**Workforce 3One**

**Transcript of Webinar**

**NGO Webinar Series: Community of Practice and Other Resources**

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CHRIS WATSON: – (In progress) – to our PowerPoint presentation and hand things off to our moderator today, Jeff Hunt. Jeff Hunt is a workforce analyst here at the Department of Labor. Jeff, why don't you take it away?

JEFF HUNT: Thanks, Chris. I am Jeff Hunt like you said. I am on the YouthBuild team here at the national office of the Department of Labor here in DC.I just wanted to reiterate that welcome to everybody on the call, especially to our new grantees. We're excited to have you here today, and I think you'll find all of this information very useful. So let me kick off with what you're going to be hearing about today.

First of all, you'll be hearing about where to go whenever you need resources and who to ask to help find those. Also how to navigate the new Community of Practice as well as the interim Community of Practice that we've got up and running now. You'll be hearing about radon, and specifically you'll be hearing about how reducing radon exposure in YouthBuild can lead to employment in the radon industry. And then the last piece you'll be hearing about today is that no job is worth a young worker's life.

So we've kind of split up today's agenda into three distinct presentations. You will have the chance to ask questions of each our presenters, so please keep those coming in.

First off, you'll be hearing from Lisa Reddy, from YouthBuild USA. Her presentation is understanding the DOL YouthBuild Community of Practice. Then you'll be hearing from Patrick Daniels from the Illinois Emergency Management Agency. He's going to be talking to you today about radon mitigation and how your program can be a part of the solution.

And then last, we've got Andrea Foster-Mack from CareerSafe Online and she'll be telling you about some online training tools to keep your worksite safe.

So without further ado, I'm going to pass it on to Lisa Reddy. And Lisa may be experiencing some technical difficulties, so just give us one second while we get her reconnected. Lisa, are you there?

LISA REDDY: I sure am.

MR. HUNT: Over to you, Lisa.

MS. REDDY: Thanks, Jeff, and welcome everyone.

Before we get started, I would love to gauge your level of knowledge of the DOL YouthBuild Community of Practice by asking you to do this poll. The question is, what is your level of experience with the DOL YouthBuild Community of Practice? And you can choose more than one answer. First is I used the CoP when it was located on the iCohere platform. I knew about the CoP but never logged on; I currently use the temporary CoP on Workforce3One; and what is the CoP. I'll give everyone a minute to respond. (Pause.)

Well, it looks like we have quite a scattering of people who don't know anything about the CoP and people who either were aware or used the iCohere platform. So that's a good start. I'm pleased to be able to show you our upcoming and our temporary systems, so that you can get to work finding and benefiting from a wealth of material.

So the Community of Practice is designed so that DOL YouthBuild grantees can locate resources to strengthen your programs, share knowledge and resources with each other and stay up to date on events, webinars and news on YouthBuild programs across the country. As many of you may know, we've been in the process of transitioning to a new CoP on WorkforceGPS for a while now. So what is new and different about this platform?

Well, first of all, we'll be sharing the system with other ETA granted programs. So while our CoP stands on its own, we can still share relevant resources with the other communities. The interface is much more user friendly with tabbed pages for each area of the CoP. The search capability is a lot better, making it much easier for you to locate resources. And our videos, manuals and latest best practices and news from the field are highlighted on their own pages. So again, making things easier to find.

So I want to give you a sneak peek of the new platform now. I won't be able to show you everything, as parts of the CoP are still under construction. So this is our homepage. Along the top, under the banner are the tabs that I was talking about before. These will bring you to each section of the CoP.

The first thing you're going to want to do once you arrive on the site is to bookmark the page so you will not lose it. And the second thing you're going to need to do is to register yourself. If you look up at the very top, there is a sign up now button. So, on the registration page, you're going to set up your account by filling out the fields with your information and be sure to choose YouthBuild as your community.

As I mentioned before, you can also check one of the other communities if you want access to their resources. So what's different about this site, obviously you can see it's a lot more web-looking – looking more like a web page. Our homepage will allow us to place our best resources right in front of you. On the right side you can see what we've recently added to the system, as well as our most popular documents. And in the featured resources areas, you can see links to a number of best practice documents.

We can see here a bridge programming mini-toolkit, creating post-secondary partnerships that work. So this area will be refreshed on a regular basis. So you'll constantly be seeing new materials or materials that we want you to be able to see. I'm going to check out the YouthBuild's tip sheets. So the DOL YouthBuild tip sheets are a collection of short how-to best practice documents and these will help you work on specific components of your program. These tip sheets include everything from expunging legal records to starting an internship program for your students.

On the E-Learning series tab, we have links to all of our E-Learning videos. These are on data MIS, education, DOL compliance, post program placement and apprenticeship. I'm going to take a look at the "Is your house in order?" DOL compliance video since you might want to be thinking about that. This is a series of eight videos covering every aspect of compliance and management of your grant. I want to go into one of these so I can show you what it's going to look like. So once you get to the video page, you can view them directly from the page. Some of them have more than one on the page, so don't forget to cursor down.

Now, if you look to the left, there will often be resources that are connected to the video. So in this case, we have the DOL core monitoring guide. Now I'm going to bring you to the Program Handbooks tab. So in the case of the Program Handbooks and also the E-Learning series, you have a choice of choosing from the dropdown list or just clicking on Program Handbooks to get to the Program Handbooks page. So I'm choosing our new list manual, which is the data management program manual. This manual is crucial to supporting you in your data management practices. So if you haven't seen this yet, we definitely sent you links to manuals so you should have this somewhere.

