**WorkforceGPS**

**Transcript of Webinar**

**Career Connected Youth: Faces of Success**

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JEN TROKE: That's nice, Gary. Thank you. OK. It looks like we have a critical mass. So I think we should rock and roll. What do you guys think? Yes, ma'am. I love these polite students from Georgia. They are like, yes, ma'am. It's so nice. It's so nice but it just makes me feel so darn old but that's OK. That's OK. I am old. What can I say?

Anyway, I am Jen Troke and I am the division chief for youth services. And it is my extreme pleasure to be here today hosting this student panel. I want to first say huge congratulations to the students who submitted two – there were nine video submissions, and theirs were the two winning submissions. So let's give them a huge round of applause. So they're winners because of their creativity and their quality and their excellence and you'll see their videos in a moment.

And they also had quite an adventure yesterday. They went to the White House. They went to the capital. They went to the Bureau of Engraving. So basically, we absolutely wore them out. True?

Q: Yeah.

MS. TROKE: Yes. Yes. OK. There was something about feet and #sorefeet (sic). I don't know but so it's so exciting for us to be here today. We have never had – this is our first ever student video competition. Maisha Meminger and Adrian Eldridge-Bailey and Angela Brown had a dream. They really wanted to bring the students here, and many of you last year kind of inspired that idea.

And if you can believe it, and the students don't even know this, it actually took attorneys to approve the concept and to get these students here. And so it was well worth the effort, though. We were totally thrilled with the results, and I think we're going to have some fun this morning. We're going to have a conversation with the students. We'll see the videos. So I think we should just get started.

So for those of you who were there yesterday morning, I was telling the students about our icebreaker, and because I love to torture people I asked the kids what is their favorite food dish and how does this represent them? So I'm going to start over here with John. John, tell us your name, who you are, your age, and your favorite food dish.

JOHN BARTON: All right. My name is John Barton. I go to Como Park Senior High School, and I said my favorite food is French toast because it keeps me warm in Minnesota weather.

GREG MURPHY: I'm Greg Murphy, and I'm from – also from St. Paul, Minnesota. Go to Como Park Senior High School. I didn't know it was a favorite food dish, but what food dish describes me I would say was soup because it goes with the flow.

DESTINY QUEUE: Hi. My name is Destiny Queue (sp). I am 16. I attend – I'm a junior at Putnam County High School, and the food dish that describes me was a hardboiled egg because at first I'm hard to crack into, but later on it just gets softer.

RAYMOND YEARING: Pretty clever. That's pretty clever. Hello. My name is Raymond Yearing (sp). I'm a junior at Putnam County High School. The food that describes me is a donut. I see the donut, not the hole because I'm so optimistic.

RANDOLPH SEB: My name is Randolph Seb (sp). I'm 17. I go to Putnam County High School. They were talking about food dishes, and I just couldn't – I didn't really have any ideas in general. So we got so far off track, we started talking about different candies and stuff. So at this point I'm just going to say coffee because as you can see I'm very energetic right now.

MS. TROKE: Awesome. They are great sports. So thank you guys for doing that. Thank you, Reece (sp). You're going to get to know them really well here. So welcome. I also want to welcome our virtual audience. So let's give a wave to our virtual audience who is joining from online world, wherever they're coming from. But let's just get to know you guys just a little bit more. So I want to know your story. So, Raymond, I'm looking at you. So tell me your story.

MR. YEARING: All right. Well, I'm from a small town. I've been there since the sixth grade, and I live with my loving family. I have two younger sisters – well, two younger siblings, my brother, Charlie, and my sister. They're probably watching right now. Hey, I see you all. They're quite the handful, but I love them so much. (Inaudible) – started the YES program in the 10th grade and I've been in it since and I kind of like it a lot. I've kind of been doing dual enrollment, and one of the branches I'm kind of interested in is IT and that's for graphic design but also electronics like AC and DC as well, which was a great opportunity for me because I'm pretty interested in that kind of stuff as well.

MS. TROKE: Awesome. Thank you, Raymond, and I'm told we need to speak much closer to the microphone so they can hear us online. So thank you, Raymond. Great. And Reece, I'm going to look to you. Tell us your story.

