**Workforce 3One**

**Transcript of Webinar**

**Youth CareerConnect Technical Assistance Coaches Orientation**

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*Transcript By*

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MR. : I’m going to switch this around to the presentation part. And to kick things off, I’m going to introduce Jennifer Troke and she’s going to take it away.

JENNIFER TROKE: Thank you so much. Hi, everybody. I’m so glad you’re here. I know we’re a – we’re a small-ish group today but we are just so glad that all of our coaches are with us. And today, we’re going to do our best to kind of give you the history of the Youth Career Connect grants, or YCC grants, and kind of bring you fully into the fold with us. You will hear from the Department of Labor but you’ll also hear a little bit from Department of Education and we’re going to try to get you talking to as many of the team members as possible. So I think we’ve done a really good job of including the gang here, so you’ll hear a lot of voices.

But I’m just going to quickly look at the agenda and give an overview of that; sort of what we’re actually going to do today. As I said, we’re going to do a lot of introductions, so you’ll understand who’s here in the national office or sometimes you’ll hear us call it the NO, which is the DC headquarters. You’ll also get introduced to some federal project officers; I know a couple are going to join us today and they typically are in the regional offices. We’ll have education partners here and then we’ll get to hear from you all and kind of get to know you.

We’re going to give you nice background on the solicitation. We’ll describe the 24 grantees – sort of what we know right now about them. We’ll share what we know about their current technical assistance needs. We’ll then take some time to figure out how it is we’ll communicate and you’ll communicate with federal project officers and grantees. We’ll talk about an action plan and then we’ll answer any questions that you have. And I would just encourage you to – you know, we do have the technology today, so as you have questions, feel free to throw those into the chat.

And then I think I’m taking it over to Adrienne Eldridge-Bailey, who is on the Division of Youth Services Team. Adrienne.

Adrienne, did we lose you?

ADRIENNE ELDRIDGE-BAILEY: I’m here. Sorry about that. Welcome, everyone, again, and my name is Adrienne Bailey and good afternoon, as well. To start things off, I’m going to give you a general overview of the Youth Career Connect grant. I have to advance my slide. Thank you.

Within the Department of Labor, there are various offices that each of the coaches will have contact with at some point during the life of the Youth Career Connect grant. At the Employment and Training Administration, or ETA, we have a national office, which is identified on the slide, and regional offices. The national office is located in Washington, DC and has several program offices housed within and under the Office of Workforce Investment, which the Division of Youth Services resides. You will be working with – directly with the Division of Youth Services, which has management over the Youth Career Connect project. In ETA, we also work closely with the Office of Grants Management as well as the department’s Chief Evaluation Office, which is also involved in the performance and evaluation of the projects. Those identified on the Youth Career Connect national office team are noted on the slide: Jennifer Troke, Jennifer Kemp, Evan Rosenberg, Maisha Meminger, Adrienne Bailey, Renee Brown. And our grants management team: Steve Rietzke and Ariam Ferro and Molly Irwin, which is in the Chief Evaluation Office.

We have our federal project officers in six regions within Employment and Training Administration. All of the federal project officers noted on the slide you will be working with throughout the life of the grant. We will now turn things over to our other Youth Career Connect partner, the U.S. Department of Education.

ALICIA BOLTON: Great. Thank you, Adrienne. This is Alicia Bolton from the U.S. Department of Education within the Office of Career, Technical and Adult Education, and it’s a pleasure to be on this morning’s call.

As folks know, it was truly a collaboration with the Department of Labor to produce the solicitation and release it and to get us to the point where we are today, which is that we’ve got 24 great grantees and now we’re on board to really start, you know, serving them through targeted technical assistance efforts and – you know, I can personally say that, having been a part of this project and process from the very beginning, it’s been a very rewarding partnership. And so I, along with my colleagues, Matt Valerius, Marilyn Fountain and Helen Pajcic, look forward to working not just with our colleagues at Labor but also with you as coaches to continue to support our grantees in this great work.

Again, you know, we helped to develop the solicitation in partnership with the Department in – of Labor with the goal of really improving the knowledge, skills and abilities of high school students so that they graduate prepared to succeed in a competitive workforce and post-secondary education and training. And so our commitment to the YCC project will continue through the grant period. We look forward to working with all of you. And as the conversation evolves, if there are questions that are specific to our agency, I would be happy to entertain those.

So with that I will hand the presentation back to Adrienne, I believe.

OPERATOR: The conference is now in talk mode.

MS. BAILEY: Thank you. We’re now going to meet the coaches. And to start off the introduction of the coaches, I would like for each coach to state your name, where you’re located and tell us a little bit about yourself by answering this question: If you were to create a slogan for your life, what would it be and why?

So our first coach is Diana Bailey. Can you start us off?

DIANA BAILEY: Hi. Good afternoon. This is Diana Bailey. I’m in Maryland. I’ve been in Maryland for quite a few years, where I had my early teaching career that started out in special education and then later evolved into what was called a (vo tech ?), where I did support services. And then, after many years, I went to the Maryland State Department of Education, where I was in the Division of Career and College Readiness. And I retired from there a couple years ago and since then, I’ve been a consultant doing other coaching with other programs and I’m also a certified workforce development specialist as well as a (thunder ?) workforce development specialist and master trainer and I have a number of credentials under the National Career Development Association.

I’ve worked with (grant tech ed ?) programs, worked under the careers program in my role as the coordinator at the State Department of Ed. A – an exciting opportunity to work with youth again as they’re building their workforce and their career plans. Oh and my slogan – of course that’s the only trouble with being a BA is you don’t have much time to think, but I guess I’m thankful for the career that I had and the education and the opportunities it brought to me, so I think my slogan would be to pay it forward and continue to make a difference.

MS. BAILEY: Thanks Diana. We’re now going to move to Lesia Banks.

LESIA BANKS: Good morning. We name is Lesia Banks. I’m actually located in Fort Washington, DC, which is of course right outside – I’m sorry – Fort Washington, Maryland which is of course right outside of DC; about 15 minutes away. I am a lifelong federal employee and I recently started a business as a career coach and an organizational leadership consultant. It’s called Dr. Lisa Banks Enterprises. I do individual coaching for adults and I’m also (more tenderly ?) in my church and the college ministry helping to coach individuals and then assist (young ?) people into trying to identify career paths. I’m also a certified global career development facilitator and my slogan is kind of dual headed – I would say it’s dream big dreams and refuse to be defeated, which are kind of both self-explanatory.

MS. BAILEY: Thank you, Lesia.

MS. BANKS: Thank you.

MS. BAILEY: We now have Elizabeth. Libby.

ELIZABETH “LIBBY” LIVINGS-EASSA: Good morning, everybody.

MS. ELDRIDGE-BAILEY: Good morning.

MS. LIVINGS-EASSA: I’m better known – my legal name is Elizabeth, but I hope that all of you in our new – (inaudible) – family will call me Libby. I’m not going to confess to how – (audio break).

MR. : It seems like we’re losing you for a second. (Audio break.)

MS. TROKE: Can I also take a moment just to make sure that if you’re not talking, you’re on mute? There’s some background noise coming through. Thank you. (Pause.)

MS. LIVINGS-EASSA: Are we OK now?

I’m not going to confess to how many years I have been in education. I’ll just say it’s more than 20. I started out many years ago as a substitute teacher, evolved into enrichment and after-school programs –

MAISHA MEMINGER: Excuse me. Libby, Libby, I’m so sorry. This is Maisha. There’s a lot of background noise. Can everybody please mute their phone, either by hitting \*6 or muting their line, because somebody is typing and we cannot hear Libby. Please mute your phone. I’m hearing a conversation. Libby, I apologize I had to interrupt you.

(Pause.) I’m still hearing other conversations. Brian, is there a way – or excuse me – Eric, is there a way we could mute everybody else’s line and just have Libby speaking? Is there a possibility of that?

(Conversations about phone arrangements not transcribed.)

MS. LIVINGS-EASSA: Are we ready now?

MR. : Sure.

MS. LIVINGS-EASSA: OK, I’ll start from the beginning. Hello, everybody.