So from this page, not only can you download the manual, but if you look before, there's a tool bench, and all of the tools located within the manual are accessible there as well. So the resource library, this is my favorite part. This is where all of our resources are housed. On the right side, you can see, again, the content that's been viewed the most – in other words, our most popular content. You will have the ability to browse by topic, but the easiest way to find documents will be by choosing the basic search.

So I know many of you may be creating or revamping your policies and procedures. So I'm going to type in policy or I should say I did type in policy. Now what you can do, if there's a word like policy and you also want to search for policies, I would put an asterisks at the p-o-l-i-c-asterisks and that will search for both of them. So in the results you can see several sample policies and if you were to cursor down you would see how to build your policies and procedures for each of the five performance measures.

So you can see it says related content. This is actually the content. So this is where you would go to download the content. On the right, of every resource record is the you might also like section, which usually will have related documents that are of interest to you. In this case, there's a policy and procedure manual, a full manual that was shared by San Gabriel Valley YouthBuild. That would be very helpful.

So this is the events tab and in the events tab, you'll see both upcoming events with information and links to register, and you'll also see archived events with links PowerPoints, handouts and other material from the event. So that's all you're going to see of WorkforceGPS for now. But during the time we are waiting for the new system to launch, we have a temporary CoP and this is available on Workforce3One. So please bookmark this site. This is what you'll be using in the next few months before our new site launches.

And I'm just going to show you a little bit of that. Compared to our new site, this is a very simple folder system by subject. So you would just click into a folder to access the documents inside. Most of you I would think are, already have an account with Workforce3One. That's how you get into our webinars. But if you don't, you can see the signup button in the upper right hand corner.

So I'm just going to click into program management. You can see there is the files are there. All you have to do is click on the download now link under the title you want to access. If you want to return to the homepage from here, you go up to where it says folder and click on YouthBuild. That's the best way. And that, my friends, is it. We can take questions. You can type in questions to the chat box.

MR. HUNT: All right. Thanks, Lisa. So we've already got a few questions that rolled in during that presentation. Please, we want to encourage everybody on the line to type in any questions in that main chat, but in the time being, we will address the ones that have already come in. So first up, from Clifford, he wants to know will old data or information be transferred and are there any restrictions or guidelines to the number of staff that can have access. So Lisa, I'll pass it off to you for that question.

MS. REDDY: So yes, we have migrated all of the documents from our old system to the new system and we would love for all of your staff to have access. So when we are ready to launch we will send out instructions and it will be up to you to talk all of your staff into signing up.

MR. HUNT: Great. How about will there be any shared documents from other YouthBuilds?

MS. REDDY: There are so many shared documents from other YouthBuilds. I think in the search that I did on policy documents, all of those sample documents were shared by other programs. So we encourage sharing. If you have a document that you feel would be useful to other programs, by all means send it to me or to Mark Smith and we will make sure that it gets on the CoP.

MR. HUNT: We are getting some questions about when the WorkforceGPS site will be up and running. All we can say at this point is that we hope it is up soon. You will hear as soon as we know. So in the meantime, just keep hitting that Workforce3One and we'll let you know as soon as we know about WorkforceGPS. Next question for Lisa, any cross-referencing to MentorCore or SBIRT?

MS. REDDY: I'm not sure what you mean about cross-referencing. Do you mean is there another CoP for these?

MR. HUNT: I guess we'll ask Bill to clarify that question. And in the meantime, we've got a question from Region 5 about how does one propose additions to the CoP?

MS. REDDY: Again, you can contact either me or Mark Smith.

Jan Smith: You know, again, I just want to point out that once the site goes live, people will be provided a lot more clarity and instructions to grantees around ways to share materials. We'll certainly be doing open calls to share materials and we'll be providing you with the correct contact at that time.

So please pile up everything that you want to share with us and there will definitely be a point where we can get it all uploaded for you and we will regularly be asking you guys to share content. It is mean to be a pure networking and sharing site.

MR. HUNT: That was a special guest cameo appearance from our field director, Jan Smith. Thanks for that. I don't think we have; let's see maybe there's some more questions coming in. As always, you can ask questions as they come to you for the later presentations, or we'll have the contact information for Lisa at the end of this whole webinar, so don't hesitate to send those questions in. But in the meantime, I think we will go ahead and transition to the next phase.

So I'm going to pass things off here to Patrick Daniels. Take it away, Patrick.

PATRICK DANIELS: Sorry I forgot to take myself off mute. Hi everyone, I'm Patrick Daniels. I'm the radon program manager with the Illinois Emergency Management Agency. But I'm here representing today the Conference of Radiation Control Program Directors as the chair of their radon committee. And I'll explain what the CRCPD is here in just a minute.

So I'm going to go over today in general what the CRCPD is, I'm going to talk about radon in homes, so that you kind of understand what the risks are and why we're concerned about it, as radiation experts. I'm going to talk about the Illinois YouthBuild pilot project and the partners that we partnered with in order to accomplish that pilot project to actually demonstrate that we train YouthBuild participants to eventually become radon industry workers.

So my polling question for you is simply have you tested your own home for radon? So I guess I'll give you a couple of minutes to answer that polling question or a few seconds here. OK. I guess we're getting close to everybody answering. Wow, 33. Well, I guess later into my slide presentation we were going to make the offer that I would provide anyone to the first 20 people who have not tested their home free radon test kits.

