**WorkforceGPS**

**YouthBuild Series**

**How to Develop Quality Work Experiences for Your Participants**

**Tuesday, March 10, 2020**

*Transcript by*

*Noble Transcription Services*

*Menifee, CA*

JONATHAN VEHLOW: Hey now, and welcome to today's webinar. My name is Jon Vehlow, and I'm here if you need anything technically speaking. Hopefully, you won't need to hear too much from me, but if you do have any technical questions, please let us know in that chat window on the bottom left-hand side of your screen.

That chat window is also where we'd like you to introduce yourself now. So please, go ahead and type into that chat your name, your organization, how many are joining you today, and if you're attending in a group.

You may also use that chat box to ask our presenters any questions you may have during the webinar.

You'll also notice that we have a copy of today's presentation and additional files uploaded into that file share window on the bottom right-hand side of your screen. You can download those at any time throughout today's presentation. Also, a copy of today's presentation as well as a transcript recording and executive summary will be made available on WorkforceGPS in about three business days.

Additionally, to continue producing quality content, we'll be sending out an anonymous survey concerning today's event. Please take a few minutes to fill that out once the webinar concludes. We will also be sending out a follow-up survey in a month's time.

Again, if you haven't already done so, if you're just joining us, please make sure to introduce yourself in that welcome chat. Again, we'll have that chat up throughout today's webinar where you can type in your questions or comments at any time.

Welcome to YouthBuild webinar, How to develop quality work experience for your participants. What makes a quality work experience? So without further ado I'd like to kick things off to our moderator today, Jenn Smith, YouthBuild director, Department of Labor, Employment and Training Administration. Jenn, take it away.

JENN SMITH: Thank you, Jon. Appreciate it. Good afternoon, or good morning to those of you on the west coast who may be joining us. We appreciate your time, and hopefully, we're going to make it worth it.

We know that work experience has been a big topic of conversation. It's a huge part of what we do in Construction Plus. It's also, honestly, been a pretty big part of some of the conditions of award that we see with grantees trying to do Construction Plus. And so we wanted to really make sure that we give you guys some good food for thought about what a quality work experience looks like.

So at this point I'm just going to introduce our speakers really quickly. We have Phoebe Reeves, the associate director for technical assistance with YouthBuild USA and Mary McRae, the senior program manager, DOL coaching at YouthBuild USA.

Additionally, I'm happy to say that we have with us for grants one of the DOL YouthBuild technical assistance coaches, who I'm sure is known to some of you on this webinar. Also, pleased to say that we have two grantees who will be sharing some peer information with us, Wilson Ramos, the program director for Los Chicanos por La Causa YouthBuild, and Jerry Farley, program director with YouthBuild Dayton.

So just to let you know what we're focused on for today's webinar, some of the objectives that we want to focus on today is to make sure you guys really understand what a quality work experience is, how to build it, how to implement it, how to assess if you have a quality work experience.

We're also kind of – excuse me. We're going to provide a sampling of some work experience types within given career pathways. Some of that will occur through Wilson and Jerry's peer sharing examples.

And then we're also – we haven't done this in a while, but we're going to have a chat function, which means that we're going to put you all in different breakout rooms and give you some scenarios to discuss to help you engage your mind around what a quality work experience does and doesn't look like. And then we're going to all come back together and discuss what you all discussed in the breakout rooms. So looking forward to that.

All right. So, first, we just want to highlight to you some of the frequently asked questions that we've been seeing about work experiences through coaches and federal project officers and directly from you grantees. Couple of those questions, and we're going to try and address as many of these as we can on this webinar.

Is there a standard for how many hours should be offered in the hands-on training component? How can programs ensure that the work experience, or as we'll call it going forward, WEX, provide sufficient training time and exposure?

Are there any suggestions to help rural programs connect with WEX partners, particularly where they may have limited local employers to draw on? What are the best ways for programs to determine who their local employers are and how to reach out to them? And how does the WEX idea relate to the construction work site requirement?

OK. So first, we're going to do a quick poll here and get a sense from you all. How confident do you feel in your program's current WEX implementation and practice? Do you feel confident? That's the question. And you can tell us yes, no, or kind of.

OK. So got a few respondents here, and it's definitely a bit of a mixed bag. Seeing more kind-ofs at this point than yeses, and I think that's completely understandable. That's exactly why you guys are on this webinar. So that's OK. Seeing a couple of nos as well. OK. So good. Hopefully, we can help you to improve that and feel more confident about what the components are that your work experience should have.

So OK. This is very helpful information. Definitely, half of you are only kind of confident in your WEX implementation and practice, and that's OK. We'll try and work on that through this technical assistance event.

All right. I am now going to turn it over to Mary McRae for a brief moment. Mary.

MARY MCRAE: Thank you, Jenn. Good morning, good afternoon, everybody. So we wanted to start with a definition of what is work experience.

So under WIOA, as the slide indicates, a work experience is "a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences can be paid or unpaid, as appropriate. And a work experience may take place in the private for-profit sector, non-profit sector, or public sector. Work experiences must include academic and occupational education."

In addition, work experiences may include some of the following – any of the following categories: summer employment opportunities and other employment opportunities that are available throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.

And Jenn's going to talk to you a little bit about what was in the Funding Opportunity Announcement.

