

Refer to FAQs C-1, C-2, C-3, and C-4

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REVIEW AND SELECTION PROCESS

- Federal staff with expertise on issues related to improving outcomes for disconnected youth will score the selection criteria.
- Applications will be rank ordered based on their total scores.
- Agency officials will evaluate whether the flexibilities sought by the top-scoring applicants meet the statutory requirements for P3 and are otherwise appropriate.
- Applicants may be asked to participate in an interview to clarify aspects of proposals

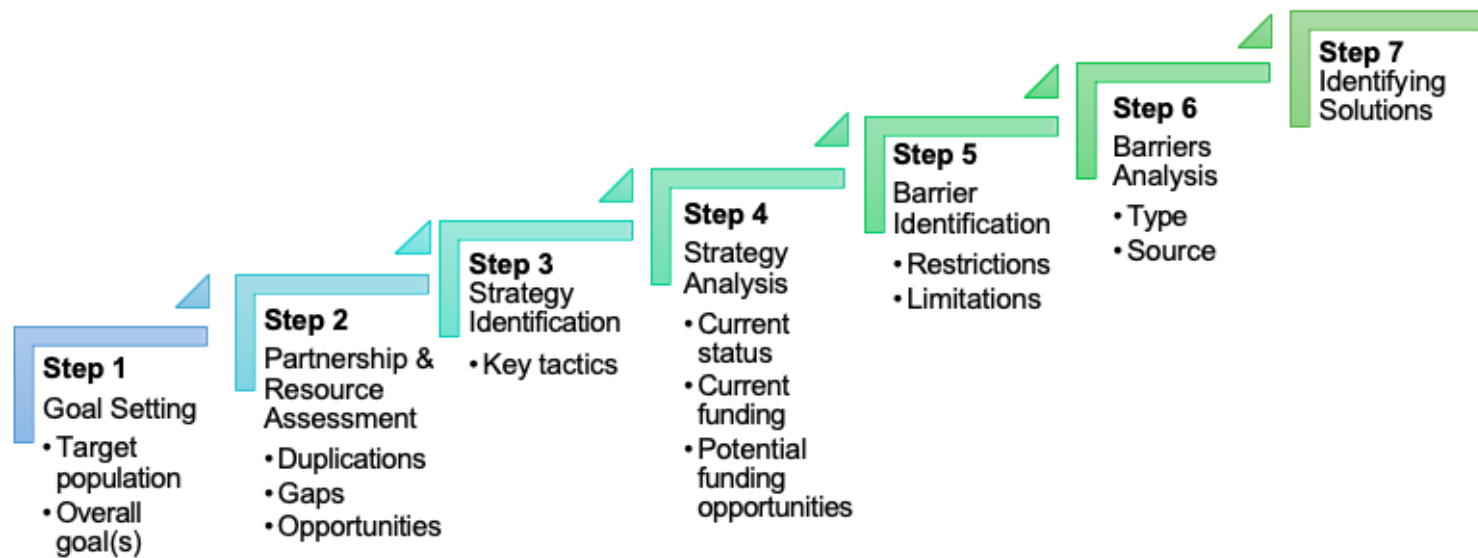
REVIEW AND SELECTION PROCESS (CONTINUED)

- Federal agency officials may recommend up to 10 projects per Fiscal Year.
- If a performance agreement cannot be negotiated, an alternative project may be selected.



Identifying and Addressing Barriers to Program Implementation: A Tool for Community Reflection

Community Reflection Process for Program Innovation



PERFORMANCE PARTNERSHIP PILOTS (P3)

Los Angeles Performance Partnership Pilot (LAP3)

Robert M. Sainz

LA'S DISCONNECTED YOUTH

City of Los Angeles by the Numbers



In 2008, approximately 100,000 Youth between the ages of 16-24 are Out of School & Out of Work (1 in 5)



New Drexel University Study by Dr. Paul Harrington confirms reduction of disconnected youth to (1 in 6)



14,000 LAUSD Homeless Youth



8,278 LAUSD Youth in Foster Care



6,950 LAUSD students from the Class of 2015 dropped out of school

A SHORT HISTORY



City priority to align workforce development to serve out of school youth



FY 2012 launch of Workforce Investment Act (WIA) dropout recovery system



LA Unified School District co-investment to place counselors in each YouthSource Center



Shared Vision and Values as well as data and assessments.