Please call me Libby. Elizabeth is my legal name. Only my grandmother used to call me that, so “Libby” will nicely. I am down in South Florida, and I currently work as the CEO for Divergent Consulting, a company that I started just a couple of years ago. My background is quite varied. I started years ago as a substitute teacher, English teacher, postsecondary, director of TRIO programs, student success as well as educational talent search; moved from there into the postsecondary system, working various occupations there; and then went into tech prep, worked as a specialist and then a director and then merged into Career Pathway and directed a Career Pathway system in the Florida state colleges, for Indian River State College in its five campuses. I received an appointment and went to work for about a year, a little over a year, worked with then OSAE (ph), now OCTAE. And during that time there, it was an incredible experience. I worked with the rigorous programs of Study Initiative and also some collaborative initiatives with DOL, including the Career Pathways Institute, and I also worked over on the adult care pathways side. I’ve also done (tenure ?) as an adult – as the dean of adult education.

And from there, I’m going to go to my slogan, which is “Live every day with intention,” which really brings me to what I do today. I love being out in the field working with practitioners at all levels, from administrative, state and local, even national, all the way down to those who are really in the weeds doing the work and with our students.

And so part of my living every day with intention is to go back and start a consulting business where I can do exactly that, and it’s the culmination of all my experiences over the years. And I’m so honored to be able to use those experiences and apply that to this project that we have coming with us in the next four years.

MS. ELDRIDGE-BAILEY: Thank you, Libby.

MS. LIVINGS-EASSA: You’re welcome.

MS. ELDRIDGE-BAILEY: We’re now going to move to Debra Mills.

MR. : And Debra, just hit \*6 on your phone and you will be unmuted.

DEBRA MILLS: Can you hear me now? Hello?

MR. : Yes, we can.

MS. MILLS: OK, thank you. Good morning from the tundra of Illinois. It’s cold this morning, but I’m glad I don’t live in Buffalo, New York.

I am the National Career Pathways Network director, which is a membership organization for educators, employers, workforce development, all the partners that are involved in the advancement of Career Pathways and CTE. In that position, I specialize in transitions between secondary and postsecondary, also trying to engage the community for the success of adult learners, those multiple entrances. So with that, I work in curriculum development, staff development, community engagement and partnerships with business and industry and labor.

In past, previous positions, I’ve been at the community college as a workforce grant administrator. I’ve worked at the secondary level way back when, as a computer teacher. And I’ve actually done this work, like Libby had said, in the tech prep area with – and have an award-winning youth apprenticeship program and an adult apprenticeship that were DOL hybrids. They were not DOL, but hybrids of that.

So that kind of sums it up. I’m delighted to be part of this. Thank you.

MS. ELDRIDGE-BAILEY: And did we hear your slogan?

MS. MILLER: Oh, well. Well, slogan, I guess “Together we can make it better.” How’s that?

MS. ELDRIDGE-BAILEY: Well, great. That’s good to hear. Thank you.

Is Lyle on the line?

MR. : And again, Lyle, if you are on the line, hit \*6.

MS. ELDRIDGE-BAILEY: OK, Lyle, you’re next.

LYLE NEUMANN: OK. Everybody hear me?

MS. ELDRIDGE- BAILEY: Yes, we can hear you.

MR. NEUMANN: OK. Well, good morning, everyone. I’m sorry I was a little late joining. I have a bandwidth problem here today of all days. But I’m glad to be on the call.

I was schooled in the education field but chose to not go into instruction but rather on the policy side. And I was a local school board president for 12 years. I was a regional school association chairman for 10 years. I was on the Illinois State Board of Education for 10 years and was the vice chair for four of those 10 years. And later I was elected to the National Association of State Boards of Education, and I served two years as an officer of the national association.

I’ve been a businessman. I have worked with the vocational system. I also was on a regional career center board of directors. About 20 years ago, I changed vocations and joined the State of Illinois. I was the manager of the Technical Assistance and Training Division for Workforce Development, stayed there for 13 years, and retired from there and then went on to work for Performance Excellence Partners, where I have been associated with about 10 of the Department of Labor ETA grants, and four of those grants were with serving youth. I was project manager on one and senior research associate on three others for those grants.

I also was a member of the Governor’s Workforce Investment Interagency Team, and I was on the Governor’s Joint Education Committee, where we worked on issues linking secondary and postsecondary curricula. So that’s basically my background, kind of a combination of workforce development and education policy.

Thank you.

MS. ELDRIDGE-BAILEY: Thanks, Lyle.

One other question I ask all of our coaches is, if you were to create a slogan for your life, what would it be, and why?

MR. NEUMANN: Oh! OK. Well, mine would be, “If you think you can, if you think you can’t, you’re right.”

MS. ELDRIDGE-BAILEY: I like that. Thank you, Lyle.

MR. NEUMANN: Thank you.

MS. ELDRIDGE-BAILEY: Now we have Robert Tyra. (Pause.) Robert?

MR. : And Robert, just hit \*6 to unmute yourself, and make sure your mute button on your phone isn’t on. (Pause.)

MS. MEMINGER: Maybe Robert’s not with us right now?

MS. ELDRIDGE-BAILEY: OK. Well, we’ll catch Robert on the next round.

Thank you, everyone, for your introductions. And we’re now going to move along in our presentation. This portion of the webinar will now be taken over by Maisha Meminger.

MS. MEMINGER: Thanks so much, Adrienne. I really do appreciate all of the coaches who presented and let us know who they are – amazing group of folks, I mean, just the background is vast. And you all have a lot of education experience and workforce experience, and we’re looking forward to really having your expertise on this team to help our grantees progress and move forward and be successful in those things we want our grantees to be successful in, and not to be punitive but to make sure they are successful.

And I just wanted to kind of go over again what YCC was all about. I’m sure Diane (sp) and Susan (sp) have provided you guys with a lot of new reading materials, and we’re going to just kind of do a brief oral background on YCC. You heard from our Education partner. This was a joint collaborative between Education and Labor to basically really focus on high school redesign. And we wanted to provide an opportunity for a model of academic and career-focused training for high schools around the country.

It was a very competitive grant that we posted out earlier this year and was responded to earlier this year. We announced the winners in April. And it allowed for folks to really look at how the school was designed and what a student’s – how can we help students link to high wage employment opportunities, high-skill occupational opportunities as well as building that into the curriculum of the school?

We really wanted to make sure that we provide education and training. This tool – students were linked to at least the possibly of employment or internships after or before graduation. There were multiple career pathways for our young people. And again, they can connect to post-secondary education and training or long-term occupational skills. So we’re really excited about that. And of course, most importantly, Registered Apprenticeship. I heard somebody talking about they had a background in apprenticeship. And apprenticeship is very important to us, of course, here at Labor.

The money that we had for this grant came H-1B funds. And H-1B funds of course are used to – H-1B visas, excuse me, are used by companies to bring over foreign workers who are skilled in certain areas, especially in STEM – science, technology, engineering, math. We took some of that. We were allowed to take some of that funding and built out this $107 million grant opportunity for high schools and local partnerships to work with young people to do this type of work.

So this was very important to us. And we wanted to make sure that when the funding did go out, it did support the STEM opportunities in the local and regional economies. So therefore we made sure that all of the schools that have been awarded, they are focusing on some type of maybe one or two or even three different looks at STEM opportunities for education.

The basics of the YCC program are here on the screen, but basically we wanted to make sure that young people had opportunity learning in small learning environments and they, again, were able to link their educational opportunities to their potential employment opportunities and long-term educational opportunities for their lives.

We wanted to make sure we had a strong partnership with employers – in fact, employers had to be one of the partners at the table when you submitted your grant – that there was a link to a high school diploma, not any other type of diploma, but young people walked out of this program with a high school diploma, and any extra dual-involvement credit hours they may receive from a local community college or some type of industry-recognized credential where applicable.

And we wanted to make sure that young people, again, were connected to not just academic and the STEM educational fields and those type of things, but they had some wrap-around services. There was some help with tutoring and mentoring and other types of social skills and soft skills training as well. So those are some of the basics of the program.

Again, I share with you, as earlier, the people who had to be at the table must have been an educational – local educational agency or school, as we normally apply to. They had to be a workforce entity. They had to be a partnership there. And of course we really wanted to make sure that – excuse me, the grantee – excuse me, I need to take a step back – had to either be a workforce entity, a school or a nonprofit entity, because we do have a nonprofit that is running one of the grants.