MR. SEB: So I was born in Mississippi. My dad was in the Coast Guard. So we moved around a lot in Washington and Florida. I have a younger brother and a younger sister. I got very – when we settled down in Georgia, I got very interested into IT and computer science and just that kind of stuff in general. I was very excited when the YES program started offering that.

MS. TROKE: Perfect. Thank you so much, Reece. And then we're going to pop down to John. John, tell us about yourself.

MR. BARTON: All right. So I'm born and raised in St. Paul, Minnesota. Got to love it. I'm from a family of seven. I'm the second youngest, and I also have five nieces, no nephews. One might be on the way. We don't know the gender, but yeah.

So yeah. What got me interested in Academy of Finance was just the business aspect and just me liking math and numbers in general. And I just picked it not really knowing much about it my freshman year as an elective, and turns out I loved it and had great opportunity for me. So I'm still in it, and yeah. That's my story, and I also love to wrestle and play Ultimate Frisbee in my free time and hang out with friends.

MS. TROKE: Very cool. I did not know what Ultimate Frisbee was, but now I know. It sounds like a lot of fun. So, Greg, tell us your story, please.

MR. MURPHY: Yeah. My name is Greg Murphy. I'm from St. Paul, Minnesota. Chose the AOF – well, AOF program chose me pretty much. Yeah. I got really interested into it. Actually won a couple awards for most creative for a couple years. It would have been four years in a row, but the freshman had to get their little stuff in I guess. But yeah. I like to play basketball and listen to music, stuff like that.

MS. TROKE: Very cool. Destiny?

MS. QUEUE: I was from California. I moved to a smaller town in Georgia, and now I'm in the smaller town I lived in, Eatonton. It's a relatively small population, but I'm really glad that my parents chose to settle here because there's many great – there's great academic choices that were made.

Right now, I'm participating in the YES program which offers dual enrollment credits and college credits as a high school student. And I'm more focused into the healthcare field, though there are others such as IT and welding and such. Along with my academic career, I participate in extracurricular activities such as HOSA, which is Health Occupations Students of America, and academic decathlon which focuses on 10 subjects in one event each year. And so yeah.

MS. TROKE: Very cool. We love HOSA. So that's a great association to be involved with. So let's talk a little bit more about your involvement in the program, and I want to know what surprised you the most about the program. And I'm going to go to Raymond. I'm going to start with you again. Raymond.

MR. YEARING: All right. I think a couple things surprised me the most, though. First off, I'd like to start with the variety offered. It's just so much to choose from. We got three main choices, the IT, welding, and healthcare, and I kind of appreciate that, along with academic core. So that variety is just – it makes me excited to get all this college credit, try to get as much as I can.

But another thing that surprises me is how willing and how helpful the professors are. I was kind of worried about doing dual enrollment because I thought it was going to be super hard. You turn in papers online at last minute and stuff like that, but I found – done that a couple times. But I really do enjoy myself because the teachers and the professors, they work with you, and it kind of has that little home feel. And you're not really taking a risk because you're still in high school, but you still get the college credit and stuff like that. So I do appreciate the YES program and YCC for offering that to me.

MS. TROKE: Awesome. Thank you. Reece?

MR. SEB: So I guess what surprised me the most through the YES program is how fast it's managed to grow. At first we had already had a couple of interesting – not really – wasn't sure what to call them, but we – I'm pretty sure welding was already in there, but the YES program has kind of helped introduce and make it a little bit more involved in our school, and we're adding more classes as we go along. And it's very interesting how fast it's managed to grow.

MS. TROKE: That is a good problem to have. John, tell us what surprised you.

MR. BARTON: Something that surprised me most was definitely the opportunity that is offered to all AOF students for sure and that when AOF started we were actually the first class. It's a cohort class, and so our first year, our freshman year was the first AOF class that they've ever had and then they've just been building it up ever since. And so just kind of getting the new experiences of what AOF would actually start to look like and that we were really the core and structure of building it. So that kind of surprised me.

MS. TROKE: Greg?

MR. MURPHY: Yeah. What surprised me the most is how much AOF has grown. It started off as an after-school club and turned into actually a curriculum during the day. Now, we also have a lot of opportunities to get jobs and internships and college credits as well. So that really surprised me a lot.