However, I'll up that if when we get to that section, you can ignore the 20. I'll just offer anyone who hasn't tested their home my e-mail address and some instructions on how to order a test kit. I'll offer that to all of you who said you had not, and to those of you who said you have tested your home, if you haven't retested it in the last two years, I'll still send you a free test kit to test your home. So there won't be a limit of 20 when we get to that. I'll go ahead with my presentation now. Thanks. OK.

So about the CPCPD, it stands for Conference of Radiation Control Program Directors, Incorporated. And we're a nonprofit, non-governmental professional organization dedicated to radiation protection. We're made up primarily of radiation professionals in both state and local government that regulate the use of radiation sources and one of those regulations applies to indoor radon. Radon is actually something that some states regulate directly, as in my home state, Illinois, we have licensing requirements in the state of Illinois, and some states don't actually license individuals, but have protocols or national standards that have to be followed.

What is radon, simply radon is an indoor air pollutant. It's a colorless, odorless radioactive gas that comes naturally from uranium that exists in the soil. And the only way to know whether or not a home has a radon program is to test. That's my number one message to everyone I talk to. Nobody can come into your home or look at a home and say yes or no it's going to have a radon problem. No matter where you live in the U.S., including Hawaii and Alaska and even Puerto Rico, you could have a radon problem and the only way to know is to test.

And here's a map of the radon zones in the United States. If you look real closely at your state, you'll notice that it's broken down by county. This is a map of counties based on a study done by the U.S. EPA dating back all the way to the 1990s. You notice the redder zone 1 – read the little legend – zone 1s are where the average radon concentration in that county is greater than four. In zone 2, radon concentration is between two and four, and zone 3, we expect the majority of the homes average to be less than two picocuries per liter.

I would like to stress one thing though, being inherent in Illinois, it's kind of hard to tell, but the every southern two counties in the state of Illinois are considered zone 3 where the average radon concentration is less than two, but one of those southern counties is Massac County, home of the city of Metropolis, Illinois which is famous for being home of Superman. And we have had homes test as high as 40 picocuries per liter or ten times the recommended action level in that very southern tip of Illinois.

So like I said, the only way to know for sure is to test each and every home. The Surgeon General issued a warning several decades ago that indoor radon is the second leading cause of lung cancer and breathing it over long periods can present a significant health risk to families all over the country. The U.S. EPA 2003 risk assessment estimates 21,000 lung cancer deaths annually in the U.S.

The U.S. EPA assigned some advisory board ranks, risks to the general public, radon always ends up one of the top four environmental risks. And as far back as 1998, the Harvard School of Medicine in their quarterly publication, The Harvard Risk and Perspective, ranked radon as the number one risk in private homes. More people in the U.S. will die from radon induced lung cancer than from any other source in their home.

If they actually ranked radon as the other leading cause of cancer mortality in the United States,

radon itself would be the seventh leading cause of cancer mortality in the U.S., separating it from lung cancer in general is the number one, with primarily the vast majority of those being related to smoking. But radon all by itself would be the seventh leading cause.

In the Centers for Disease Control, from their website, they actually rank, this is one of the top five of accidental home injury deaths. If you look at those radon, poisoning, falls, fires and drowning, radon is clearly the leading cause of death in homes. I would just note that poisoning, falls, fires and drownings are immediately dangerous to your health and radon is a long term exposure risk to your health.

Now, a little bit about YouthBuild. Our project in Southern Illinois to fix radon in homes, we partnered with the U.S. Environmental Protection Agency and through the U.S. EPA and a sub-grant from the Conference of Radiation Control Program Directors, YouthBuild from Southern Illinois and Metropolis, Illinois, the American Association of Radon Scientists and Technologists Foundation, that's the industry group that works with the radon mitigators and measurement professionals across the country. And then my agency, the Illinois Emergency Management Agency partnered together to do a pilot project in Southern Illinois.

The pilot project, it was just simply put, a project that was funded to try and engage students in the Department of Labor's YouthBuild Program to see if we could train them so that they could become licensed as potential radon mitigation technicians. The purpose wasn't to see if we could make them start their own company. The purpose was to see if we could train them so that they could work for a professional licensee, a company that's already engaged in the radon business and give them a leg up into getting one of those jobs.

Additionally, at some point in the future, as they learn how to run a company, they could eventually run their own company. So we're really just trying to demonstrate that they could actually, if we could get them through the licensing process so that they could become a licensed technician for one of the professionals already working in the industry.

So, our project started on April 28th and it actually ran through May 13th through 2013. We have five students. One of the conditions of the grant was we had to follow federal guidelines on radiation exposure to children, and one of those conditions is they have to be 18 years of age or old.

And when we doubled checked the five students that were chosen by the United Methodist Children's Home who runs YouthBuild Jefferson County in Illinois, one of them had not turned 18 yet, so we allowed him to participate throughout the entire coursework. He just couldn't go out actually on the jobsite. So we waited until after the project was done and he turned 18 to actually take him out and complete the training.

So we had five students who participated. And then the actual active participants was the leader of the YouthBuild Program at the United Methodist Children's Home, Ryan Alton in Mt. Vernon, Illinois. The U.S. EPA, primarily Susie Shimek was helping guide us in partnership because she's the liaison from the U.S. EPA to the Conference of Radiation Control Program Directors.

Myself and my coworker Melinda Lewis from the Illinois Emergency Management Agency and then Calvin Murphy, who runs a radon company in Southern Illinois called Allied Radon Services, Incorporated. But he also happens to be the president of the American Association of Radon Scientists and Technologists Foundation. So the industry has a foundation and he's the president of that foundation, which is another nonprofit organization trying to educate the public on radon issues.