But the required partners – I apologize, everybody – is a – was a school, an employer, a higher-education institution – nine times out of 10 it’s a local community college – and/or some type of educational institution, and the workforce system had to be partners. So this is a really, really focused partnership, so when folks handed in their SGA – their responses to the SGA, they had a really strong kind of system between five entities that were working together to provide our young students the best opportunity.

In the YCC grant we have six core elements. I’m going to go over the first five and then of course my colleague, Evan Rosenberg, who is our performance and outcomes guru, is going to go over the last one in detail, because this is really important. These are the areas we want to see our grants to be the most successful and this is what they’re still working on. This is what they are – they applied for. This is what they have basically put forth their Statement of Works, focusing on these areas. And we want to go over what we expect from them and what we – where there’s some room for development in the future.

First and foremost, we want them to do a really integrated academic and career-focused learning. This is talking about curriculum development and building. Many of these schools already have these programs existing in their school system already. They want to probably improve them or build them out, get some more supplies or more technical expertise to maybe strengthen their program. So many of these schools are already working with some of the nursing programs they had or some of the technical programs that they already had in the school. So that was already a strong suit for many of our grantees.

A lot of them wanted to provide more space to do smaller learning environments for some of the young people, so they’re looking to really strengthen that component depending on the school system, and again, not just providing the academic piece – a good part of it for WIOA, which is now WIA; many of you all know that WIA was reauthorized this summer – and just looking at how we serve our young people in the workforce system.

We’re not just looking just for the academic piece. We really want to make sure that our young people who – especially those who have challenges to learning, challenges to training, home life that may be challenging, we want to keep them in school, keep them engaged, and we want to keep them engaged through wrap-around services such as transportation. There’s money to help young people get transportation needs met. If the young people have children, we want to help them with child care – make sure that we help them break down those barriers to getting them employment, getting them education, getting them training.

OK, I’m going to answer – we’re going to answer that question. I don’t understand the question, Libby (sp): Was this assessed by DOL or self-assessed? Can you please explain that a little bit more in the chat feature for me because I’m not quite – understand.

The second core element was employer engagement. This is really important. The question – well, you all well know that at Department of Labor we have really worked very hard in the last 10-15 years to make sure that we have business engagement and business at the table of a lot of things that we do, that we could be business-focused and meet the demands of business. Therefore, we wanted to make sure that there was at least one employer who was involved and engaged. For many of our young people, because it’s part of SGA and part of the Statement of Work, they have to have a link to an internship, an apprenticeship, some type of summer educational and/or jobs training opportunity, some type of link.

It’s really important that they have not just one business partner but a lot of these grantees are going to need multiple business partners, depending on the track that these young people are going to be going on. So this is where a lot of strength – a lot of area for TA may be needed for: How do I get businesses to the table? How do I sell my programs to other businesses? How do I get people to stay on board with us even past the grant life? And we’ll talk about program sustainability shortly, but just looking at opportunities for job shadowing, mentoring opportunities, career awareness, you know, job fairs and job opportunities. So we really want to look at that.

And most importantly for us here at Labor, we really emphasize in a lot of work, especially with WIOA reauthorization of the programs that we have here, is mentoring. We know mentoring works, but mentoring has been such a challenge for various reasons, and we really want to look at some wonderful one-on-one or group mentoring projects. And we really want to focus on getting our grantees, with a working relationship with businesses or other professionals, to help their young people really see how work looks like in those areas. And I know that mentoring is going to be one of those really high, high, high-level pieces for TA opportunity.

Third of course is individual career and academic counseling. That is a big piece of the fact that we want to make sure that every young student is different – there’s not one-size-fit-all – and every young people – every young person – (inaudible) – successes, strengths and challenges. And we want to make sure that we support our grantees, providing them opportunities to strengthen their current college readiness or academic readiness systems within their schools with maybe additional persons, additional training. Professional development training is a big piece right here, making sure the post-secondary education programs is such that – is to help with FAFSA forms, making sure our young people fill out FAFSA forms properly with their parents.

Parent engagement is really big right here. When we talk about all these pieces, some of the schools have emphasized the need for parent engagement: How do we get our parents really involved with this process and get them on board with, you know, filling out the forms correctly? What are the college opportunities for their students? Can we get their buy-in? And most importantly here was our individual career and academic counseling. Jennifer Troke got an opportunity to go to Kentucky and look at their individual learning plan system.

We really – another really big, big, big piece for our grantees is something called the Individual Development Plan. And a lot of them already have state mandates or local mandates to have a type of intake system or some type of – computerize the paper system to collect all the information about, you know, the courses that they’ve taken, where they want to go, what track they see themselves on, where should they go to local schools, so on and so forth.

Some of them don’t have these, so we really want to spend some time with them giving them some individual attention to see what they have, what they don’t have, and where there’s some room for improvement, and also, as Jennifer Troke told me yesterday in a meeting, how we can use that data or that information about our students in our programs and best use it to kind of shape maybe some decision-making or some curriculum development or some tools or resources for our young people to be successful.

Core element four looks at work-based learning and exposure to the world of work, where mostly importantly here, of course, is the relationship with businesses in the area, opportunities for young people to go on job sites to see how work is – not just a tour, maybe some type of internship or job-shadowing – also making sure that businesses are at the table when you are there to build some of this curriculum development, like, you know, we have a math problem that could be integrated into the curriculum for that week that a business partner may have suggested.

That would be wonderful, so that they could really get an opportunity to kind of see what goes on in these really day-to-day works. Is this the kind of thing where we could do a Skye or a YouTube video with the business and they just show you how things work there at their business? So we could be really creative here, but we definitely want to make sure our young people get exposure to the world of work. And it could be during the school year. It could be subsidized or unsubsidized employment.

Of course, many of our young people think they’re supposed to get paid to do everything, and we challenge with that all – being in the youth field, but a lot of some of the best opportunities that our young people do receive are unpaid opportunities. So what does that look like? Are they really on those job sites with the unpaid opportunities legally? How do we check to make sure that our young people are being used and strategized, what their plan is, successfully? So they could have a wonderful summer experience or during-their-school experience.

And for our young people who actually may need a paid work experience because of demands of life outside of education and school, maybe of family life or other types of demands on the – on their income, can we provide them with the opportunity that works successfully with them to get a paid job or paid opportunity, as well as be successful in the classroom?

Of course, continuing with the world of work – I probably already said many of these things again already – community service. Looking at community service is very important for us at the Department of Labor, and Education. You know, not just – everything doesn’t have to be paid, but how can we use some of these experiences just to get the young people out into the community, maybe doing science fairs at a local elementary school, maybe involving themselves in feeding people who are less fortunate, the homeless, and those things, with the businesses that they’re working with.

How do we involve our young people not just in the world of work but also in the humanitarian effort of their community as well? So how do we integrate that into that learning experiences? And a lot of times these young people already have to have so many hours of community service anyway, but how can we use that more strategically and maybe offer them an opportunity to work with their businesses they’re partnering with or work within this field or area, maybe helping with a blood drive – not drawing blood, maybe helping with a blood drive, or something along those lines, to be creative. So we want to think outside the box for those opportunities.

Element five is program sustainability, meaning – all of you guys are experts in this field. You guys know this is a big push for almost any grant, is to see how can we build a wonderful program and make it last past the money? The money is only here for four or five years. You know, how can we make it last past that point? And we really want to look at the fact of partnerships are huge here, efforts – those funds that they may find from partnerships with businesses or just developing strong intake sessions that can last for 10 years. How can we make this program last beyond the limited amount of funds that we have provided these grants? So this is definitely the five big elements.

I’m going to send it over to my colleague Evan Rosenberg, who is going to talk about the sixth and final core element, which is program performance and outcome.

EVAN ROSENBERG: Thanks, Maisha. Can everybody hear me OK?

MS. MEMINGER: Yep.

MR. ROSENBERG: Excellent. And, Maisha, before I get into the sixth core element, do you want me to quickly address Libby’s (sp) question that she asked?

MS. MEMINGER: Absolutely, because I didn’t get a chance to read it. (Chuckles.) I was talking. So please do.

MR. ROSENBERG: Sure.

So, Libby (sp), you were asking about the core elements and whether grantees self-reported or whether they were functional, or has the project verified where grantees actually stand with regards to the core elements? And hopefully one of the pieces of reading materials that all of the coaches received was the Solicitation for Grant Applications, the SGA, which covers all of the questions we asked the – at the time the different organizations who were proposing – who were proposing applications, to tell us how they were going to implement all those core elements. So all of the grant applications that were sent into us discussed their plans for each of the core elements.