MS. SMITH: Yeah. Thank you, Mary. So I just wanted to jump in here with a couple of points. I mean, first, that the information that Mary just shared on the past few slides is from the WIOA Final Rule, and it's actually from the WIOA youth formula program section of the Final Rule, which I think is important because I just want to emphasize the fact that work experience, as an important part of workforce development and successful placement outcomes, is a huge theme across the Workforce Innovation and Opportunity Act.

And it is a requirement in the youth formula programs that a certain amount of funds is expended specifically on work experience. So it's not just a concept in YouthBuild. This is a concept infused throughout WIOA because it is such an important component of a successful workforce development model.

So that being said, we have heard from some grantees that they weren't always clear that they have to offer a work experience to every participant in every one of the industry trainings that they're offering. So we wanted to kind of highlight for you what was in the most recent Funding Opportunity Announcement.

So this would have been the 2019 Funding Opportunity Announcement where the grants were just awarded – announced in December, I should say, and awarded with a start date of January 1st. OK. So this is very recent information, but just to pull out for you guys, I bolded a couple of things that I want you to really focus on, which is just the fact that we do say here applicants have to describe how they will provide hands-on work experience to all participants; right?

So clearly, it's not just the construction work site experience. I mean, we say clearly here that – we describe what it is for construction, but then we also talk about what it is for Construction Plus.

The second bullet says, applicant must describe the plan to engage diverse employers that commit to providing meaningful hands-on experience to participants in Construction Plus industries. So right there we're emphasizing that the work experience requirement is across the board for any of the trainings that you're doing.

And also, just to highlight what this – wrapping this all up in a bow is the fact that it should be tied to the needs and interests of the youth participants, both around workforce development and around their interest in a particular career where they want to get more exposure to determine if it's a good fit; right?

Those are all valid concerns and considerations as you're developing a quality work experience partnership process because, again, it's probably not going to be just one work experience partner who you're working with. And, of course, we'll dive into that in a little more detail shortly.

So at this point, I'm going to turn it over to Phoebe who's going to talk a bit more about what really goes into that quality work experience.

PHOEBE REEVES: Thank you, Jenn. I just want to stay, actually, on this slide for a second and just add that we've also heard a lot about grantees wanting to really understand the difference between the work experience and the hands-on learning and training.

And I just want to say that you want to think about these two things as complementary and that the work experience is putting the learning and training into action in a real-world setting. And it's turning the learning and training that the participants are getting from the program into hard and soft skills and directly applicable knowledge. So just wanted to really emphasize that point as we go through this. Next slide, please.

So what are the ingredients of a quality work experience? I think we need to look at this from a three-fold perspective. One is the perspective of a teach, another the perspective of a trainer, and another the perspective of an employer because you really want to implement a full YouthBuild model education and training experience into the work experience that you're creating.

You want to make sure that that work experience really pulls together the different pieces of your pre-apprenticeship and C-Plus integrated framework because what happens in the work experience really matters. Who interacts with the youth? What are they doing? So real-world workplace setting.

For the construction housing work site for healthcare, you have a clinic, a hospital with supervision. In terms of a clear scope of work being done by the participant, you want to think about this as almost like a mini job description but with educational and professional/technical skills to be gained. Again, you want to make sure that the YouthBuild model is folded into this; right? You're not just training the youth to be picked up by a temp agency.

Supervision by an outside partner. So you want to make sure that there is some aspect to the work experience where participants are receiving some outside supervision in addition to any supervision they may be receiving from their teachers and trainers in YouthBuild. And this goes for even if you are a construction trainer who's supervising youth on a jobsite for construction. Again, you want to make sure they have this opportunity to actively job shadow or work with outside partners, contractors.

The work experience needing to start before the end of active programming. Again, I think you want to see this as a live action of the education and training that you've been doing with the young person and of course a critical experience to support successful placement.

In terms of number five, links as directly as possible to the career pathway, a construction WEX is not going to do much for giving a youth experience in healthcare or IT. Again, you want to have that additional direct experience so that they know what this is going to be like.

With six, the substantial time period for learning, exposure to work, and demonstration of skills, how many hours are right? We often get asked this question. And I think you want to think about, do you have limited options? So do you only have a handful of employer partners who can only take a very small number of youth at a time? Is the WEX that you are proposing or thinking about part of required credential hours? So does the WEX, in other words, have to serve a couple of purposes there?

With number seven, a specific set of professional competencies to meet and make significant progress towards, again, having a specific plan for placement. Don't think about placement with a young person as, quote, something in the healthcare field, or, quote, construction; right? Too big. Too broad. You really want to think about how are you laying out the steps to account for different levels of readiness with a young person, different levels of readiness with an employer partner.

And finally, with number eight you want employer input and employer experience about how the WEX both benefits them and the participant. And you want to make sure that you talk in terms that the employer partner gets it, not just feel-good stories. Next slide, please.

So these are the JFF field standards, and you will find this in the resources section at the end of this presentation. And I think that these are critical standards to keep in mind for all of us as practitioners working with the young people and working with these employer partners.