OK. So here's a picture of the home. I know YouthBuild programs can either build new homes or rehabilitate homes, and this is a picture of the home as it existed when we got down there in mid-April. We were able to do this with a partnership with the American Lung Association of Illinois. They actually provide training to people trying to get into the radon industry and they allowed us to use their mitigation course as the source of the classroom material that we taught the students.

And so in order to – most mitigation courses that occur in the U.S. happen over a two or three day time frame. It's a lot of material in a very short period of time. So we worked with the American Lung Association and broke the material out and we alternated – we did a very special course and we alternated between the classroom, like a lecture and actually the house being rehabbed in Mt. Vernon, between the two learning environments. So we could teach a section of the course, and then go actually out and apply it in the field.

And I can't thank enough the YouthBuild Program in Mt. Vernon because they really set the home up for us to make it a very good learning environment for the students. And I have some pictures of that and I'll talk about that when we get to that point.

OK. So after we finished the classroom training, we did the field training. And it included everything from diagnostic testing and looking at the building to see how we would mitigate it to actually the system installation. And then we actually finally had the students take the Illinois State licensing exam.

Like I said, the house, we really couldn't do – they set it up us. It had been gutted, so it was easy to work in. The problem with that is it also didn't allow us to do radon measurements because the house needs to be completed as, as lived in condition. And with all the – it was old – actually old Plaster of Paris on the inside of the walls. All that had been ripped out, you'll see in the pictures. We were down to bare studs. We really couldn't do radon measurements.

So after the rehab is complete, we'll go back and perform radon measurements not only with the system running and turned off, but we'll actually cap the system to see if we can determine what the pre-mitigation radon concentrations would have been. But we just don't have that information available to us right now because of the – we didn't get it done before the house was – the project was started.

So what was actually the outcome before I start walking through what we actually did. Well, all five students passed the Illinois Radon Mitigation licensing exam, which was we felt was a very big accomplishment. Regular industry folks, when they come in to take our state licensing exam, we have about a 60 percent passing and a 40 percent failing rate. So we thought we did an outstanding job, although we did present the course in a lot longer timeframe with, directly classroom and then in the field in a different format than what the other students typically see in courses.

We set about – because of our understanding that the students worked better that way. Simply put, it was easier for the students to understand the concept in the classroom after they had been directly demonstrated. So we set it up that way.

OK. And there's some pictures of the actual YouthBuild building in Southern Illinois. Melinda, my coworker's instructing one session of the class. The five students who actually took the course in the center, and then the four students who could actually be in the field with us on any given day.

And here's some pictures of the students actually working in the basement of the building. You can see, that's Calvin Murphy standing there in the green shirt, and they're working on diagnostics. They're actually doing a diagram. And they have the laptop sitting on a crawlspace. So what was good for us was we were able to teach the students how to work in the basement. You can see the pictures of the basement. And you can also see that there was a small crawlspace.

So we were able to teach the students the two different methods on mitigation all in one home. So the home selection was very important to us for the learning environment for the students. Then there's actual pictures of the students working in the crawlspace. We made the students do almost absolutely all the work. Very little was done at all. Calvin was there to give them complete guidance, but we also made sure that they did the work.

And what they're actually doing is laying 6-mil polyethylene down in the crawlspace to make an airtight seal on the crawlspace and then the students actually using the drill, he's actually drilling through some slats of wood because we permanently attach the Visqueen to the wall of the actual crawlspace to make an airtight seal. You can actually see the seal around the (piers ?) in the crawlspace and then there's a picture on the far left. It's a picture of the Visqueen before it went up into the crawlspace itself.

They had to install suction points. That's where the radon mitigation system takes a suction from beneath the floor. We actually, in order to remove or stop radon entry to the home, we depressurize beneath the slab, we draw the radon gas out and then vent it above the highest eave of the roof. In order to do that, we need to install what we call suction points or points to meet the slab.

In order to make those suction points effective, you have to remove about a five-gallon bucket of dirt. And that's what the two students are actually doing there. One is actually drilling the hole on the top left. The two different students actually removing the five-gallon bucket full of soil from within that hole, and then the bottom right hand corner is a picture of the actual mitigation system. It's schedule 40 pvc pipe installed into that whole seal before, so that we can draw a suction from beneath the floor.

This is work on both the first floor, the roof and the basement and in the attic. So we're actually installing this. On the left hand picture, they're actually installing the piping system up through the floor. In the center picture at the top, that's where they're bringing the piping system back down through the floor and they're installing a T to go – because we had multiple suction points in the basement. You can see the picture of a student up on the roof actually getting ready to put the flashing on the pipe – (inaudible) – through the roof.

At the upper right hand corner, that's all the students that are actually installing the fan through that flashing pan in the mitigation system's right above Calvin. He's in the gray shirt kneeling there. It's right above his head there on the left of the picture. And then in the bottom right hand corner, that's the students back in the crawlspace were actually installing the suction point to take a suction from underneath the Visqueen and the crawlspace.

And then here's some pictures of just the final system as it was installed in the house. The two on the left are the system running through the basement. The one on the top center is coming up into the attic and that's on the top right is the fan in the attic. That pipe goes up and then goes into that fan and then out through the roof. The bottom middle center is the pipe simply put just running up through the 2x4-studded wall on the first floor. And then the poor picture with the bright sun is the pipe actually going through the roof. So that's the simple how mitigation systems are installed.