So, for example, on the integrated academic and career-focused learning, every grantee talked about what they were doing to integrate academic and career-focused learning. And so we have that as a baseline of what they were expected to do. And then as the grants move forward it will be the job of the FPOs and the coaches and the national office folks as well to make sure that grantees are adequately doing that. And the same goes for all of the core elements. So those are kind of the core pieces of the program. Grantees talked about their plans in their applications, which are now their Statements of Work. And then it’s all of our jobs to help them with that and hold them to that.

So hopefully that kind of gives you a sense of that piece of it and how that works, but I really encourage all the coaches to read the SGA. It’s probably the most important background you can read. And if you have follow-up questions, feel free to type them into the chat. And if you have questions about any of the items I’m covering, type them into the chat and I’ll cover them as I go forward.

So the last core element was around program performance and outcomes. In ETA, we have a pretty big emphasis on performance measures, both short- and long-term measures, and trying to get grantees to use data and performance measures to manage their programs, as well as to help us at DOL, both regional and national office folks, assess how grantees are doing as they progress in the program.

And so the ultimate goals of these programs as it relates to program performance are, number one, make sure all participants graduate from high school with a high school diploma. Number two, make sure participants obtain a degree or industry-recognized credential in an H-1B industry or occupation and have college credits towards a degree. That was one of the requirements in the SGA is that all grantees provided an avenue for students while in high school to earn college credits, whether that’s through AP classes, dual enrollment and so forth. And then, number three, to move into a positive placement after completing the program. That’s either unsubsidized employment, post-secondary education, long-term skills training or Registered Apprenticeship.

And then going back to number two for a second, while we wanted to make sure that all participants get an industry-recognized credential during the program, some of our program models we recognize that that’s not possible and the credential might not come until maybe the end of college. And in that case, we ask that grantees, in their applications, talk about how they’re putting participants on a pathway to getting that credential. And credentials are a pretty big focus in ETA, and that’s definitely true in these grants as well.

So in a minute you’ll see that we have both short- and long-term measures. The short-term measures serve as interim indicators to track progress during the program, as early as in the first year of the program. And the goal is to both help grantees track their success and make sure they’re on the mark, but also to help DOL hold grantees accountable and manage the program.

And then the long-term measures, which I’ll share with you as well, are outcome-oriented, that come primarily at the very end of the grant. And we won’t see a lot of data on them until, at the earliest, years three and four, but they will ultimately tell us how successful these grants were and are also very important.

We have – this will sound like a lot of performance measures, but we think they’re all really important. We have 10 short-term measures and five long-term measures. And the grantees have received training in a couple of different venues on these measures. The first was at our grantee orientation. And then we’ve also done a few webinars on our data collection system, which I’ll talk about in a minute as well.

I won’t go into great detail on each of the measures, but I just wanted to show them to you so you’ll be familiar with them, because as coaches we do expect you to be working with grantees on their performance measures and making sure that they’re on track. So it’s important for you to understand each of the measures. And if necessary we can always provide more training or, you know, answer more questions about the performance measures later on to make sure all the coaches understand them well.

But the measures are enrollment rate, which is simply, each grantee had an enrollment goal for each year and overall, and we’re going to hold them accountable to meeting 100 percent of their identified enrollment goal. Then we have two measures about school attendance – a simple attendance rate in school, and then a chronic absence rate that’s looking at the percentage of participants that are missing more than 10 percent of school days. A mentoring rate, which is tracking the percentage of participants that are participating in mentoring, since, as Maisha (sp) talked about, that’s one of our important program elements – a yearly program retention rate, which simply tracks, from one year to the next, how many youth stayed in the program and went, you know, from 9th grade to 10th grade or 10th grade to 11th grade while staying in the program.

And then the rest of the short-term measures – one is a work readiness indicator, which is for students who are in internships. At the end of each internship, we ask that the employer who the youth is interning with provide a work readiness assessment to determine whether or not the youth has achieved some work readiness kills based on that internship, and we have a tool – there’s a link in the PowerPoint that you can look at later on that employers can use to assess the work readiness of the students.

Speaking of internships, we also have two additional measures related to internships – internship placement and completion rates, just measuring how many of our students go into internships, and then the ones that go into them, how many complete them, and then the last two measures are – short-term measures are related to getting post-secondary credit attainment while in high school. One is the percentage of participants who get postsecondary credit during high school, and the second is the average number of hours of postsecondary credit.

And for these two measures, it’s really just based on youth taking and completing courses that could ultimately lead to postsecondary credit, but we know that until youth actually go to college, they might not get the credit, because different colleges and universities might recognize different classes differently and award credit or not. So this is more of a grantee just telling us that they took classes that could lead to postsecondary credit at certain postsecondary institutions.

So those are the short-term measures. Now, moving onto the long-term measures, there are five of them – a final program retention rate, which is the percentage of participants that complete the entire program, so it’s kind of the final measure of that yearly retention rate. This is just retention in program. The second measure is a high school diploma attainment rate – pretty straightforward – percentage of participants that attain a high school diploma. Third is a credential attainment rate; also pretty straightforward. It’s those who obtained a credential other than that high school diploma, and we have a definition for what an industry-recognized credential is that we can share with you later.

Fourth measure is the percentage that attained both that diploma and credential. So it’s just kind of a combination of the second and third long-term measures. And finally, the last long-term measure is a placement rate, which is the percentage of participants who go into one of those positive placements that I talked about earlier, whether it’s unsubsidized employment, post-secondary education, occupational skills training or a registered apprenticeship.

So those are our measures. Now I don’t have slides on these, but I want to talk for a couple of minutes about how we collect this data and are able to have grantees report on it, and how we’re able to view those reports. One of the neat things about this grant is, we have a contractor who built a participant tracking system for us. So grantees, at no expense to them, were given a web-based participant tracking system where they can enter all of the data elements for all of their participants that we require, and this participant tracking system will then roll up all that individual data and create a quarterly performance report that, with a click of the button, they submit to the Department of Labor.

 So while it does take a lot of separate data entry separate from any data entry they would do for their, you know, regular duties in their school systems and so forth, it does give us a lot of data and gives the grantees a lot of data to work with and the ability to submit reports, which is a really neat tool, and we’ve provided training for the grantees on how to use the participant tracking system and so forth. So grantees, for every single participant they enroll, enter individual data for in the participant tracking system, and then we are – or the grantees are required, on a quarterly basis, to submit a quarterly performance report that includes all the metrics I went over plus various other demographic data and service data, and that’s definitely something we’ll get you, is a copy of that quarterly performance report template that shows what those reports will look like.

Now, I know that a lot of the coaches have experience working in the federal government, so given that, you should be familiar with the fact that any time the federal government does data collection, we have to get it approved by the Office of Management and Budget, and we are currently in the process of getting our whole data collection system approved, including that quarterly performance report, a narrative report where every quarter, along with the quarterly performance report, grantees submit a narrative talking about their progress on the grants.

And those two – those two reports are still under review by the Office of Management and Budget, and we haven’t finalized – or we haven’t received final approval of those instruments. So at this point, grantees aren’t submitting the performance reports to us, and it’s optional whether they submit the narrative reports. Our expectation is, by the quarter that ends at the end of the calendar year, the October 1 through December 31 quarter, that we will have OMB approval by the end of that reporting quarter, and then grantees are required to submit their reports 45 days after the end of the quarter. So that first report where we’ll have OMB approval for the October through December quarter will be due in mid-February. So that’s kind of the first time we’ll get quarterly performance reports and require narrative reports from all grantees.

And coaches will also receive these quarterly performance reports and quarterly narrative reports to review. Now, I see a question in here that says, do coaches have access to their grantees’ data? While you won’t have access to any of the individual record data, you will receive the quarterly performance reports, so you’ll have access to the aggregate on how they’re doing, and we’ll teach you how to analyze that and make sure you’re working with grantees on their quarterly performance reports. And you’ll also, of course, receive the narrative reports.

Another question that came in – is it mandatory that grantees use the DOL data system? And, yes, it is mandatory that they use the DOL data system. That’s a condition of their grants. We’re collecting some information that no other system they have would be collecting, plus it’s the only way for them to submit their required reports is by entering information into their system. And while, you know, a few of our grantees, particularly the larger ones, like New York City, that, you know, are serving lots of participants – we’re hoping to have the ability to import data from their own system into our system. That’s just not feasible to do. And we feel like, with the size of these grants, it’s reasonable to ask them to input the data into our system, and I think, you know, all grantees understand that and recognize that’s one of the requirements.