I think as staff you need to consider your employer partner, as your customer as well as your participants, and this means determining what do your participants need and what do your employer partners need and what do each of these customers want? How can you as staff take these customers to the next level in not just basic needs and wants but really grow them? Remember ever work experience and every professional development you do with a young person is also growing your program as a whole.

In terms of the demand-driven training, what is truly demand-driven training that contains this education and hands-on experience for these different customers? What can be realistically accomplished in the time of your grant? What is the actual readiness of your young people, and what is the readiness of your employer partner? Is this an employer who needs to fill positions with bodies or who has an investment?

In terms of the cultivation of young adult talent, we're talking readiness, education, and training. And we recommend that you do a scaffolding of placement and placement readiness. So you want to think about factors that determine how ready a young person is for what type of placement, at what level.

Things that go into this, reading and math levels, for instance, what their core content and knowledge experience is. How much hands-on have they had in this area to be able to go into something that's foundational versus something that's advanced?

Finally, with the influence on business practices, again, you want to be looking at preparing a partner, preparing the young person that this is not a right out of the box ready dump them into a job and we're all set. So what work do you need to do first? Next slide.

So when we look at the roles of YouthBuild staff in developing and implementing a quality WEX, of course we're looking at the job developer, the case manager, the teacher/academic instructor, the construction and/or Construction Plus instructor and trainer, and the program director. And, of course, all of these positions are essential to the success of your work experiences with your young people.

Different of these staff may have primary or secondary roles, and that thinking about the field standards that we just talked about I think are very useful in seeing how can you give different staff a lead role and other staff a support role. So, for instance, if we're talking about what would you attribute to the job developer as a primary/secondary role, you could do a number one and number four.

Can we go back to the standards for a moment, the previous slide? Right? So your job developer is really assessing out your employer partner. They area lead on that. They are also assessing out the influence on business practices.

With the case manager, for instance, the primary roles may be more around the demand-driven training and the cultivation of the young adult talent.

With the teacher, possibly, again, primary roles for the demand-driven training, the cultivation of young adult talent, and the influence on business practices, particularly if we're talking about teachers or let's say C-Plus trainers who come from a college atmosphere and for whom the young people may be doing field work in their C-Plus or construction study for their WEX.

With the program director, we're looking at definitely all four. The program director ought to have an involvement in all of these different standards and be able to help direct and support all of the staff with this. Next slide, please, and next slide.

So now, here we are going to another poll. And this one is about what your biggest question about a quality WEX is. So we have, who should provide the supervision of the WEX? Does a WEX differ from the construction requirement for hands-on learning opportunities? What makes a quality WEX? Where should a quality WEX take place? Why do a WEX? Are we required to have a WEX? So if everybody would put their vote in there.

Interesting. So it looks so far that, are we required to have a WEX, is the biggest question. And then somewhat evenly split between the WEX differing from the construction requirement and then what makes a quality WEX. So interesting to see that it's being sort of divided out, and glad everybody is on the webinar today to be able to exchange information about this. So thank you all for your votes.

I am now going to turn this over to Oscar to introduce our two peer presenters. Oscar.

OSCAR GRANT: Thanks, Phoebe. And good morning or good afternoon, according to where you are. This is just a great opportunity for us.

I'd like to introduce two of our presenters. One is Dr. Jerry Farley from YouthBuild Dayton. He is the program director. The other expert – I'm calling him an expert – is Wilson Ramos. He's a program director from La Causa here in Las Vegas. And to start us off, we'll have Dr. Jerry Farley start.

JERRY FARLEY: Thanks, Oscar. So I'm going to jump right into it. These are a bunch of the things that we have learned over the years. A lot of them were stumbles in our implementation of WEX programs.

But, first and foremost, make sure that you have an MOU in place. One of the things that we found is that, especially at the hospitals, those volunteer spots go quickly. So that MOU will guarantee that you've got a specific number of slots available for your participants.

The other thing is to make sure that they do not get assigned tasks like delivering mail or delivering flowers or working in the gift shop. But you really want to have that MOU specify tasks that are much more aligned with the skills that they're learning.

The other thing is to make sure that you are placing youth according to their career interests. So if a student really wants to work with an elderly population, don't put them in a hospital. Try to get them more in an extended care facility. And then if, also, they want to work in trauma or some other specialty unit, try to save those spots for the hospital.

The other thing is make sure you do all the necessary legwork prior to getting the placement. Different places are going to have different requirements. The TB tests, flu vaccines, immunizations, those are just some of the basic ones that you have to have done before, usually for most healthcare facilities.

The other thing is make sure that you place all the students within the same basic timeframe. For us, we go ahead and have our youth earn WIOA stipends while they're there. So if we get one hospital up and running and put youth there before we can use the slots at another hospital, then our participants start earning money before the other ones do, and then you can imagine that really throws a wrench into the system.

The other thing you want to keep in mind is to make sure you do the BCI checks regarding whatever your state has for prohibiting offenses. Don't let a student go into healthcare if they're not going to be able to get a job in that sector because of a previous charge, or at least make sure that you might be able to get that charge sealed or expunged, if you are going to go ahead and put them through.

Probably one of the biggest things is to make sure that your partners know that your students are going to come with some life barriers that they're learning to overcome, that they are going to make mistakes, that there is a lot of unconscious ignorance about working that our youth have yet to kind of learn or really incorporate into their skillset. And those teachable moments are going to happen, but the partner needs to be prepared for them. You don't have to be all doom and gloom, but just make sure that you're very realistic about it.