MS. QUEUE: What surprised me about the YES program was, as Ray said, we had one-on-one conversations with professors that were at CGTC, Central Georgia Technical College, and more into the healthcare field I had hands-on experience with clinical hours as well as receiving certificates from first aid, CPR certified. I also got TCC, which is Technical Credential Certificates maybe. Yeah.

MS. TROKE: Awesome. That was definitely a theme. Lots and lots of college credits and the students are absolutely delighted and thrilled with those college credits and I was delighted and thrilled too. So very cool.

I'm going to kick it over to John next. John, we have a captive audience here. So what advice or what tips might you give to this audience of Youth Career Connect grantees from all over the country?

MR. BARTON: Whatever you are doing, do not stop. Honestly, these programs that you're running and connections for all the students and opportunities are just amazing, and I kind of like being in D.C.

MS. TROKE: You can come back any time.

MR. BARTON: Right. Come back next year. But yeah. Just don't stop. Keep up the work. It's an awesome experience, and we're not even done. So thank you.

MR. MURPHY: Something I would say is keep letting the kids know what opportunities they have in store because our freshman year we actually – we're going into our senior year, and we actually have more appreciation for our program than we did our freshman year because of all the opportunities that we're getting now. And now, we see why – yeah – why we're here and why we joined the program and what we can look for in the future.

MS. QUEUE: Well, the program is expanding by a lot. So I really appreciate that, and yeah.

MR. YEARING: Yeah. Kind of got to take Greg's answer here. Just keep reaching out to the kids because my freshman year and coming into sophomore I didn't know what I was getting into. And now that I'm in, I'm really happy about it. So just keep reaching out to the kids, please. I got younger siblings. So hopefully the program is going to be around still them and – but it's growing. So hopefully it is. And I really want them to be part of the program too. So thank you.

MR. SEB: My advice would also be that don't stop expanding. Even though it's a little bit frustrating, it being my senior year and I'm going to be leaving as a lot more new classes are being introduced, don't stop expanding. It would be great to get those as early as possible.

MS. TROKE: Great. And I love that message of don't stop because what you guys don't know, while you all were having a blast in the city, these guys were talking about sustainability and how do you keep the grant program going forward. So this is a great message.

I want to have my St. Paul guys tee up their video. So, Gary, I'm putting you on notice as well. We're going to go to the St. Paul video in about one minute, but, John and Greg, tell us a little bit about the making of the video and any other fun facts you want to share.

MR. MURPHY: Well, you'll see me in the video, but this is obviously not – (inaudible) – which was also in the video with me. He was not able to come. So I chose someone else that knows a lot about the AOF program and that would represent it very well. This is my partner, John Barton, and we'll be able to show you our video pretty soon.

MS. TROKE: Awesome. So let's hit the switch.

(Video plays)

MS. TROKE: Let's give it up, St. Paul. Beautiful.

MR. YEARING: That was awesome, guys.

MS. TROKE: That was awesome. I agree, Raymond. That was super cool. So thank you, guys. Any other sort of tidbits you want to share about that particular video?

MR. MURPHY: Took a long time to get that hallway bit done. People were walking in and out, but yeah. It was very fun making a video. It was kind of out of nowhere, like, hey, we're making a video today. Want to be in it? I was like, yeah. Sure. So yeah. Pretty much it.

MS. TROKE: Very cool. So I want to just flip back and we'll do a few more questions and then we'll preview the Putnam County video. But let's see. Who am I coming to? Destiny, I'm coming to you. What insights have you had as being a part of this program about yourself? What insights have you had sort of about you?

MS. QUEUE: Well, I've always been interested in the healthcare program, but now that I participate in the classes, I have a reassurance of what I want to do in the future.

MR. YEARING: What I found out about myself that has a – I have a wide variety of interests because the YES program kind of showed me that. At first I kind of thought about being accounting because I like math a lot, but now, the YES program kind of gave me all this opportunity to be in electronics or welding and stuff like that. But – and I do appreciate that. And what I also found about myself is that I'm a hard worker when I really put my mind to stuff. So and the YES program kind of helped me open up to that.