Another question that came in – should these Youth CareerConnect grants be submitting the 9130 fiscal reports? Yes, that is their third required piece of reporting in addition to the quarterly performance reports and the narrative reports. They also on a quarterly basis, submit their fiscal reports – the 9130 reports that report on their expenditures.

So that’s basically the overview of both the performance measures and our data collection system. And you’ll be hearing a lot more about that; we’ll make sure that you receive a copy of the data elements we collect on the system as well as a template for the quarterly performance report and the narrative report. So let’s move on into allowable activities. I have two slides that talk about allowable activities.

I’m not going to read all of the allowable activities off, but this will be helpful information to you. They basically track with, you know, the goals of the program and what you’d expect them to do around curriculums, supportive services, work experience, mentoring, employer activities and so forth. But you can take a look at the various allowable activities, and from time to time, there might be questions on whether activities are allowable, and those should always go to federal project officers first, if grantees have questions on allowable activities.

So let’s talk a little bit about the grantees and the makeup of those grantees. We have 24 grantees; of the 24, 17 are local education agencies – four nonprofits and three are workforce entities. And of those four nonprofits, I think one of them is actually a community college, and the other three are just different types of nonprofits. But as Maisha mentioned earlier, regardless of the type of grantee it is, all grantees were required to have the same four partners, which is the workforce system, a local education agency, at least one employer and an institution of higher education. So all of our grantees have those four partners.

Locations: They’re in 18 states plus Puerto Rico. The funding range is 2.2 million (dollars) to $7 million. And that’s over four years, so a $7 million grant is approximately $1.75 million per year for four years. The length of the grants are four full years. They’re actually four-and-a-half years. They started April 1 of this year. And April 1 through, you know, roughly August was a six-month planning period for the grantees. And then that gives them four full school years before the grants would end on September 30th of – I guess it would be 2018 would be the end of the four-and-a-half years. So they’re able to get four full school years into their grant award.

The cost per participant was 2 (thousand dollars) to $3,000. That was specified in the SGA. And across all of our 24 grants over the four years, at the end of it, based on enrollment goals, approximately 26,000 high school students will be served through these grants.

Here is, you know, a map of the country, where you can see where each of the grants are located. We’ve also color-coded this map so you can see how our regional offices track with where the grants are located. For example, Region 6, where the headquarters of that region are in San Francisco, has three grants, as you can see there, one in L.A., one in east San Gabriel Valley and one in Pima County, Arizona.

There’s at least one grant in all six of our regions. However, it’s not equal in terms of the number of grants per region. For example, in our Philadelphia region, Region 2, there’s only one grant, whereas in our Chicago region, Region 5, they were lucky enough to have eight grants to oversee. And then everything in between.

One thing to note in terms of regions is our one grant in Puerto Rico. You see it at the very bottom southeast corner of the map, our – Puerto Rico is actually in Region 1, along with Massachusetts and two New York grants, which might not, for someone unfamiliar with our regional structure, be obvious at first. So I just wanted to point that out. And then this also shows the money amount for each grant. So you can see next to the L.A. one, for example, they have $7 million in their grant over four years.

In terms of industry focus, as you know, each grantee had to identify at least one industry or occupational focus. And actually, I think all of our grantees are doing more than one industry focus, anywhere from two to some grantees have as much as, I don’t know, five or six different industries they’re focusing on. And also, every grantee that we have is also operating in multiple schools. While that wasn’t a requirement in the SGA, it did come to pass that every grantee we have is at least in two schools in their – in their local education agency.

You can see the most popular industry focuses here. Health care is the most popular, followed closely by information technology and then manufacturing, STEM and finance are the five most common industry focus areas, but there are a few industry focus areas beyond that.

In terms of eligible participants, in order to participate in the grant, the student has to be enrolled in high school. It could be a student who dropped out and either re-enrolled prior to or in conjunction with the program, but it can’t be someone who is a high-school dropout or not in high school. That person would not be eligible to be a participant in the program. And all program services must be provided at no cost to program participants, so anything that grants require participants to do must be paid for by the grant or other leveraged resources. It can’t be paid for by the participant.

Program models, this can get kind of confusing because we have lots of different program models, and I’m sure you’ll learn exactly what grade levels each of your grant program models are. Our requirements were that each grant, at a minimum, had to be two years and it had to include grades 11 and 12. So the very latest a student can enroll into the Youth CareerConnect program is 11th grade and the earliest they could enroll is ninth grade.

So what that – and the – and they can – they can go for up to four years. And they can also include a post-secondary education portion of the program, and I think about six of our grantees do have models that go from high school into post-secondary. And so you can see the different options for grade models. Some models are just two years. Some are three years and some are four years.

By far, the most of our grants are doing four-year models of either nine through 12th, 10 through 13, or 11 through 14. A few are doing just three-year models, which is 10 through 12 or 11 through 13. And it’s either one or two of our grants are doing a two-year model of 11 through 12. I think it might only be our grant in Puerto Rico, if I remember correctly. But so, again, every grant has to have the model include 11th and 12th graders. Some can start – some start as early as ninth grade or 10th grade. Others go as late as grades 13 or 14 and include a couple years of post-secondary.

And so here you can see the mix of models that we have. By far, the most common model is grades nine through 12. You can see that’s more than half of our grantees. The next most common model is grades 10 through 12 and then grades 11 through 14. And then there are a few that have grades 11 and 12. I think it’s actually two. I said one a second ago, but it’s Puerto Rico and maybe one other. And then it looks like there’s one who has a grade 10-through-13 model.

It looks like we have another question. The question is: If the student was in school, the Youth CareerConnect program enrolled them, then the student drops out, what happens? Is the student still in the program? Do they have to continue in the program throughout the Youth CareerConnect program?

The answer to that is if they drop out of school, they have now dropped out of the Youth CareerConnect program and they’re exited from the program. The model requires that you’re in school, because all the services you’re receiving are school-based services primarily, with the addition to internships and things like that. But if somebody drops out of high school or if they’re in the post-secondary portion of the program for those models that have post-secondary and they drop out of post-secondary, then they are officially dropped out of the Youth CareerConnect program.

Grant period of performance – I mentioned this earlier – it’s a 54-month grant, so four-and-a-half years, with the first six months being a planning period and then the remaining four years being the four school years of the grant. So April through August/September of this year was program development implementation, and all of our grantees started enrolling participants and operating with the start of the 2014 school year, whether or not that was August or September, depending on what school districts – when school districts start, but we did require that all grantees enroll their first cohort of participants in the fall of 2014.

One thing to note, as I mentioned, a few of our – or all of our grantees are serving more than one school and have more than one industry focus, and so some of our grantees are, let’s say, maybe starting with one or two schools in 2014 and then bringing on an additional school and an additional industry in 2015, and that was perfectly acceptable. So you might see that in some of your grants, where they’re operating in two schools now and then adding another school or two in the second year.

And then this next slide, or next portion of the slide, just shows kind of the – a graphic representation of how the – you know, the program operates from program implementation to enrollment and core activities. Professional development is a big focus of the program. You saw that in the core elements.

Partners – another big piece of the program is partnering, and then you’ll see the – you know, our federal project officers will be out there monitoring at some point in the near future. Peer-to-peer events, program sustainability is also a key core element, and then finally grant closeout at the end of the four-and-a-half years of the grant. So at this point, unless there are other questions, I’ll turn it over to Maisha to talk about technical assistance.

I do see one more question: Are core services defined, outlined in the grant information? The term “core services,” I wouldn’t say we use that term “core services.” We have the core elements of the program, which were those six things Maisha covered. And so you would – you would say that the core services are all integrated into those elements, but the “core elements” are kind of the terminology we would use of what’s required of the grant.

So with that, I’ll turn it back over to Maisha.

MS. MEMINGER: Thanks so much, Evan. I want to take a short break in here because we had one of our colleagues join us. I believe Mr. Tyra is on the phone. He joined us a little bit late, and I wanted to make sure he got a chance to introduce himself. He’s one of our coaches, and I guess I’m going to go with what Adrienne led us with, is basically tell us a little bit about yourself and let us know if you had a slogan for your life, what would that slogan be. So I believe you can star-6, right, Eric, star-6 his phone and unmute himself?