The other thing is to ensure that you have rotations within the experience. If you're at a hospital working on the seventh floor, which might be oncology, it might be a completely different culture and climate than, say, working on the fourth floor, which might be cardiology. So we want to make sure that our students get a wide variety of experiences at their placement, and that also kind of goes into being flexible.

We always tell our youth, if you're there, you're working for that hospital. You're at that hospital. Not one specific job. So if they ask you one day to go from the seventh floor to the fourth floor, go. Do it happily. Go with a good attitude.

The other thing is to make sure that you do routine follow-ups with the youth and the work site coordinator. A lot of times we'll ask people, how are things going, or, let us know if there's a problem. And every time we talk to them, everything is OK, and we never hear from them. So we used to think that that meant everything was OK.

What we found out is that, when we went in person and met with the work site coordinator or with the students and we started to have a discussion, there were teachable moments that came about, things that we learned we had to do or change.

And then what we also want to talk about is that these sites are ideal locations for everyone, and I'm going to get into that a little bit later with the next slides.

So these are some of our students at their placements. As you can see, we've got two of the major hospitals, which is Grandview and Miami Valley Hospital. We also have Hospice of Dayton and then CompuNet Clinical Labs we have students placed at. There's other locations that we have, some extended care facilities, but these are our major ones.

So for us it's critical that we develop these workforce advisory committees, and a lot of people want to know, who did we select to be a part of it? And it was pretty easy. We looked at the major employers that were always hiring and which one of those major employers were served well by public transportation. And once we identified them, then we started our conversation.

And this slide right here talks about what a previous mentor of mine talked about, which was practice the art of enlightened self-interest, which is basically making sure that the potential partner knows that they're going to benefit from this partnership as well, that it's not all about you. And before you start having this conversation, you need to think that out.

You need to know what's going to be mutually beneficial, how it's going to help them. And you also have to understand what your youth are going to get out of it. But if you don't go in with the idea of what we want from them and what they should want from us, then you're not going in with the right mindset, and it's not going to be a productive meeting because a lot of the partners, when you first meet with them, they want to know specifically what are you there to do.

In the end, what we try to tell people is you have the ability to vet your next workforce and have us train them specifically to your needs.

As far as the key partnership ideas, it's got to be effective, and you have to track it. They're not going to track how effective it is with your participants, but don't take for granted that they know that it's good. You have to have facts. You have to share that with them so that they see it's working and that they'll want to continue it.

The other thing is utilization. If you're not able to have a student at one location, that's OK, but don't wait an entire semester or a couple months before you talk to them. Try to see if you can get your participants to do a tour of the facility or have them do a presentation, either at your program site or at their facility. Ask them to help with mock interviews, but keep them engaged.

As far as communication, meet quarterly. Ask them for their input in the curriculum. What are best practices? What you really want them to understand is, by meeting with you and talking with you, you're listening and changing how you're preparing youth to meet their needs.

So, for example, with Miami Valley Hospital we only used to do CPR and first aid. They came back and told us that to hire our youth they really wanted our youth to have basic life support. So we integrated BLS certification into our program. The hospital was delighted that they got a better prepared person, but, moreover, I think they really enjoyed the fact that we listened and we changed according to what they wanted.

The other thing is appreciation. It's got to be ongoing and intentional. I know it sounds silly, but the e-mails, cards, Christmas gifts – we take a poinsettia over to every place at Christmas just to let them know we're thinking of them.

I have in there during interviews, and what I mean by that is if you get interviewed by television or newspapers. But really, the more you talk about a community partner publicly and among other people, you'd be surprised how it gets back to them and they hear you talking positively about that partnership.

And the last thing that I wanted to add that's not on the slides but, for us, in addition to myself and the program manager at the workforce advisory committee meetings, we also have our placement coordinator, our healthcare teacher, and we also have the students from healthcare that sit on our peer leadership committee. And it's their responsibility to take everything back that they heard back to their brothers and sisters and talk to them about what they learned.

I think with that, that pretty much finishes up mine, and so I'll turn it back to Oscar to, again, introduce Wilson.

MR. GRANT: OK. Thanks so much, Jerry. When you all download the PowerPoint under the file share, it's there. The first three bullet points that Jerry highlighted are just important. I'm just going to quickly say that he has conduct routine meetings with youth and work site coordinator.

As a coach, I remind my sites all the time that the support for the participant isn't over in follow-up, and, in fact, that's a major, major part that both the job developer and the case manager can support the work experience. So thanks again, Jerry.

I'd like to introduce Wilson Ramos from here in wonderful Las Vegas where I am with the La Causa YouthBuild. So take it away, Wilson. Thank you.

WILSON RAMOS: Thank you, Oscar. Appreciate it, and good day, everyone. So what I wanted to do off the front end is obviously just jump right into it. WEX – let's go into the first one, WEX and beyond for us.

Initially coming into the program, we've identified, obviously, certain career tracks that we think our youth would like to experience or get into. That, obviously, is not a practice that we no longer do here. We want to identify what career tracks are beneficial to our youth. It's exciting to align our career tracks, and I'll get to that more closely in the next slide. But more importantly it's focused on the youths' desires and expectations from our program.