Now let's talk a little bit about what the employment opportunities for students. If I went back to that very first slide, and you looked at the red counties, that's where there's a lot of radon industry work going on. So what we were hoping to do is partner with different YouthBuild groups around all the state. But if you want to – the YouthBuild groups that have the best opportunities for the students to eventually get hired would be the ones that have the high radon areas, where we have more work.

In Southern Illinois where we did it, in Mt. Vernon, Illinois, Calvin is a licensed professional in that area, but they are mostly one-man shops. The professional, the one-man shop, one guy does all the work. In the northern part of the state, in the Chicago area, the collar counties, literally from Springfield north, there are mostly multiple licensee companies.

So what they have as part of the company is they have a licensed professional, then they have a group of technicians who work for that professional and then they have laborers. And the whole purpose of the YouthBuild program is so students wouldn't have to start out as a laborer. We give them the training so they effectively start out as a licensed technician. The students, the five students who passed our pilot program could be directly hired into the company as a licensed technician.

And so just to give you an idea of how – we're not going to employ thousands of individuals across the country in any given week, but in Illinois, I contacted two of our Northern Illinois in Lake and DuPage Counties, two of our largest mitigators and the starting salary ranged for a fully trained licensed technician starts anywhere from $18 to $28 an hour. Now they're not going to start out as a fully trained licensed technician. They do typically start out $16 to $18 or $20 an hour as a technician that can't go out on his own; still needs some supervision. But once they become fully trained, they actually send them out on a job site with a laborer by themselves and actually perform the work.

So it's very lucrative as far as good entry level jobs for these students. They also provide other benefits, both of the licensees provide paid vacations, health insurance and vacation and sick time. And one actually provides an IRA to his employees. So we're talking about good meaningful jobs for these students that would lead to full time employment. In your YouthBuild programs already get them partially trained because of the other things you do in rehabbing homes, the plumbing, the electrical, the carpentership, carpenters. They're already partially trained. That's typically what the mitigation licensees are looking for to hire as laborers.

So they already have a leg up on a laborer and they also have a leg up because they'll have completed the training. So here's the e-mail about a free radon test kit. If you want a free radon test kit from me, that's my direct e-mail address. I would just ask that you put in the subject line "Action YouthBuild."

We were going to limit this to only 20, but I will provide – I have enough available that I can provide everyone a free radon test kit. And I'm sorry I'm going to be out of the office the rest of the week. It may be a little over a week before I get those in the mail, but I will get them out to you. So I believe that's at the very end of all the presentations, my e-mail address will come back up.

The number one lesson I that I want you to take home for today is not only radon the leading cause of death in private homes, but everyone needs to test their homes for radon. As a matter of fact, when we talk about radon, the U.S. EPA action level is four picocuries per liter. About seven out of every 1,000 people will get radon induced lung cancer from that four picocuries per liters. That's about 70 times what we normally regulate a class A known human carcinogen. So even at the action level, there's still plenty risk associated with radon and the only way to know is to test.

MR. HUNT: All right, Patrick. Thanks so much.

I want to give about a minute for people to type up their questions. I know most people are pretty excited about those free radon tests. You're probably sending e-mails instead of typing questions. So we do want to give a little bit of time for you to type in your questions for Patrick, or if anything occurred to you from Lisa's presentation, feel free to type that in as well. I'll give about a minute before we transfer. We are seeing some people who are asking us to post his e-mail address again. Not only will that come up at the end of the presentation, but you can download this PowerPoint and it will be there forever for you, so there's multiple ways of getting that e-mail address so don't worry.

All right. We have our first question for Patrick. Tom wants to know how many hours is the radon credential training?

MR. DANIELS: Well, in a typical radon licensee, it's a 16 hour course. It usually takes 16 to 20 hours to complete. For the students, we actually stretched it out for a three week time frame on Monday afternoon, all day Tuesday and all day Wednesday. So we had a lot more time in with the students.

But part of that was because we went over the material very thoroughly with them and then we had to transition from the training facility out to the actual job site. So I would say, let's see, that's 12, 15 hours a week. We spent more like 45 hours with the students to completely complete it. But that also included taking the licensing exam. And it is 100 question exam, two hour exam for the students to take. And we also included a review period there.

MR. HUNT: All right. Great. Thanks, Patrick. Our next question, are there any possibilities for apprenticeships.

MR. DANIELS: Yes, I believe there are possibilities for apprenticeships. The ideal situation is for the YouthBuild programs to put as part of their YouthBuild grant to do one of these pilot programs. The costs will be around anywhere from $10,000 to $15,000 to complete the entire project including the course material. But I would imagine the licensees aren't going to hire the students in as technicians.

They'd actually hire them essentially as apprentice to make sure they were going to work for their company. But we would have given them that leg up that they'd have everything completed, all they would have to do is apply for the license. And that actually has some costs. The course costs around $500, the cost of the exam is about $125 out there. So there's a lot of savings to the mitigator by hiring one of the students.

MR. HUNT: All right. Next question, did you run other construction projects in addition to the radon testing you did?

MR. DANIELS: No, we did not. That house was being rehabbed by YouthBuild in Mt. Vernon, Illinois. But the only thing we did with the students with the time period that we worked with them was strictly focused on radon. All of the students had actually completed their GEDs, that portion of their YouthBuild time was already done. So all we had to do was train with them on radon.

MR. HUNT: Yeah, I just want to point out to Ryan who asked that question, just to clarify that Patrick works for the state of Illinois. He doesn't run the YouthBuild program himself. So there's a little overlap there, but he's not the actual YouthBuild staff. Let's see, do we have any more questions for Patrick. It looks like somebody is typing.