MS. TROKE: That's important. We like hard workers.

MR. SEB: Well, this – it's – I haven't really decided what to make of it. It's kind of the opposite of what Destiny is experiencing. I've – there are so many different opportunities that I want to explore that I actually have not made up my mind on my career choice. But it's very interesting to go through and see exactly what – as many opportunities as I possibly can.

MS. TROKE: That's great. Personal insights, John?

MR. BARTON: I just learned that finance is just the language of business and basically everything you do once you're past 18. And so we just get a really great head start on what to expect and what to learn and what to know and how to prepare for that, and I'm really grateful for that.

MS. TROKE: And, Greg, you go and then I want you all to share the financial tip that you shared with me earlier.

MR. MURPHY: Yeah. I learned a lot about financial literacy and stuff like budgeting and spending, things like what you need to know for the future when you're going to do job interviews and stuff like that. And I learned how to pick strength and weaknesses and talk to professionals.

MS. TROKE: That's great. And so I was asking for a financial tip. I struggle in the financial realm myself, unfortunately but – so what was the financial tip, John, and exactly how do I apply that?

MR. BARTON: All right. So, Ms. Rosenal (sp), this one is for you. So it's a low assets equals liabilities or – yes, assets equals liabilities plus owner's equities. And yeah. That's just basically the equation for owning business and all of your – (inaudible) – accounts and stuff like that. Yeah. I'd go more in-depth, but we only have so much time. Explain.

MS. TROKE: I was just impressed. I've never even heard the darn formula. So I'm impressed. I'm impressed, John. OK. So that was great, and we're going to go a little bit more into the credit – (inaudible) – in just a moment. And I want to ask, though, sort of what is next for you in the – going forward, Greg, what are you looking at doing next?

MR. MURPHY: Well, Academy of Finance has actually helped me get a digital media internship, which I will be starting in the fall. Also, we actually have college credits at St. Paul College, which is a local college, community college that you can transfer out of when you get your two years done and go to a university. So I'm looking into that right now.

MS. TROKE: Awesome. Destiny, what's next for you?

MS. QUEUE: I'm going to endure my hardest year of high school, junior year. I'm going to also take advantage of all the classes I could be taking in the next two years, and I'm looking into many internships that the YES program can help me get.

MR. YEARING: I think I'll just keep trying to be part of the YES program, be a very active member but also keep being active in other clubs as well. As far as after high school goes, I'm going to look into postsecondary education, like SCAT, Savannah College of Art and Design. It's in Savannah. It's kind of local to us, about 45 minutes away, and the classes they offer it's going to help me be part of the film industry. So I'm looking forward to that.

MS. TROKE: Very cool.

MR. SEB: So I guess what's next for me would be trying to finish the rest of high school. It's my senior year, and I've finished up pretty much all of my academic core through the YES program. So that's pretty interesting. I've got kind of a plan for college. It's still a little bit to be debated, but I kind of want to finish up what little I have left of college academic core at Georgia Southern and then transfer into Georgia Tech to specialize in IT and computer science.

MS. TROKE: Awesome. Very cool, Reece. And we talked a lot about sort of some of the college tours that you guys have done and the exposure to those universities and how important that was. And then, John, I would love – I know you're going to talk about what's next for you. Will you talk about the – your credit union internship and sort of the credit union setup in St. Paul?

MR. BARTON: Sure. Yeah. So I actually got exposed to the internship that I have now at the St. Paul Federal Credit Union as a teller. We had some presentation about it my freshman year, and I remember at the end of the presentation they said, in springtime we'll be offering two jobs – two internships for students. And I talked to the guy right away, and I was just very interested.

And then in the springtime Academy of Finance prepared me to build my resume and get that job interview set and ready. So I did that. I got the job and I still have it today and there's actually a credit union inside our high school right by the cafeteria that's a full-service credit union. And you can do literally anything, and it's for all the students and teachers at the school. And yeah. It's just an awesome experience, and my sophomore year I worked in it for basically – it was my fourth hour. I would work during A and B lunch and it was just an awesome experience just building relationships with people and it was nice.