So during our orientation we outline what it is these individuals want to get into. Now, with a very sound understanding that many of our youth don't understand yet what career paths they want to venture towards, we want to help them identify and expand their knowledge.

So every other Friday what we do with our employer partnerships is we invite the – one employer from each category that has been identified by our cohort. Each cohort varies, and it can vary quite frequently and immensely. But what we've identified specifically within culinary, IT, joint operations, hospitality here, sales, specifically in medical supplies, mechanics, and so forth, each individual we've identified within our perspective career fields.

So we go out to the employer, similar to how Jerry does. Identify those individuals then frequently on Indeed, Monster, or frequently looking for individuals to employ. And we kind of assess the needs base that they have for these employees. This kind of bring more clarity to each career track because it isn't about just the WEX that we're able to provide our youth. It's about meaningful WEX for the individuals that are looking to venture towards these specific careers.

What we do with these individuals outside of that is set up now an OJT or work experience. That brings forth more meaningful understanding for the ins and outs that these roles prospectively have or consist of.

So what we've done to accomplish these things is we've established a specific position outside of even our job developer. This individual is in the field the majority of the time. We'd say anywhere between 70 and 80 percent. And this individual's role specifically is that – the position title is development specialist, and their role is to enhance the ability to make WEX a more beneficial experience for our youth by tying in the exact needs and wants – (inaudible) – you'd have.

So when we say work experience and beyond, it goes far beyond the work experience we're able to provide them internally. It goes far beyond the construction experience that they're able to attend or the healthcare experience they're able to attend. There's – this goes into the career fields of their choice, something that brings forth notoriety for what they want to do. It validates the career choices that they're willing to venture towards, and it validates their desires and wants. That brings forth a lot more openness within our program, within these cohorts, and it passes through like wildfire.

Guess what? I just went on my OJT this week with hospitality. I did not know I was able to do this, that, and above, and now other youth are now being exposed to those elements, which, obviously, as we can all probably explain, probably sits well and hits home with them more so than it does coming from our mouth or an adult of a similar caliber.

Moving over to the next slide, going into our WEX that we have currently. It's important for us to establish these healthy partnerships off the front end before the cohort even starts. The last thing we want to do is, obviously, be trickling around trying to find work experience for our youth when we're unable to really truly be able to provide that.

So with that being said, we're also establishing an understanding for the services that these individuals would like within the WEX that we have currently in place. So construction in CPLC is far too vast for us to identify a specific career trade or category that they'd like to venture into. So let's break it out, exposure to electrical, exposure to masonry, exposure to plumbing, drywall, et cetera is something that they will all take part in.

But more specifically, if this is something that an individual is good at, let's continue on with exposing those realms of what that position title incorporates into their experience periodically throughout the week. So now, we're developing specialists within their perspective fields, which will help them carry out more so those skills, develop their selves even more so than just kind of being exposed with all the separate elements.

What we also want to do off the front end, and similar to what Jerry had said, is establish some – an MOU or some sort of contractual agreement. This is outlined by us. Unfortunately, we cannot allow – we've experienced this before where we've allowed our employers to kind of dictate what the work experience looks like. And I can kindly say that a closed mouth, unfortunately, does not get fed.

So we need to speak up on behalf of our youth, on behalf of what is needed for them to get the quality work experience that they deserve through our programming. So it is imperative that we are the individuals that develop the contractual agreements or the MOUs. We don't allow our partnerships to align that any longer, specifically because they don't understand the needs that our youth specifically have. We do.

And again, that's categorized by both our job developer, which essentially runs through developing their resume, giving them greater understanding on the career fields that are out there. And then the development specialist comes in and says, this is what you've identified as something that you want to venture towards, and this is what we have currently for you specifically within that field. Bridging those gaps that sometimes periodically come up within this program.

That's essentially going to sum up my slides. Any questions, please feel free. Reach out and ask.

MR. GRANT: Thank you so much, Wilson. Let's turn it back over to Phoebe.

MS. REEVES: Thank you, Oscar. Next slide, please.

So just want to sort of sum up a few key takeaways from the peer presenters, and I'd like to also ask that Jerry and Wilson add in anything that I haven't named here. I was trying to sort of get a lot of the big points here.

I think one is that you are saying to be sure to have an MOU regarding work experiences with your partners so that you both know what's going to happen, what you're going to get, that you want to be building work experiences to lead the placements with partners when possible, and that of course you need to know your partners.

Other takeaways that you both would lift as key for all of our attendees today?

MR. RAMOS: Yeah. You know what, if I can add a key takeaway, Phoebe. One of the things that I could say specifically to YouthBuild – CPLC YouthBuild is that each one of these individuals are really trying to identify what it is that hits home with them, what it is that resonates with them, what's a good add.

Not having a quality WEX, not exposing elements of what a WEX could bring to your program, and not expanding on the WEX. I mean, we've got 19 different career fields that we expose our youth to, and I feel that that is minimal. So really the quality and what we're hearing from our youth is that it really comes on behalf of having a quality experience and a position that they never thought even existed.

MS. REEVES: Nineteen. That's a lot.