MR. : Yep, star-6 and then hit star-6 again to mute yourself.

MS. MEMINGER: Are you still there, Bob?

ROBERT TYRA: I think that I’m on. Is that correct?

MR. : Yep, loud and clear.

MS. MEMINGER: Yep, I can hear you.

MR. TYRA: OK, thank you very much. And my apologies. I’m at the ACTE conference in Nashville, and the hotel did not have the ability for me to get in through the computer, so I’m on the phone and watching the slides as you’re going through the slides, so thank you for your understanding. I wish I could have been there for the beginning, but it just wasn’t possible.

My background is basically school counseling. I’m also teaching at the Cal State Long Beach in the school counseling program, but I have been an administrator as well, and my background in administration is in juvenile courts, schools and (division of ?) alternative education and community schools. The assignment that I have is really special for me in the sense that two of the districts that I’m going to (go over and ? two the grantees that I’m working with are literally 20 minutes from my house, and I know a lot of people in those areas. And going to Puerto Rico will be great because I did live in Mexico for a while and speak Spanish, so I’m really looking forward to boning up on my Spanish and getting back to a fluency rate that hopefully will, you know, be helpful for the grant.

If I had slogan-free life – oh, by the way, I’m retired, somewhat. This is called retirement, and I – (inaudible) – do a lot of things in retirement, obviously. A slogan-free life.

MS. MEMINGER: No, a slogan for your life. A slogan for your life.

MR. TYRA: Oh, a slogan for my life.

MS. MEMINGER: If you had a slogan to live by or a slogan to give folks out, what would it be?

MR. TYRA: You know, I say this about a hundred times a day, so I’m going to say this – it may be a little longer than a slogan, but I got it from the Dalai Lama. It’s the greatness of our life is not measured by how deeply we hold on, by rather – but rather how well we let go.

MS. MEMINGER: I love it. That’s wonderful. Wonderful. Thanks for joining us.

MR. TYRA: OK, thank you.

MS. MEMINGER: Do you want to be called Bob or Robert?

MR. TYRA: Bob. Call me Bob.

MS. MEMINGER: OK, Bob. Well, it’s great. Bob, I’m glad you were able to join us, and hopefully you’re enjoying your conference.

We’re almost done, so I’m going to be wrapping up the last part of our slides and presentation, and I’m going to be talking about technical assistance, communication and the plan that we’re working on for everybody, our TA implementation plan. So he – oh, something happened.

OK, so let me start by saying that, of course technical assistance, when we wrote a statement of work to provide – to get a technical assistance provider, we asked for these following things and we really asked for it and make sure that, again, most importantly, we want our grants to be successful. We want our grantees to receive the best services that they can receive from both the national office, the federal project officers, and of course from you – (inaudible). And we want to make sure that our guarantees can get those services in various ways. We are dealing with people who are educated. You all are – I think almost all of you guys are educated in some form or fashion, and you understand the challenges that come with getting training at the right time of day and who can be on the line. Is it a weekend? Is it after school? Is it before school? Is it professional development, some of those challenges that at the workforce level here at Department of Labor, we don’t necessarily deal with a lot of those. When you’re dealing with schools, primarily a bunch of schools, those are some of the challenges that we have, and we want to make sure our grantees get those services that they need at the opportune time for them. We want to make sure that we not just talk to them or talk at them; we want to make sure that we provide opportunity for them to share with each other some of their expertise in some of their areas of knowledge that they already have at the ground level with everybody else across the country, or maybe in their region. We want to make sure. You know, if you see (a high moment ?) in the field with them, if you have – we really, really want to collect that information, those policies and practices. That really helps us with not just one set of grants. We have other grants in our Department of Labor, and of course, across the federal government that we like to share those kinds of breakthrough, you know, promising practices. So we really want to make sure that we share those as we get them, tutorials, guidebooks, factsheets, electronics – anything that they need put together. And we have to understand that even though each of you are assigned to an area or a region or a school, we don’t want to – (inaudible). So if there’s a topic that’s a hot topic for all of our grantees, or a majority of them, we want to make sure that we utilize that across the board and maybe get some tweaking that has to be done for specialized, customized training. That’s one thing. But a lot of the topics that the grantees right now are struggling with are just basically for all of them. I can – you know, about 20 – at least 20 or 22 of them at a time. So (we’re going to think about strategically ?) how we can apply that knowledge upon them at a group level instead of individually.

On Friday – because you guys talked about – (inaudible) – visits. You all have, you know – some of you guys are probably visiting the grantees in the upcoming – beginning of 2015. What does that look like, you know, things about that. And also, more importantly – (inaudible) – we want to make sure that we are – have a strong communication plan between the national office, the federal project officers and yourself, as well as the grantees. So everybody needs to be informed of everything, and I’ll talk about that in a short while.

You know, this is the same kind of list, but these are just basically the six elements. You know, we want to focus on those six elements. We want to focus on those allowable activities. We want to make sure that they are improving their performance, especially in the areas that they’re struggling in, and that the – most importantly the bottom line comes down to our young people. So we want to make sure that our young people are getting the best services, the best education, the best training opportunities. And, you know, the Department of Labor Division of Youth Services and of course our colleague at Education, our young people are what we really focus on. And in the end, these elements we believe are going to really improve their life-long outcome and life-long earning and learning potential. And this is a big push from the president, so – as well as the vice president, and we want to make sure those are strong.

One point I want to make here that’s really important here is – number six, is professional development. You know, a lot of the counselors are going to need some professional development. How does that look like? You know, they may have – they want to look at the way they encourage young people to go to college or go – careers a little bit differently. Teachers may need some professional development. So, again, thinking outside the box or – and thinking within the box, how does that look.

We were able to have a wonderful two-day conference in July, July 16th and 17th of this year, with our new grantees, and we had about three – three representatives, excuse me, from each grant, all came to D.C. and sat through two days of learning with us or – you know, the performance and fiscal learning and just different topics. And we were able to collect information on what they believe they needed technical assistance on. And we collected it through that event as well as some – looking at their narrative reports, looking at their statements of work, kind of exploring where they need some help. And these are some of the lists – and I kind of highlighted, you know, four of the ones that we keep seeing repeated. And those four are internships – again, that’s through the partnerships, is a big, big, big, big piece that’s going – you guys will probably hear about in your individual calls with the grantees coming up in two weeks; the need for strong partnership development and opportunities for the young people.

Also a big one is IDP, individual development plans. Again, many of the states already have state or local-implemented collection of information from a young person on what they want to do, what they want to be when they grow up, what classes have they taken and where does that lead them to. So really want to make sure that those plans are strong – those collection plans are strong. And if there’s any need for improvement, we can look into that. But they really need to know that they already (probably ?) have it and that they may want to improve on it.

Mentoring, mentoring, mentoring, mentoring. Mentoring is a challenge, has been a challenge for a lot of these programs. I don’t care what agency you guys work with, HHS, Justice, Transportation – (inaudible). I mean, mentoring is a challenge for various reasons, and we – many of us can probably list six reasons why. Our grantees are no different than anybody else’s grantees who are working with young people and working with adults to match them properly with young people, whether it be in a group setting or a professional development setting. So mentoring’s going to be a piece where these schools have great, you know, education outcomes. They’re working really well with the young people, providing them academic skills and community service opportunities and even maybe linking them to internships. But where the challenge is going to come in is finding a caring adult or caring adults or caring business to provide long-standing ongoing mentoring opportunities to building trusting relationships with those people or with those entities. So that’s going to be a really big push, and we want to be successful with this program providing mentoring.

And the final one, of course – I have been emphasizing that repeatedly – is professional development. You know, having teachers – you know, one area may be that a teacher who’s been teaching math in the classroom for the last 10 years and hasn’t had a job outside of the classroom may want to do out – we call it out-termships – I think there’s a terminology – where the teacher goes and works – you know, works with the business that – (inaudible) – going to be working with and learn some of the new kind of mathematic opportunities on that job or, you know, the science teacher who’s been there for 25 years who, you know, hasn’t left the classroom in 25 years and basically just shuts down during the summer, they’re so exhausted –maybe they spend two weeks at a business learning some science-based knowledge they can bring back to the classroom. I mean, there’s so many opportunities. But then of course we have teachers unions, and we have some challenges to that, but what are – where can we make it a benefit for the school and for the young people.