LAUSD AND YOUTHSOURCE SHARED COMMITMENT

LAUSD Enrollment

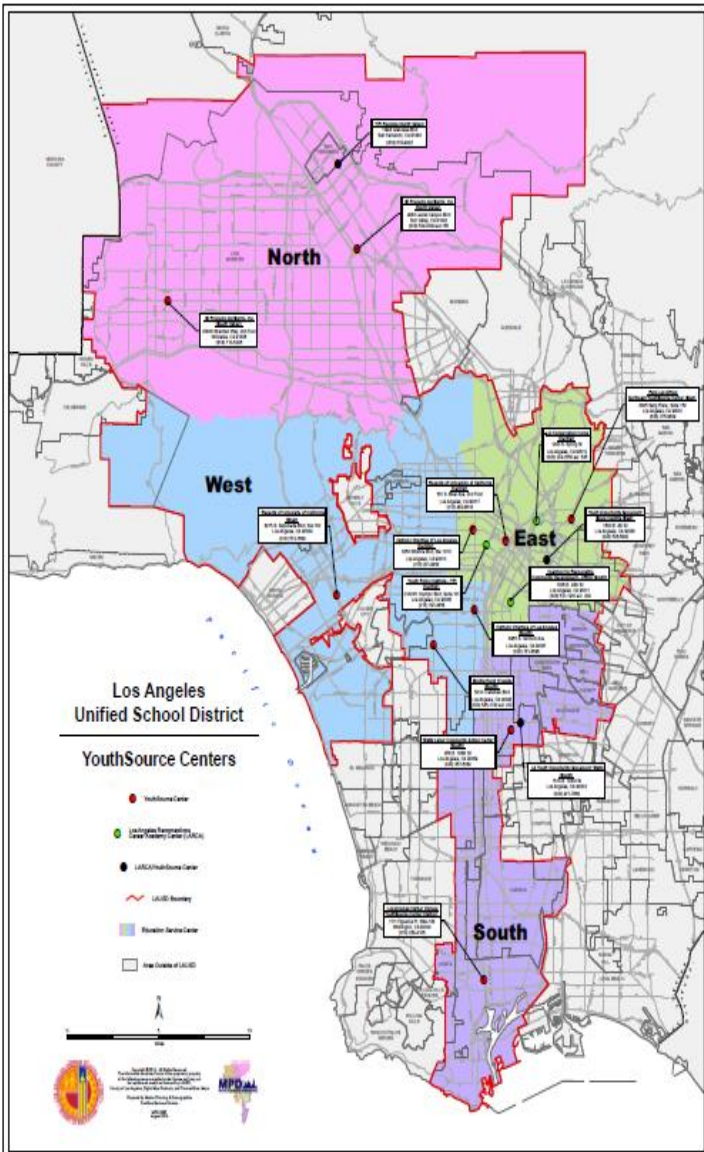
580,601

LAUSD --
LOCAL CONTROL
FUNDING
USDOE GRANT
STATE FUNDING

Chronically absent high school students

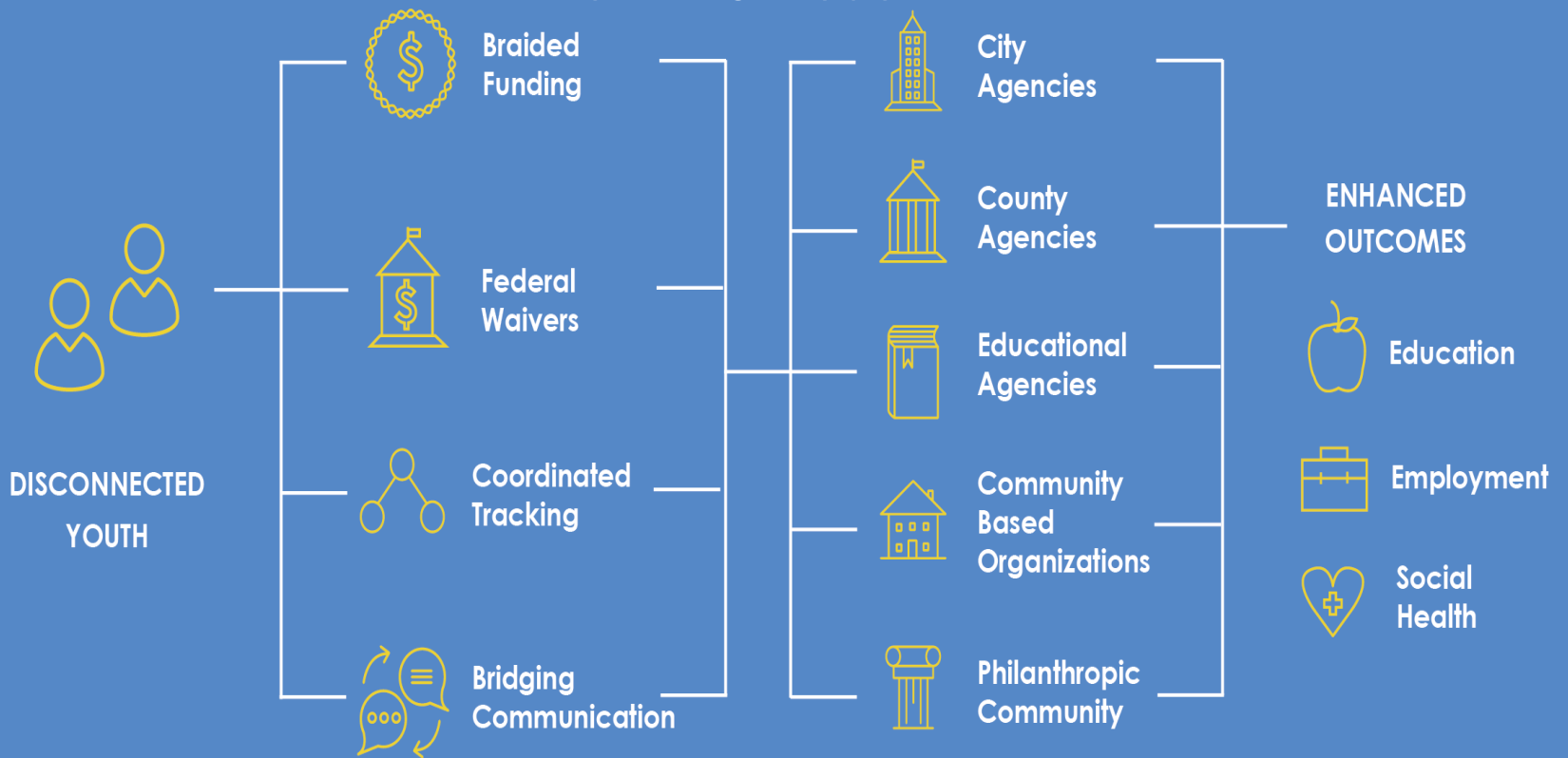
19,646

CITY OF LOS ANGELES--
WORKFORCE INNOVATION
AND OPPORTUNITY ACT
(WIOA) FUNDING
CDBG FUNDING
CITY GENERAL FUNDS
PRIVATE DONATIONS



LOS ANGELES PERFORMANCE PARTNERSHIP PILOT

The LAP3 Model



FLEXIBILITIES/WAIVERS


U.S. DOL Waiver: WIOA Title I Youth

Consider foster, justice-involved, homeless and runaway youth who are in- school to be counted in the 75 percent out-of-school youth service category for fiscal accounting purposes.

U.S. Department of Health and Human Services: Transitional Living Program

The HHS Family and Youth Services Bureau (FYSB) Runaway and Homeless Youth Program (RHY) has granted the LA LGBT Center a waiver to increase the eligibility ages for youth in its transitional living program from 21-24.

LA P3: SYSTEM CHANGES

- One data collection system (CaJOBS) for WIOA and non-WIOA program participants
 - Implementation of waiver authority
 - Focus on special populations (i.e. foster youth, probation youth, homeless; etc.)
 - Integration of partners, coordination and utilization of partner services
- 

LOS ANGELES PERFORMANCE PARTNERSHIP PILOT

Steering
Committee

Partnership
Committee

Policy & Waiver
Committee

Strategic
Planning
Committee

Operations
Committee

Data, Research
& Evaluation
Committee

LAP3 PARTNERS

City of Los Angeles, Mayor Eric Garcetti
LA County Board of Supervisors
Los Angeles Unified School District
Los Angeles Community College District
LA County Department of Community & Senior Services
LA County Workforce Development Board
LA City Workforce Development Board