MR. FARLEY: The one thing that I would add is, if you really want to know the mark of a good partnership, they hire the youth that you have placed in the WEX. And that – kind of what Wilson said about a closed mouth doesn't get fed.

When these employers get to hire young people that they have trained, that they have brought into their culture, when they have met and worked through all the issues, they love those students. And our students, in turn, have been hired at a higher wage than if they just came right out of school or off of the street.

So I think it's mutually beneficial, but if they hire them, that's the mark of a really good partnership. And if they're not hiring your students when they graduate, you probably need to look at having a different partner.

MS. REEVES: Thank you both very much. Very important points.

We did have a question also come in from our attendees asking, "Would you be willing to share samples of MOUs that you've developed?"

MS. SMITH: So, Phoebe, I'll note here that Wilson already wrote into the chat and said he would love to share his MOUs and contracts.

MS. REEVES: Terrific.

MS. SMITH: And, Jerry, if you have any you're willing to share. I also want to remind people, though, that we have some sample MOUs and contracts and that sort of thing on the community of practice. We're obviously going to push that, but we do have a lot of templates and documents that grantees have shared over the years. So it's always worth looking there as well, but I would say we can share with you directly what Wilson and Jerry are able to provide about their quality partnerships.

I also want to note we have another question from one of our coaches. It's a good question. "Can you clarify work experience versus" – sorry. Maybe I'm jumping ahead here, Phoebe. I just feel like we had a – (inaudible) – for questions. So I don't want to jump over into the questions if you're still doing takeaways. But if not – (inaudible).

MS. REEVES: No. I think we're good. I think we're good to go ahead into the Q&A.

MS. SMITH: All right. So let's go to the next slide. There we go. All right. Oh, lovely questions. All right. So – and we only have a few, but, obviously, if you have more, please do feel free to type them now. Looks like a few people may be typing.

So one of the questions we got from a coach was, "Can you clarify work experience versus on-the-job training versus placement for the purposes of performance in the DOL and my system?"

So yeah. This is a good question. As Phoebe mentioned, we want to make sure that there's a clarity around the idea of a hands-on work experience versus a work – excuse me – hands-on learning as it relates to work experience, on-the-job training, et cetera.

When it comes to the MIS system, there's a couple of different categories that can quality as a work experience, and I would say that it is up to your program to decide how you best want to define that. And it may be different for different placements or different industries. But, for instance, there is on-the-job training is a work experience category. There's also internship as a work experience category.

Any of those and they're listed in the services drop-down, I want to be clear. So those are not outcomes; right? Those are things that you're supposed to be doing while you are actively serving that youth in the program. It's part of their initial training. It's part of the work experience and developing some of those initial competencies. So those are all considered services in the MIS system.

And then there is this distinct factor of placement. And when we talk about placement, that is an outcome. That is a WIOA performance indicator, and placement is what occurs after exit where they are in some sort of unsubsidized employment; right? As we talk about work experiences, often it's they're being paid by the YouthBuild program still through stipends or they may be getting a partial subsidy from the YouthBuild program. That is different from unsubsidized employment, which is the definition of an employment placement.

Of course, there are also continuing training placements such as registered apprenticeship and employee – excuse me – and like placements into continuing postsecondary education. But that's really the hard line is placement is different from the – anything that says experience or internship. Hopefully, that is helpful.

And then can we scroll to the top? We have a couple more questions here. I think this very first one is that – just that this really probably may be a good one for Jerry or Wilson, which is, "When a subcontractor does not understand the youth population and does not bridge the curriculum to the population and then blames the population for not grasping the concepts, how do we make sure we protect ourselves in the future that this does not happen with a subcontractor?"

And I know, Jerry, you kind of spoke to the idea of understanding that these youth come in with barriers. Is there initial thoughts you could give here?

MR. FARLEY: Well, at first blush, it's kind of I'd stop using that subcontractor. But when we interview people to – or meet people, we are looking for their ability to understand that our youth are already dealing with a lot of other issues and may need a little bit more time to develop their skills to enter the workforce.

And if at any time we kind of get the sense that they might not really be into it, then we just move on, and we don't use them.

Dayton is – we're pretty lucky that Dayton is big enough that we have lots of resources and small enough to get things done. But that's just an unfortunate situation, and I'd just get out of it. But I think a lot has to do with how you set the stage when you first meet them and what their expectations are.

MS. SMITH: Yes. That's great.

MR. RAMOS: If I could elaborate as well. When it comes to our partnership meetings, we – what we like to do is really tie in all of our employer partners to everything that we do, our orientations, even our challenge. We have a career-based day where the employers come in to speak specifically about their perspective employment opportunities.

But, first things first. It definitely certainly lives with the relationship as far as myself and the HR department or the director or higher up managers, et cetera. We really try to meet with the owner to identify and let them know, this is what we do have. We're very transparent. Some of these youth come in with very little to no types of vocational skills.

And if they have any types of say so, they can do so while they're here during the challenge, here during orientation, which kind of ties them together. And it gives them a sense of, I was a part of the developmental process by bringing these individuals on board. It makes it more meaningful to the employer. Makes them feel like they have more of a responsibility to our youth, as opposed to kind of just identifying who they're going to be and sending them their way.