We have to also remember that we can only provide those technical assistance opportunities to those persons who are working with our enrolled students. So it’s not for the entire school. So therefore there’s only 10 teachers providing YCC grant-related activities for the students. Those are the only 10 teachers, administrators, counselors, nurses, whoever those people are who can receive the training. We have to be very, very careful with that as we move forward because I’m sure you guys are going to come up with some awesome opportunities. Everybody’s going to want to jump on the wagon and be a part of it. But the only people who could be exposed to or get these opportunities have to be related to the YCC grants. So we want to make sure that we emphasize that, that money is spent – the taxpayer dollars are spent very well and the H-1 – excuse me – the H-1B dollars spent very well.

I have some questions coming up. I’m going to keep going because I’m coming back to the questions. I do see your questions coming up, so just bear with me when I get this communication plan done.

So roles and responsibilities for FPOs will – your main link and contact to the grantee (work ?) for this period of time will be with FPOs, our federal project officers. We provided a list on the previous slide. They are – they are our main link to our grantees. We do not talk directly to the grantee. We do not – even at the national office, we do not have any contact with the grantees without having the appropriate federal project officer online with us or even in the email communication. So therefore the FPOs are very important to this process. You all received your assignments, and you also received the proper name to the FPO that is connected to your grant.

I do have a(n) edit on one of the grants for Kentucky. The Kentucky grant FPO now is Mr. James May, and I can provide that to whoever’s the lead. I don’t remember off the top of my head who’s the lead for that grant. But we have one edit to that list, and that’s James May is now the FPO for the Kentucky grant.

But this is how you’re going to communicate to your grantees, or even if you have any direct communication to – with the grantees, FPOs – (inaudible) – FPOs must be notified of any communications, OK? We want to make sure that they know what’s going on. We want to make sure that they know what technical assistance you’re providing to the grantee, when you’re meeting with the grantee. Before you even go, yes, prior to with – yes, we want to make sure, before you provide – you guys plan your on-site visits, you really may want to have a conversation with or email communication with the FPO, say, look, I’m looking to go to see my grantee sometime in February. You know, they may already be out that way. They may want to join you. They may want to be the call. We want to make sure our FPOs are included in all – anything.

And I’m going to ask the FPOs who are on the line, if you want to type – I mean, if you want to say something, I can unmute the line. If you want share any information at this point, you’re more than welcome to, with our coaches. If you want to have any – raise your hand. Suzanne – so, Susan, why don’t you just unmute your line? Don’t type it. So Susan and William are two of our FPOs. So, Susan, can you hit star-6 if you want to talk?

Can you hear me, Susan? Suzanne?

SUZANNE POULIOT: Sorry. Still had my mute on. Sorry about that.

MS. MEMINGER: I’m sorry. Go ahead.

MS. POULIOT: Yes. I’m Suzanne. I’m from Region 1. My grantee is Buffalo. And someone said Buffalo.

MS. MEMINGER: (Inaudible) – for the call. (Laughs.)

MS. POULIOT: Yes, I was just writing an email a little while ago saying maybe – I don’t think they’re going to be in touch right now. (Chuckles.) They are a little bit buried, literally.

And I think what’s really great for us as FPOs is to have that frank communication with the coach. If you go out and if I – we work with multiple programs that have coaches. The YouthBuild one is really good model where oftentimes the coaches will get in touch with us beforehand and say, hey, I’m going to out for a visit, and this is what we’re going to do. Do you want to have feedback? Do you want to have input on the agenda? Is there anything else that you find is concern and vice versa? So the relationship is really helpful if we do have that communication, because then we’re on the same page and also we’re able to coordinate visits. If the FPO is in the process of planning a monitoring review, oftentimes that isn’t the best time for us to go out with a coach because we don’t want the grantees to also feel the pressure of having, you know, both at site, but also maybe we are in the region and couldn’t visit together. So it is a really advantageous sort of relationship to have, and we are very pleased to have coaches because not all of our programs do, and you provide great insights for the grantees. So.

MS. MEMINGER: And thank you, Suzanne, for that. I appreciate you saying something.

William, I know you’ve been talking about some things here, but did you want to mute your – unmute your line and share anything, William? Star-6. Or are you just going to just going to – I hear you say that you appreciate the (assistance ?) of the coaches.

Also, William asked online – he may – he may still mute – unmute his line. It’s up to him. But he asked if any written reports will be provided for on-site visit. Absolutely.

So what we do expect when you visit with the grantee and you are having that one-on-one on-site visit or training, we definitely want to have a written report, and we definitely may want to even have a briefing. You may want to brief your – the FPO just on – you know, A, went out; it was successful; we talked about X, Y, Z; this is some of the challenges that they’re having, some of the successes that they’re having. And the national office definitely wants to kind of hear some of that good stuff too, so if it’s written, it’s even better. If you want to do oral or a verbal communication, that’s 10 times better as well. So yes, yes, yes, yes, yes, you want a written report.

William, you’re still typing. Do you want to talk, William? I guess he’s telling me no. (Inaudible.) (Laughter.)

We’re working – OK, so Diane (sp) is telling me that you’re working on a template for a written report. Great.

All right. So this is going to be the flow chart right now of communication, and this is going to be a flow chart – it all depends on how things flow from here on up. This is what we’re going to do for right now, and if it changes, we’ll let you know. For right now we are going to ask that the grantee – we’re going to (show it to ?) the grantee too in two weeks, when we have our one-on-one calls. We’re going to ask that the grantee submits their technical assistance request directly to their – (inaudible) – federal project officer. A lot of times our grantees are very comfortable with this now. They’ll send it to the federal project office, and they’ll send it to our YCC account. That’s – YCC is our main mailbox that all of the national office that has access to. They’ll CC that account automatically. Just let us know, hey, I’m turning this in or I need to – I have a question. And when they – you know, even if a grantee directly contacts that YCC account, even contacts me directly, I’ve had grantees that, you know, said, Maisha, can I X, Y, Z? I always, always respond back to them with a CC to their federal project officer. Yes, I could answer their question or we’ll get back to – (inaudible) – official. The federal project officer knows what communication that we’re having with the grantee and what kind of questions are coming up.

After the federal project officer gets that request – see, a federal project officer – they have such wealth of information. They may be able to answer that question or provide some technical assistance right then and there for the grantee, and there may not be a need for a coach, because it may be able to be addressed. We want the federal project officer to get it first and then kind of assess, OK, yes, we need some additional assistance here. I can’t answer this question. I may need some additional – you may need to have somebody go out there. We may have somebody do a webinar so – and so forth.

Therefore, once we get that – the YCC team gets that request, we then send it to you all, and of course how we would probably do that is we will send it directly to the FPO – excuse me – the coach that is associated with that grant, and we’d probably CC Diane Mentzer (sp) as – and Susan Short (sp) and just let them know – and Angela Brown (sp) is on the call – Angela Brown (sp) is our technical assistance person on site, our contractor who’s on site with us at Labor. She started on Monday. And you can say hi, Angela (sp), I’m unmuting your phone, if you want to whenever you get a chance to say hey and introduce yourself to the team if you want to. Hi, is that you, Angela? Are you there? Angela? OK. (Laughs.) She’s on here somewhere.

ANGELA BROWN (SP): This is Angela (sp).

MS. MEMINGER: Hey, Angela. Why don’t you introduce yourself to everybody?

MS. BROWN (SP): Hi, everybody. This is Angela Brown (sp). So working on site here with Department of Labor, but here to help manage the technical systems, keep everybody on track and everybody connected and communicating. And I’ll be kind of the main person overlooking the YCC email mailbox as well. So I’ll be communicating with you through there as well.

A little bit of my background, I guess, since you’ve all shared some background. I have done a lot of conference planning and I also came from some technical assistance for some other federally funded grantees where I was working in that as well as working onsite in the grantee environment. So I’ve been on both sides of the grants.

And something else I shared with the team here, I spent seven years as a high school cheerleading coach. So very excited to get everybody going and working together and happy to be here.