MR. DANIELS: As they're typing, I would just like to offer one other thing. If you're not from Illinois, I am the coordinator nationally for the radon programs so if you're interested in doing this, I would be more than happy – send me an e-mail, I'll be able to hook you up with the state that would be able to work out for you.

I mean, states right off the top – Philadelphia, Ohio, Illinois, Minnesota, I have very large radon programs; the state of Florida believe it or not has a very large radon program. New York, New Jersey. Look at the states with a lot of red in them; they're going to have the ability for YouthBuild projects to be done.

MR. HUNT: All right. Next question came in. What area of the government covers radon, is that the department of health, is it the department of commerce?

MR. DANIELS: Well, it's going to be in – really, Illinois is the exception in the world. We have so many nuclear power plants, we're in the Bureau of Radiation Safety is in the Illinois Emergency Management Agency.

ut most states it's either in the department of public health, which would be true for Ohio and Minnesota right off the top of my head, or in their environmental protection agency or whatever the state calls the EPA for the state, which was the example would be Pennsylvania. So it's either in the department of health or the environmental protection agency at the state level.

MR. HUNT: Great. Ann wants to know is the radon credential an industry recognized certification?

MR. DANIELS: Yes, if you're in a licensing state, the state issues the license and it's recognized by the industry. Otherwise, about half the states use what are national certification programs that are recognized by industry. So those two national certification programs, one is the National Radon Proficiency Program, which is actually primarily the largest one and ARS, the industry leader recognizes them. And then the National Radon Safety Board, which is also recognized by ARS is another private certification program. The U.S. EPA used to run the certification program all the way back in 1998. They privatized it and those are the two organizations that provide that privatization.

MR. HUNT: Great. And we're going to make this the last question just in the interest of time. But Region 5 wants to know do buildings need to have below ground spaces to have a potential radon problem?

MR. DANIELS: No. Radon comes naturally from the decay of uranium that exists in the soil. Uranium has a four-million-year half-life, so the soil is constantly producing radon gas and if the foundation of the building comes into contact with the soil, it has a potential to have a radon problem. So basement, slab on grate, or crawlspace foundations would not have a radon problem.

About the only home that's not going to have a radon problem, believe it or not, we find them it in mobile homes because they park them on a concrete slab and put a skirting on them, effectively making a crawlspace. In Illinois, the homes down along the riverfront typically for use for fishing, they're built up on four stilts. Because the foundation doesn't come into contact with the soil, they typically, you'd be hard pressed to find a radon problem.

MR. HUNT: All right. Well, thanks, Patrick. Before we transfer over to Andrea, we did want to circle back. We got some clarification from Bill's question earlier for Lisa's presentation. He wanted to ask about cross-referencing MentorCore and SBIRT, specifically meaning searching for documents from SBIRT or MentorCore through the CoP. And we're going to bring back our special guest star, Jan Smith, the director of YouthBuild to answer that question.

Jan Smith: Thanks, Jeff. Just to provide a little clarity here. So SBIRT, we're certainly very familiar with. We've done multiple effort pilots. For those of you who aren't familiar SBIRT is a – I'm trying to think of the best way to put this because I don't actually remember what the acronym stands for, but basically it's a treatment protocol for assessing a substance abuse problem. And so we've done pilots on that.

You will certainly find many documents on SBIRT on the CoP. MentorCore, we're less familiar with. I understand that it's a software program that helps track mentoring. And I know that YouthBuild USA has done some work in this area. So I can't speak to the fact of whether there would be any documents on MentorCore on our CoP, but certainly if it's you're interested and you have materials on MentorCore, any of you, we'd be happy to have you share that. I can't guarantee that any of that information is already on the CoP.

But again, we do want that to be a live and active site in which content is always added. And so if that's an area you have interest in, you know, we can see about getting some information added.

MR. HUNT: All right. Thanks Jan. Bill, if that did not answer your question let us know. But hopefully it did. And I think we're ready now to transfer over to Andrea Foster-Mack. She's coming to us from CareerSafe Online to talk about no job is worth a young worker's life. So take it away, Andrea.

ANDREA FOSTER-MACK: Great. Good afternoon. How many of you are aware that 80 percent of young workers begin their first job while they're still enrolled in high school? And many of these students, they actually don't know the workers' rights or have the training to recognize hazards or even learn how to avoid them. And in fact 2014, young workers, 19 and under averaged one workplace fatality every five days. We as educators can help reduce these numbers and maybe even save a young worker's life.

You may ask yourself, why are teens more at risk for injury? Well, for the majority of young workers, this is their first experience working. They feel like they are ten feet tall and bulletproof and they've got it all figured out. It's that it won't happen to me mentality. This is caused due to their prefrontal cortex not being fully developed until they reach the age of 25. So if you couple that with a lack of training and supervision from employers due to cost and high turnover, then you have injuries just waiting to happen.

At CareerSafe, our mission is reach and train as many young workers as we can by educating students on health and safety laws, the workers' rights and have the recognition, we are one step closer to ensuring each a long and safe working career. Our OSHA 10-hour programs are already in 2,500 high schools, workforce development programs, community colleges, universities and student organizations nationwide. And not only are we protecting students for their future with safety training, we are also providing an industry recognized credential and helping to make our students more competitive in the workforce.

We are making a difference and as you can see, we have trained over 635,000 students across the United States. We have seen an average decrease of four percent in workplace injuries rates since we started our OSHA 10 hour training programs. The blue bars represent the number of students trained each year while the red line shows the reduction in workplace incidences. We are trying to create that generational change for safety.