City of LA Economic & Workforce Development
Los Angeles Chamber of Commerce
Los Angeles Economic Development Corporation
Los Angeles City Homeless Service Authority
Los Angeles County Department of Mental Health
Annenberg Foundation
LGBT Center

California State University, C5
State of California Employment Development Department
LA County Chief Executive Office
LA City Housing and Community Investment Department
LA Gang Reduction and Youth Development
LA Promise Zone/Youth Policy Institute
LA Opportunity Youth Collaborative
County of Los Angeles Probation
County of Los Angeles Department of Children and Families
County of Los Angeles Department of Public and Social Services
YMCA
Los Angeles County Office of Education

**RESULT: Increase outcomes for disconnected youth in
one or more focus areas:**



EDUCATION



EMPLOYMENT



WELL BEING (SOCIAL, MENTAL, EMOTIONAL)



STABILIZED HOUSING


TECHNICAL ASSISTANCE TOOLS TO BE DEVELOPED



Develop a Strategic Plan that develops the Vision, Mission, & Goals for LA P3 partner community to facilitate alignment and goal achievement for serving disconnected youth in years to come



Develop a robust Asset/Fiscal Map of LA County services, funding, contacts, how to access services, and more



Develop and implement an Application/Web Portal that will host and direct key stakeholders and partners to the right information and services related to LA P3 and serving disconnected youth, rather than relying solely on phone calls and email

A word cloud centered on the phrase "thank you". The words are arranged in various sizes and colors, including blue, red, green, purple, orange, and yellow. The central words are the largest, while smaller words surround them. The words are in many different languages.