Mindful that not all employers do come out, but again, that kind of says, well, you kind of trusted us with this decision. That's written in the contract, and you kind of get what you get. So that's where we're at.

MS. SMITH: All right. Thank you, Wilson. OK. So – (inaudible). OK.

Third question here. Somebody asked, "I started doing work experience – (inaudible) – last year. However, there are so many technical issues that I now have after putting the WEX into practice. To begin with, what is the suggestion for transporting youth to the WEX in a rural area without transportation?"

And both Dayton and Vegas are sort of more urban areas. So I don't know if you guys have suggestions around this. I don't know if other people have suggestions on the phone. Obviously, we know that the rural area issue is – presents its own unique challenges when it comes to work experience. So I would also just turn this to anyone else on the webinar who might have recommendations. If not, our presenters. That's a tricky one.

MR. GRANT: This is Oscar. I've got two sites – well, I work with two sites that have a similar problem, and I can give two quick examples. One is that they moved – the manufacturing company basically did their work experience at the site or I think it was a park district or a nearby site. And they were amenable to not moving all of the machinery or supplies but doing just enough temporarily because the participants couldn't come.

And the second site basically got a school bus, and they paid for the school bus, not the YouthBuild, to basically transport the kids. The work experience was shorter. It was supposed to have been six weeks, but it wound up being three weeks just for four hours a day, three times a week, but they hired the bus company and they brought the kids over.

MS. SMITH: OK. Thank you, Oscar. I also see a couple of people just writing into the main chat with some suggestions. Crystal, I understand that it gets complicated when you're saying you have a van that's doing construction work site and what do you do if you have other work experiences happening as well.

Somebody responded that they were able to kind of make those schedules work together, but that isn't necessarily going to happen everywhere. So that – yeah. That is definitely kind of tricky.

I do – we do still have to get to the scenarios. I will point out that Jeffrey Hig [ph] just posted a response as well, and maybe that is helpful. Something involving Uber and Lyft. Interesting. So please continue to look at the main chat for other suggestions. We're going to move on from questions just so we can get – make sure we have time for the scenarios.

So another question asked was, "The first time you reach out to a potential employer partner, are you starting with the HR department?" So, Jerry or Wilson, how did you guys tackle that? Was it HR?

MR. FARLEY: For me it was volunteer because the hospitals and hospice, they have huge volunteer departments. So they were much more willing to sit down and have the initial meeting. And then as they found out that, ultimately, I was trying to get them to have well-trained staff to be hired, then we looped in HR. And that worked a lot better than if we just went to HR because HR, if you're not ready to hire right now, they're too busy. So our first foray was volunteer, and it's worked very well.

MR. RAMOS: And I would certainly second that. We do – actually do get in contact with the HR department just to identify the scope of work and just to gather as much information as we can with their HR department.

Once we've gathered the information, then we definitely look for either the director, manager, or owner over those specific roles just to kind of tie it together with our youth. But it would be one of our practices to venture towards HR just to identify the ins and outs of the roles and the organizational standards.

MS. SMITH: OK. Thank you. Really quickly, someone asked, "Does U.S. DOL have a definition for internship?"

And much to my early recommendation, I'm going to tell you that, if you look at the WIOA Final Rule, it is used interchangeably with work experience. The section that Mary read earlier about the definition of work experience, that section actually says that it is, "An internship or work experience is a planned, structured learning experience that takes place in the workplace for a limited period of time. Internships and other work experience may be paid or unpaid."

So really an internship is just a type of work experience, and different places call it different things. And that's why we kind of use those terms broadly.

OK. I just want to do a time check here. (Inaudible). Maybe we have time for just these – the few questions that we have here. And I know Mary kind of responded to Eleanor's question about circling back if we have other questions.

So the two remaining questions we have here, the first one is someone asked, "I have found that my employer partners only want one participant at a time. How do you ensure all of your youth are getting the additional work experience?" Anyone have thoughts on that?

MR. FARLEY: In Dayton we rotate our groups every other week so they're one week in occupational skills training and one week in academics. And then we put the WEX as part of the occupational skills training. But by alternating every other week, we're able to get two people at the same site and still keep within what the employer wants, which is only one at a time. And that's allowed us to double the amount of people we have at any one site.

MS. SMITH: Great. Thank you. Any other thoughts? Any other approaches? All right. I'm going to ask this last question then. A bit more complicated one, but we'll bite into it a bit here.

"What would be considered a valuable work experience timeframe? I heard traditionally six weeks. However, there are many logistical challenges in trying to schedule out six weeks or 180 hours while ensuring youth get the educational component that is required as well."

Yeah. And those are all very valid concerns. What I will tell you is we are working on – and other people, please feel free to jump in as well. But what I'll say, speaking from the DOL's end, is that we are working on putting together sort of a best practices document around work experience and something that is pulling from what's been valuable from other programs in terms of a logical period of time.

This is still a bit of a moving target, but, obviously, our point is we don't want it to be just a week or a couple of days. And so we're trying to get programs to consider what it – what the overall value of a work experience is to help you design a model that has sufficient time. I think the questions you need to ask are – it may be different in different industries.

But some of the questions are, what is really a sufficient amount of time for them to get good exposure to all different parts of that work environment? What is sufficient time for them to get experience with those different – potentially different jobs or pathways within that industry? What is sufficient time for them to get exposure to potential employers and demonstrate the skills that they do have?