We offer a few different courses. Our CareerSafe safety awareness start safe stay safe course provides students with basic workplace safety training in an accelerated timeframe, but this course does not offer an industry recognized credential. We also have our cyber safety awareness training. This course teaches students how to protect themselves online, while also learning how to recognize or respond to cyberbullying – (inaudible) –issues.

Our industry recognized programs include our three different OSHA 10-hour courses. The first is the OSHA 10-hour general industry. Listed here are the topic modules included in the training as well as some optional topic modules that students can take just to enhance their learning objectives. The general industry course is great for students in manufacturing, automotive, health, cosmetology, culinary arts, business students and many more.

The OSHA 10-hour construction industry training focuses more on the building trade. In fact, seven states now have laws requiring construction workers to complete the OSHA 10-hour construction industry safety training course before they can even step foot on state or federal funded job sites. Those states are Nevada, Massachusetts, Connecticut, New Hampshire, Rhode Island, New York and Missouri. Our OSHA 10-hour general industry agriculture training is the first of its kind.

We worked with OSHA and through the Safety in Agriculture for Youth, the – (inaudible) – program to develop this course. The topic modules fall in line with general industry training, but are more agricultural focused with topics such as safety around livestock, confined spaces, machine guarding – (inaudible) – in between are ergonomics and health including weather stress and bodily exertion and exhaustion and tractor safety, as these are the leading causes for injuries in agricultural industries.

Students who complete this course will also receive an OSHA 10-hour general industry wallet card and this card actually will have the USDA logo on the back. We also have a professional development program for educators which were developed around the CDC NIOSH safety checklist. After completing one of our OSHA 10-hour courses, an educator can then download the safety checklist specific to their classroom and perform a safety audit to help ensure that those environments are up to the state and federal standards and that they are safe and prepared for the students and staff.

Having all of the educators complete a program like this creates an inclusive safety culture at the centers. The bonus is each educator can receive up to 25 hours of continuing education units or credits through their state. To ensure that students stay engaged, we've built a course with our Youth to Youth or Y2Y design. It's students teaching students about safety. We also include knowledge checks throughout the modules. This helps keep the information fresh and keeps students on track. We also have scenario based activities where the students must decide how to proceed with a task and then see if the correct action was chosen.

There's a ten question assessment with each topic module and a 25 question cumulative final assessment that the students have to pass with a 70 percent or higher within three attempts. We also include a free – (inaudible) – few tools to help ensure the students' successful completion. If at any point during an assessment the student is unsure of a question, they can always pause the assessment, go back into the module and look at any questions that they're not sure of.

Students will become more knowledgeable about their rights in the workplace and they also receive an industry recognized credential from Federal OSHA which will help make them more competitive in the job market. We have heard dozens of stories from students nationwide detailing how they got hired because of their OSHA – (inaudible). The blue card represents the OSHA 10 hour general industry course. For the agriculture course students, they will receive this card, and as I stated earlier, it will have the USDA logo on the back. And the yellow card actually represents the 10 hour OSHA construction industry course.

Now let's look at the benefits for you, the educators. Our programs are convenient and cost effective. The information the students receive is the same no matter when or which classroom they're in. It's also a great resource for students that transfer in or miss a day of school and need to catch up on the materials. There are other program benefits to educators as well. First having the structured documented safety program for your students will help to reduce liability. You also provide the students an industry recognized credential in a way that is seamless and integrated into your current curriculum. It will make your students more competitive in the job market.

The interactive grade book will help provide you with grades for every single module. A copy of this course completion certificate allows you to reset student passwords, sort your students into groups for each class and download profile sheets on each student. You'll have online access to class records for a minimum of five years. All of this is included within our grade book.

We have also created optional assessment locking tool for educators. This gives you the ability to lock the students from their third and final attempt. This will provide an opportunity to review material with the students prior to that final attempt to assist with those reviews. We provide lesson plans and PowerPoints that correspond with every single module. We have also developed a voucher distribution tool to better track an entire program that implements the training. A director can actually monitor and review every classroom. It also makes it easier to share unused vouchers across multiple programs and compile reports for those industry recognized credentials.

We pride ourselves on being the most affordable option for OSHA safety training. We're the lowest cost authorized provider of OSHA 10-hour training. Each OSHA 10-hour training course is only $25 per student and all resources are included. Also, teachers do not have to have any additional training to implement the program. We have an amazing support team that's available from 7:00 to 7:00 Monday through Friday and 10:00 to 2:00 Saturday and Sunday.

We have worked with several state and federal funding programs to compile a list of resources that can help cover the cost of funding. We are also more than willing to assist you in finding additional funding through grand opportunities and corporate contributions as well.

So what are students saying about our training courses? At the end of the course, students are provided a course evaluation. The one that always gets me is the one with the 57 percent – 57 percent of students say that CareerSafe was their first job safety training they've ever received. Last year alone, there were over 20.1 million young people that entered into the workforce. My question to you is how many of them have safety training.

We host annual youth safety video contests as well. We love to give back. In our youth safety video contest it provides an opportunity for students to create a two minute PSA on what workplace safety means to them. Winning students can receive a $2,500 scholarship and up to $5,000 cash prize for their program. We also have our youth safety essay contest for students that have completed one of our OSHA 10-hour training courses can submit an 800 word essay describing how their OSHA 10-hour card has made an impact in the way that they recognize hazards and how it will benefit them in their future.