And so for my plans I will finish my senior year along with my internship and then plan for college. My dream college right now is Oxford. St. Paul College has – we get 16 business credits through Academy of Finance. So I'm considering that and then transferring on to Oxford to get my generals then done and stuff like that. So yeah.

MS. TROKE: Awesome. They have bright futures ahead of them for sure. So this is exciting. I think we're going to tee up next the Putnam County video. So, Gary, I'm looking at you. And, Putnam County, tell us about the video. Any fun facts we need to know going into this?

MR. YEARING: I would like to give a shout out to our other two team members who wouldn't be able to make it. Tari Nelson (sp), he's responsible for the music. He did an excellent job. This is done on Garage Band. It's completely original, and yeah. And also Casey Johnson (sp) who could not make it here today. He did a lot of videography and such.

MS. TROKE: Very cool. OK. Well, then let's take it away. Thank you.

(Video plays)

MS. TROKE: Awesome. Give it up.

MR. MURPHY: Good job. Good job.

MS. TROKE: Nice work, Putnam County. That was very good. That disaster simulation looks really intense. What is that like?

MR. YEARING: I wasn't there. I think Destiny might have. Were you there, Destiny?

MS. QUEUE: Well, I can describe it. Well, the disaster that shows a healthcare teacher that comes from CGTC, she implements the mock disaster where their own students, they would have students who were victims and students who were the healthcare workers. And they would do stuff where real EMS would do, like put them into the cars and everything.

MS. TROKE: Right. So it's a true simulation. That's very, very cool.

MS. QUEUE: Yes, ma'am.

MS. TROKE: And I just want to say for everybody here, if you didn't win this year, we're going to do it again next year. So for everybody out in online world as well, don't give up. Resubmit. I also neglected to thank the federal judges who helped to panel all of the videos. So thank you for your time. I'll protect your anonymity. But I just want to say please don't give up, and please submit videos next year.

But before we close our session today I just want to give the team a chance to really thank anybody back home or in the audience that's really been particularly important and special to you in this journey.

MR. YEARING: I'd like to first and foremost just thank my parents and my siblings as well and my whole family. Even though I'm not becoming a doctor and going into the film career, they're still supporting my decisions, Dad. Sorry, guys. Freshman year was rough. All right. But – and also I'd like to thank all my college professors and teachers as well because they really – they made it personal for me and give me a motivation to be the best I can. And – (inaudible) – here today, Ms. Reid and Ms. Silva and they helped me a lot. So thank you, guys.

MR. SEB: And you already named most of the people involved in this. Yeah. Thanks, Ray. Once again, I'd like to thank Ms. Reid and Ms. Silva for me. I'd also like to thank my parents for making sure that I got here because there was a lot of paperwork that I might have messed up and missed. And yeah. Yeah.

MS. TROKE: Do you want to finish out – OK.

MS. QUEUE: Well, I'd like to thank my parents for keeping me on the right track as well as Mr. Cruz (sp) who helped us understand the audio/video world sort of to piece this creation together. I'd also like to thank the people we interviewed. They did a great job, but we couldn't – we only had so much time. We only had five minutes to piece this together, and so I'd like to thank them and Mr. Arena, our superintendent. He came out here and helped chaperone and tour D.C. with us.

MR. SEB: Yeah. We put him to work. Ten miles took a toll on all of us, but him, he was done.

MS. TROKE: You all are going to frighten people away for next year.

MR. SEB: Sorry, Mr. Arena.

MS. TROKE: OK. St. Paul?

MR. MURPHY: All right. I'd like to thank my parents – (inaudible) – for a great opportunity to come to D.C. I'd like to thank our teachers, our administrators, Handichan (sp), Ketters (sp) in the back over there, Mr. Mesick (sp). I'd like to thank our teachers back home, Ms. Rosenal, and Ms. Summerville (sp), and our counselor, Mr. McKerty (sp) was – Mr. Powers, a lot of our – whole AOF team, thank you all.

MR. BARTON: Well, same people I guess along with my parents and my family for all the support and you guys. We wouldn't be here without you. So thank you so much.