раҳмат

Баярлалаа

спасибо

faafetai lava

kiitos

dankie

dhanyavad

gracie

iyala

mauruuru

koszonom

vinaka

спасиби

blagodaram

merisi

kia ora

barka

welalini

tack

ngiyabonga

teşekkür ederim

misaotra

matondo

paldies

grazzi

mabalo

tapadh leat

хвала

asante

manana

obrigada

murakoze

teriki

enkosi

bedankt

nanni

nandri

bayarlala

mauruuru

mauruuru

koszonom

dziękuje

sobodi

dekuji

mesii

sagolun

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gracias ago

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dankon

acili

sulpay

go raibh maith agat

djiere dieuf

tau

mochchakkeram

mamnun

дякую

terima kasih

arigatō

takk

dakujem

trugarez

merci

merci

merce

mercsi

shukriya

dhanyavadagaluu

diolch

tanemirt

rahmet

xiexie

ευχαριστώ

감사합니다

তোমাকে ধন্যবাদ

rahmat

najis tuke

kam sah hamnida

najis tuke

**P3: CHICAGO YOUNG PARENTS
PROGRAM**
BETH STOVER

DFSS PROGRAM DIVISIONS

DFSS INVESTS \$350 MILLION ANNUALLY SERVING 300,000 OF CHICAGO'S RESIDENTS



Teen Mom Summer Jobs

Summer of 2014

One Summer Chicago +

Teen Literacy Coaches

Partners

- ❖ *SGA Youth & Family Services*
- ❖ *Chapin Hall Center for Children*
- ❖ *University of Illinois Chicago Center for Family Literacy*
- ❖ *Chicago Housing Authority*

35 Participants

@ 3 months

Preliminary results

Expansion Plans

P-3: Chicago Young Parents Program

Chicago Department of Family & Support Services

Head Start, Early Head Start & Early Head Start-Child Care Partnership

Chicago Cook Workforce Partnership

Workforce Investment Opportunity Act – Youth

SGA Youth & Family Services

Mentoring

Conduct socializations & home visits

Coordinate with HS delegate agency worksites

Single payer for work experience

Chapin Hall Center for Children

Conduct federal evaluation & qualitative evaluation

DFSS Head Start Delegate Agencies

CYPP recruitment and enrollment

Full Head Start comprehensive services for children and families

Worksite and support for participants

Program Components

Mentoring

- ❖ *One-on-one weekly contact with mentees, Friday socializations*
- ❖ *Monitor progress/act as liaison to work sites*
- ❖ *Mentors conduct home-visits (2 x per month)*

Home Visits

- ❖ *Meeting participants where they are at–Self-Advocacy*
- ❖ *Parents as Teachers curriculum (parenting curriculum)*
 - ❖ *2 x per month*

Socializations

- ❖ *Mentor-lead Peer-to-peer support / circles of support*
- ❖ *Workshop & enrichment sessions based on participant interest*
- ❖ *Parent-Child Socialization (once per month)*

Education Goal Setting & Enrollment

- ❖ *High School, Out-of-School, College-Enrolled*
- ❖ *Cohort of Child Development Credential (CDA)*

Child Development

- ❖ *Enrollment in Head Start, Early Head Start, or Early Head Start-Child Care Partnership*
- ❖ *Participants work at same site as child attends*
 - ❖ *Medical & Dental Homes*
 - ❖ *Child assessments & referrals*

Work Experience

- ❖ *4 days per week/3-3.5 hours per day literacy coach at a Head Start site*
- ❖ *6 hours Friday Enrichments: Youth Socialization (3x per month)/Parent-Child Socialization/ 1x per month*

CYPP Program Objectives

Support young women on an education and career track leading to credentials and full time employment in a Head Start or other quality early learning program.

Increase parent knowledge of child development and best practices to support them both in their professional work and in their role as parents.

Provide systems of support that address the particular social-emotional development needs of adolescents and young adults.

Enroll their children in high quality, comprehensive early learning and development programs.

FOR ADDITIONAL INFORMATION

Youth.gov/P3

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Thank You!