We select up to four winners each quarter to receive a $500 scholarship. Our National Young Workers Safety Day is one of our events as well where students make a pledge to start safe and stay safe in the workplace. I've also included a couple of our quotes here from some of our student essays. We also love to share valuable resources, student feedback and classroom highlights and much more via our social media pages. So please be sure to like and follow us.

MR. HUNT: All right. Thank you, Andrea. We did have some questions come through during the presentation. I want to encourage everybody to keep sending those in. We have priority for questions to Andrea, but if you have questions come up from the earlier presentations, you can type those in as well.

First question was from Manda (sp) and that question is, "Which part of the training is industry recognized and will it meet the MIS standards for certification?"

MS. FOSTER-MACK: The entire program, the OSHA 10-hour courses. They are from, directly from federal OSHA, so we are an authorized online provider. And so the students do receive an OSHA 10-hour card directly from Federal OSHA which is considered an industry recognized credential. I'm not sure what the MIS standards are.

MR. HUNT: I'm going to pass this part over to Jenn Smith, the YouthBuild director for some clarification.

JENN SMITH: Yeah, thank you. So this is kind of a nuanced question because what Manda is asking about in terms of the recognition of the certifications that we're looking for, for the performance outcomes as tied to our MIS system. And so as we've made very clear all along with the YouthBuild program, we do not consider OSHA to qualify for the industry recognized certification outcomes, but it is a required course that you must do as a foundational course for all of your youth.

All of your youth must, as a minimum, have the 10-hour OSHA training. And that's why we wanted to present this to you. It's another option. We have other – we do have YouthBuild programs who are already using this curriculum. So we just wanted to share with you more broadly that this is an option if it works better for your youth. It has some different aspects to the non-computer based training.

So we just want to make you aware of that. But yeah, it's industry recognized within across like federal OSHA standards. But again, it does not qualify as an outcome for our performances, goals, measures.

MR. HUNT: OK, thanks Jen. Our next question, "Will the CareerSafe be offered at a discounted rate?"

MS. FOSTER-MACK: I wish. I'd love to. Unfortunately, it is only $25 per person. Most of the other online providers are on the $90 to $100 range and so that is kind of a discounted rate of only being $25 per person. We do have lots of, we do work with lots of different organizations to help provide our courses from – (inaudible) – funding will help for it, there's Perkins funds. A lot of different funding sources are out there and available and we are currently working with corporate contributions as well.

MR. HUNT: OK. Next question. "For the construction OSHA certification, can any staff provide this training, or does it have to be a certified construction instructor?"

MS. FOSTER-MACK: No, and that's actually a great question. That's the great thing about the online course. We are actually authorized trainers of the course. So our program has already been looked at, reviewed and okayed and basically authorized by Federal OSHA. And because of that, teachers don't have to have any additional training. The students actually can go online, take the course entirely on their own, and earn that OSHA 10-hour card.

MR. HUNT: We did have a question come in about other YouthBuild programs using this OSHA online course. Jen did mention during her clarification there that there are, so there is precedent for using this particular program. There are other options out there, but this is one that we wanted to highlight for you today.

MS. SMITH: And again, if anybody – sorry, this is Jen. If you're interested in speaking with some of the programs that use that, we can certainly put you in contact with some of the programs we know do use it. Andrea was kind enough to get us a list of some of those programs and we did reach out to them as well and get a sense of some of them. You know, they really like the benefits that come with it. So we just wanted to make you aware this is yet another resource that you guys can use.

MR. HUNT: It looks like we have another question that's a little more for Jen here. "Is there a list of industry recognized credentials that do count under performance outcomes?"

MS. SMITH: OK. Well, that is not the topic of this webinar, so I'm going to choose to not answer that question because we will get to that in many, many other places. We can certainly discuss it at the new grantee orientation. It will also be – well, it was highlighted briefly at last week's webinar in terms of one of the important training and employment guidance letters that grantees should be familiar with.

I would recommend that you look at TEGL 15-10, but this is a much broader conversation that you're trying to engage in than is really relevant to this presentation. So that's all I'm going to say at this point. You can always reach out to your federal project officer for those sources of questions.

MR. HUNT: I think maybe we have one more question there. Great. On average, how long does the construction OSHA ten take per student?

MS. FOSTER-MACK: On average, it's about ten to eleven hours. Our course really focuses on the hazard recognition because for a lot of our students, this is going to be their first experience in the real world, and out there working and having that work experience. And so we want to make sure that they understand and they can conceptualize the importance of hazard and hazard recognition and also abatement strategies and also educating them on their young worker rights or on their workplace rights. And so our courses take around ten to eleven hours would be the average timeframe.

MR. HUNT: Great. Thanks, Andrea. Any more questions out there. It looks like there's quiet again, but I want to give a few more seconds to anyway who wants to type in questions for any part of today's webinar before we give you some parting information.

All right. Let's move on then. Here's that information that several of you were asking for before, the contact information for all of our speakers today.

I do want to remind you that if you want that free radon test that Patrick was so generous to offer, make sure that you include Action YouthBuild in the subject line when you email him there. But you have all that information, don't worry. And if you're feverishly writing it down, don't forget you can download this presentation now or afterwards.

So it is available to you. I do have a couple more webinars coming up. Next week, the grant post award overview, an important one if you have not already registered, please do. And another one on registered apprenticeship coming up November 10th and the big NGO, the new grantee orientation taking place here in DC.November 4th and 5th. We hope you've already registered for that, but if you have not, there's your link.

All right. Thanks so much. Hope you found today useful.

(END)