MS. TROKE: Awesome. OK. Give it up. Give it up for these guys. And give it up for all the chaperones and educators and hard-working project directors. Give it up for yourselves. And I also want to give a very special shout out. We had two VIP tour guides yesterday with the young people. Phyllis Yates, stand up, and we're going to give it up for you. And Derrick Williams. I don't think he's here, but Derrick Williams too. So thank you for doing that.

And now, it's time. We still have a few minutes left. We wanted to leave time for Q&A with the audience. So if we have microphones, Maisha has a microphone. Jennifer has a microphone. Now, it's time to take your questions. We can also take questions through the chat; correct, Gary? Yes. So if you'll send questions in through the chat or here in person, we'd be happy to take those questions.

Q: I have the first question. Can I have the first question?

MS. TROKE: Of course.

Q: What would you have changed about the competition, if there was anything because I wrote that thing and it took all of my life? So I need to know if there's anything that you would change or you didn't like about the rules or anything we should add.

MR. YEARING: Our first go-around, our first kind of pre-draft of the video was about seven minutes long. So maybe make it longer. So – because we kind of had to excluded some people and we really wanted to put them in there but it was just kind of a time issue. So we cut it down to four. So maybe next time have a little more time. I mean, it's arguable, but just –

MS. TROKE: That's interesting. Yeah. Great. Any other suggestions on the actual competition.

MR. MURPHY: Oh, I'm not sure if you – they had a point, make it longer, but also you got to keep people's attention span. So I don't know about that, but yeah. I think it was pretty good. Yeah.

MS. TROKE: We'll just – we'll do it again. OK. Other questions? Questions for the students? Any questions online?

MR. MURPHY: (Inaudible.) Tough crowd.

Q: Your program, like all of ours, has a lot of different components. What was the most impactful part of it? Was it the career counseling, the engagement with employers, going out and seeing businesses? Was it the college courses? Kind of like to hear that from each one of you.

MR. MURPHY: Yeah. Our program, it was – we actually go see a lot of businesses. We do a lot of job shadowing. That was actually really impactful part of the process. We go out and look to see what we want to do in the future, what we might be interested in, and we also – we always find new interests every time we go somewhere, like AT&T. We go to a lot of big companies and – yeah – Prudential, stuff like that, insurance companies and places like that. And we find places that we never thought we would want to work at, and then when we get there, it's like, OK. I might be interested in this in the future.

MR. BARTON: Yeah. I would definitely agree with that. Just kind of more of understanding what the workplace is even like just so we have the idea of what to prepare for even. Something else would be I think the job fair is not only for me or Greg but for other students in Academy of Finance was probably the most beneficial because easily more than half of the students in there – and I think there's around 160 – got jobs or internships from this program. So I would say that.

MR. SEB: A lot of it – yeah – just like internships and stuff like that and the variety of classes offered, but I think the most impactful was the way the YES program reaches out to students. We kind of have a leadership conference every year, and we invite certain students who might be interested for who are already in the YES program. So that kind of connection between the program and students is probably what keeps people interested and stuff. So thank you.

MS. QUEUE: What was the most impactful for me was the college courses that we could take. Some schools, they have it where you go to the college and you take the classes, but at Putnam the professors actually come to school every day. And that's like you don't have to travel to them. And so it was more – it was a comfortable environment, and it was less time-consuming, I guess.

MR. YEARING: It kind of gives you that newfound respect for the type of people because these people are living about an hour away. They're making an hour drive each time to see you. Shout out to Gwyn Stone (sp), but she was amazing. I – she did the IT class of AC/DC and welding and – no. Not welding – soldering. Sorry. Sorry. But big shout out to all of our professors because they come to us, and they come with a very good purpose.

MS. TROKE: Awesome. Great. Any other questions right here?

Q: Great job on the video. My question is, what have – can you describe any experiences with your peers who are not in the program? Do they – especially some of you mentioned that you started when the program first started itself. I mean, was there a sense of are you – that you were crazy to sign up for more work or is there – how's that dynamic there with your friends who aren't in the program and how they see what you're doing?

MR. MURPHY: Yeah. They – a lot of – well, a lot of our friend group is in AOF because we have classes together all the time, but not like – yeah. I know – well, you can talk about that. Yeah. Yeah. But yeah. It's just like that. They're like, why would you sign up for this and that like crazy and all this other stuff? But it's actually – I think it's better than the regular classes, the more generic stuff.