MS. MEMINGER: Thank you so much, Angela (sp). We’re so happy to have her on the team and with us and helping us kind of really go through those emails and, like she said, you know, kind of funnel that information and make sure that we are on point, we’re – you know, we are answering questions and any technical assistance – because, again, a technical assistance request that comes from a grantee, federal project officer just needs us to kind of look at it. Once we look at it, it may be something that a coach doesn’t need to kind of address or need to go any further. So we want to make sure we have a full communication.

John types over here on the side here that, you know, FPOs do have different styles. They do have different ways of doing things. As you talk to your – the FPO that’s associated with your grant, you’ll find out what their style is. But what we just want to make sure we avoid is any conflicting information, any conflicting messaging to our grantees.

If you say one thing then we say another and then we got to go back – you know, not to say that you guys are going to do that but it’s happened in the past. And we’re going to avoid – we’re going to claim right now that we’re going to have none of that on this tract. It’s going to smooth sailing and smooth flowing and everybody’s going to be very communicative to each other. So I’m looking forward to a successful run.

Jennifer – I don’t have a slide for it – but Jennifer Troke mentioned an implementation – a grant – excuse me – a coach implementation policy procedures. We do not have that document finalized with you – for you all today, but we will within the next week or so. TIP (ph) put together a great address of this protocol and procedures and I’m actually kind of skimming through it now. It’s about seven pages so far.

And what we want to make sure that we do is, again, have clear lines of what happens next, what’s expected. We kind of went over a lot of it right now, but we were going to have it in writing for you guys very shortly. So we may do a quick, 15-minute, 30-minute call in the upcoming week or so, hopefully before Christmas after Thanksgiving of course, with you. I’ll just kind of go over that now.

We wanted to do that before you all had your calls with the grantees starting December 1st. It just did not happen that way. And I do apologize. But I will definitely make sure that any kind of high level or any red flag pieces that we need to kind of talk about before – or address before December 1st, that we do have direct communication with you all, of course, letting Susan (sp) and Diane (sp) know, and Angela (sp) will be a part of that conversation too.

Jennifer Troke, are you still there?

MS. TROKE: I am. This has been really –

MS. MEMINGER: Do you want to say anything else on that?

MS. TROKE: No, I just want to say I’m excited and I was clapping and cheering when you said it’s going to be smooth sailing, our communications will be – (laughter). I was yelling into the phone, but I had it on mute.

MS. MEMINGER: Good. That’s good. Good, we’re happy about – happy about that. So the next – let’s keep those questions coming – those next steps we have five – I think we have seven minutes or something like that. Four minutes, lord.

The next step are going to be these kind of one-on-one calls with the region. So you all have received meeting reminders from Diane (sp) and Susan (sp) about these upcoming calls. Our first calls will be on December 1st. So that’s region one. Who’s going to be on the calls? Well, who’s going to be on the call is going to be the FPO for that region – or a representation of the FPOs, you all who are the coaches for that region and then the grantees themselves.

Angela (sp) and I are working on an agenda. We really want it to be a free-flowing conversation, again, where you guys share who you are, who the grantees are. So we’re going to have some introduction there, who the FPOs are. And then we want to ask the grantees, you know, how are you guys doing and what are some of the changes that you’re seeing now that you’ve kind of been in the system maybe three or four months. What are some of the things that you guys are in need of?

And you’ll probably, again, hear some of the same things that we’ve emphasized today. Maybe hear something different. I’m going to be a part of those calls as well and I’m looking forward to kind of hearing – you know, of course, anybody from the national office can join us. You know – you know, anybody from education can join us. In fact, education, I’ll make sure I send those to you – those calls to you as well today.

I want to make sure that you guys hear what they need and then kind of you take note – you see kind of thinking outside the box and then we talk about – we’re going to – (inaudible) – some of the communication pattern, what their TA needs to come through, of course, the FPOs first and then to us and then to you.

And then we’re also going to just remind that there are going to be some on-site visits coming up in 2015. They may want to share with you some times that it’s not going to work for them. we don’t want to sit on the phone call trying to schedule that time because you guys are going to have that one-on-one with them to schedule the best time for you all to go visit them.

I want to go with Bob (sp) to Puerto Rico, just letting – I’m raising my hand now. (Laughs.) Can I go to Puerto Rico, Bob (sp), with you? And just – I don’t speak Spanish, but I’m going to try to go. So therefore, the – (inaudible) – calls are coming up. And then there the second part of those calls are coming up. And I’m going to get you some of these questions that I have here on the screen. I think Evan’s going to probably answer some of them, Jennifer, too as me as well.

So might you share all the information, resources, outcomes from the meeting? If you’re speaking about the meeting that we had in July, I can make sure that we get to you all – we have an evaluation that we had – I’m just writing myself a note while I’m talking – and we also had a meeting summary. And I know that Diane (sp) and Susan (sp) have that information. But we can make sure that we get those to you, coaches, today or tomorrow. And I think Diane (sp) just put a message saying that she sent that to you already. So therefore, you have it. You have the meeting evaluation and summary. Thank you, Diane (sp), for that.

What have the grantees received in regards to the role of the coach? Well, during the conference and also during their orientation – we had one in June – we shared the same – basically some of the same flags that we share with you today. So they basically understand that coaches will be onboard. They were really excited to know that they didn’t have to hire an additional coach if not needed.

They were excited about that, that we were providing that service to them. They were also excited to know that, you know, some of the tools that they had – they didn’t have to build a brand-new IDP tool, that they already had one in place. So they were excited to kind of know they could strengthen that. Also, professional development – they were excited to know they didn’t have to pay for additional professional development, that some of that could be provided through their coaches.

So they are – they were – they are waiting on you guys. It took us a little while to get you all onboard for various reasons. You guys all know, working with the federal government, things take time. And we did get emails here and there, like, when are the coaches coming? When can we get help with this? When can we get help with that? We need help now. And we tried to help them along the way, but we were promising them by the end of the year they would have somebody reaching out to them, and we got that done, which was very helpful to us and we were happy to do that.

You mentioned a list of FPOs. And I think that Diane (sp) also is going to send that to you as well. That’s a list that she actually, Diane (sp), prepared for us and we all have it here at the federal level and the FPO level. Again, that – (inaudible) – was one edit that I did not make before I forwarded it to my colleagues. So I just wanted to make that emphasis on that person – (inaudible) – on that list that we received.

And also what we were going to emphasize in that call with the grantees is that, you know, until everybody is comfortable with the relationships – and, again, every FPO is different, every situation is different – we really want to make sure that the grantees not only just let you know what they need, but they also are CCing or letting us know as well. Diane (sp) said it’s – (inaudible) – other spreadsheet that I shared – it’s Excel spreadsheet I share with the national office, our educational partners and I believe – and the FPOs received it this week is tab two on that Excel spreadsheet. And of course, the coaches probably have that as well.

Anything – any other questions you may have? Any comments? Anybody else want to undelete their phone and talk? We have no more minutes left, but I just want to know if there’s any more pressing questions or issues or concerns. I would like to know that now. And Angela (sp) and I will work to get you all a draft of an agenda for a call prior to the first, which will be sometime probably either early next week. Anybody else? Nobody?

Can we listen to other – absolutely. So therefore, Debbie (sp), what I need to do – and Angela (sp) is going to get some emails today – what we need to do is probably just send all the coaches, all the other call information. We didn’t do that. Now, Diane (sp), I know, forwarded you guys what you guys needed to have for your particular regional call. But we can also forward – I’m writing myself a note to forward you all the call information for the other regional calls. And that’s no problem.

OK, that’s good. Anything else? Well, I know our time is up, right. Eric (sp) and Brian, are you guys – (laughs) – kicking us off yet?

MR. : Yeah, almost at that time, but go for it.

MS. MEMINGER: (Laughs.) Almost that time? I’m three minutes over. So if there are no other questions, you have Diane’s (sp) contact information. I believe I put – and you know, you have the general contact information, which is ycc@dol.gov. And you can reach me there and you can reach any of the team members there for any questions or concerns.

Of course, always please make sure, coaches, that you CC Diane (sp) and Susan (sp) or Diane (sp) and Angela (sp) – Angela (sp) just got her email today. Yay, she just got her computer today. So we’ll make sure we have in protocol who you should contact when you reach that email box to make sure everybody had all the information that they need.

I look forward to working with you all. I look forward to being in communication with you all. And I look forward to some great upcoming calls with the grantees. So thanks so much for your time this morning.

MS. : Yay. Thanks, Maisha. Thanks, team, it was great.

(END)