And we get to – I think we get closer in the AOF classes because we have AOF English, AOF history. So we see each other a lot during the day and – but yeah. The other outside people, they're like – they talk about – they think it's like a hard AP I guess, that you have to be a certain this and that. It's not really like that. It's – like I said, AOF chose me. So I was like – yeah. It's cool.

MR. BARTON: Yeah. I'll add onto that with the AOF classes. So we have – yeah – AOF English and AOF U.S. history – or AOF history. And every year since we started they've offered those classes only to AOF students to incorporate finance in the classes and so we can be with the same group that we'll graduate with and our AOF core classes that we're surrounded with. And not only are those AOF classes but they're also considered advanced classes and so it's actually on the way to GPA and stuff like that. So it's really beneficial, and it's just great. More one-on-one support and just it's awesome. So it's great.

MS. QUEUE: I feel like everyone who participates in the YES program, they're very grateful for it, and so to get into the classes, you would have to take a compass test. And there's ranges you would have to be in, I guess, to take the career classes or the academic core classes. And so I think that everyone who would be able to take it were fortunate, and then the people who aren't able, they would try again. So everyone's down for the YES program I guess, and I don't think they think we're crazy for taking more harder classes because they know it's beneficial at the end.

MR. YEARING: Yeah. And we all kind of have the same mindset of being a hard worker. So I think that's also beneficial as well, and people who aren't in the YES program, they're still looking forward to going to the YES program. For example, we don't offer it to ninth graders, but when they come into tenth grade, they're ready to go, I mean.

Q: It was such a good question that it was the same question here.

MS. TROKE: Oh, and we have one more – (inaudible) – have come – yep. Just one more. We'll be good.

Q: What are your jobs you guys – sounds like you are just very in tune with what you're going to do in the future, and I'm just wondering, especially there's one group – I think the YES group is from a very small rural town. So what are your thoughts about once you finish up with whatever it is you're going to do in life coming back to your hometowns and giving back? Just interested.

MR. YEARING: Well, our hometown is next to a lake, and it's kind of like a retirement. So I guess when I retire, I'll come back. So I do love the lake. Very homely. But in all seriousness, so one of my interests is audio video, kind of the film industry, and there's Titan Pictures. It's a film industry that's kind of come into Eatonton. They're based in Savannah but they're expanding and so maybe I'll have some work in my hometown. So look forward to it.

MS. QUEUE: Eatonton is slowly growing and growing. I can see myself coming back to visit family, but I would like to prosper into bigger things.

MS. TROKE: Reece, final thought on that one?

MR. SEB: I mean, a lot of the stuff that I do doesn't really involve that area, but, I mean, it can be done anywhere. So there isn't any reason keeping me out of Eatonton. I've – it's definitely a possibility for me to come back with the knowledge and try to pursue a job or some type of business in the area.

MS. TROKE: Very cool. IT is very portable. So good for you.

So I think we need to wrap it up. These guys have another very busy day. They're going to have lunch with executive leadership from the department today. They're going to do a little job shadow. They're going to have a mock interview session. They're going to see the GetMyFuture tool which you all saw this morning. So I hope they're as jazzed by it as you all were. At least that's what I heard.

And so guys, this is just the beginning of another great day, but in the Division of Youth Services we have a recognition that we like to give. The highest honor that you can receive in our division is the Hot Tamale Award, and it's for anybody who's done something particularly amazing. We like to recognize that work. So for all of you, congratulations on being selected as one of the winning videos in the 2016 Youth Career Connect student video competition. Please accept this Hot Tamale Award as a symbol of your creativity and excellence on behalf of the entire DOL team. Let's give it up to our Hot Tamales.

And Maisha, I planned poorly, but I would love to pass out the Hot Tamales and have a photo with the students before we whisk them away. So once again, thank you, guys. Congratulations. And thank you guys and we'll see you this afternoon.

Q: OK. So just as a reminder, in case you don't know, it's a break and then the afternoon – or the morning breakouts. So look at your – (inaudible).

(END)