I think those are all important questions. I think the other thing is, obviously, it's going to come down to – some of it is going to be working with your employer partners what is viable from their end. When you talk about what your goals are with this work experience, some of this is going to be what are the employers interested in in terms of making it valuable or worth their time.

So those are sort of food for thought considerations. I don't know if Jerry or Wilson or Oscar, working with some of your programs, if any of you have sort of seen a consistent messaging around what's a good timeframe or if this has been part of the negotiations you've had with some of your partners that you can speak to briefly.

MR. GRANT: We're working with emerging sites at YouthBuild USA and we're finding – we've got about seven thus far, and they're ranging – the work experience is ranging between three to six weeks with them working about 15 to 20 hours per week.

MS. SMITH: OK. Thank you. Any other thoughts before we jump into our scenarios?

MS. REEVES: Jenn, I would just add – this is Phoebe. I would just add, again, if we're looking at this as being a work experience that is purely connected to an immediate employer or is this a work experience that comes through a more intermediary type partner? Is it a work experience that is part of a requirement to completing a credential in that pathway? Is that youth planning on going into a placement in PSE versus immediately being placed in the field?

So I think there's sort of a number of factors there that would affect how long you would want this work experience to be, although I do think what you said a couple of days or a week, it's not enough time to get the highs and lows of what it's like working in that environment, whatever it is, whatever career pathway it is.

I mean, definitely there is an amount of time, and I think I would urge grantees too not to look at the work experience as a whole different piece from your education and training YouthBuild model but as an essential component of that overall model.

MS. SMITH: Yeah. And I – so we have another question, but we're going to have to hold on that one until we – see if we have time – (inaudible) – the scenarios. Obviously, I think some of the questions you guys are asking are things that you can talk about during the scenario discussion. Please be aware of that as well. It can be part of your discussion is how would – what do people think about addressing this?

But I do want to point out one thing that Rachel put in the main chat here, that she said, "Our students attend academics one week and construction the following. They spend time in career exposure in the healthcare setting during a construction week but only two days every other week. They complete most academic instruction requirements prior to starting the WEX."

And I think that's sort of an important thing to note as well. I think sometimes at the point when you're doing this work experience, it's sort of almost like potentially a capstone; right? It's a goal, again, keeping in mind Phoebe's considerations that she just listed here.

If the goal is to go directly into a placement, having this as sort of that final piece where they're sort of testing it out while they're working on the credential, that can be beneficial. And the other piece is, yeah. Sometimes for things like the healthcare credentials, there is sort of a clinical that has to be done.

So sometimes I think it is important to think about focusing on the academics until they're pretty close to finishing those before you do the work experience. I don't think that that's bad practice. But again, I think we're not telling you we have all the answers here, but what we're telling you is these are all the things you need to be thinking about having a quality work experience.

The goal here is for you guys not to just be doing a work experience and do the work experience but actually understanding the value that it adds and how it has to be part of that model and really plan thoughtfully in order for it to get the most out of it for your program and for your participants.

OK. So I am going to turn it over to Jon now who is going to get us into our breakout rooms for the next step. Jon.

MR. VEHLOW: Yes, indeed. Thank you, Jenn. OK. So, everybody, we are going to be doing breakout rooms. There is going to be three scenarios. It's just going to be randomized. So when we do start the breakout rooms, you will need to join an audio conference to be a part of that breakout room.

So scenario one will be 1##. Scenario two will be 2##. Scenario three will be 3##. That information is going to be in the upper left-hand corner of the screen once we start the breakout rooms. So once we start, you're going to look in that upper left, notice what breakout room you're in, and dial that appropriate number ## number so you can join that conversation.

So I'm going to start those breakout rooms now. You're going to notice your screen change. I'm going to start right now.

GRACE MCCALL: Hello. If you can hear my voice, I am Grace McCall. I'm just letting you know that we're in breakout room three. We'll be getting started shortly. Thank you for joining us. And again, just going to be going through that a few times.

Welcome to breakout room three. You should have hit 3##. We'll be starting shortly.

Again, we're in breakout room three. My name is Grace McCall. We'll begin shortly with the scenario.

Hello, and welcome to breakout room three. My name is Grace McCall. We'll be starting shortly with the breakout scenario.

Hello, and welcome to breakout room three. My name is Grace McCall. We'll be beginning shortly. Hope everyone's getting situated.

Hello, everyone, and welcome to breakout room three. I hope everyone has made it successfully. You should have hit 3## to get here and hear my voice. Welcome. Please introduce yourself in the chat. Thank you very much, Ronald. I will begin shortly.

Hello, everyone. Thank you for introducing yourself in the chat. Welcome to breakout room three. My name is Grace McCall, and we'll be beginning shortly.

Hello, everyone, and welcome to breakout room three. We'll begin shortly.

So again, please press 3##, although you probably have already done that if you can hear my voice. Thank you for joining us in breakout room three. My name is Grace McCall. I will be starting shortly. Phoebe is going to be our moderator for this – for this breakout room. I'm so glad you can hear us.

All right. I see we've got a few people joining us right now. Phoebe, if at any point you want to take it away, still waiting on a few people.

Phoebe, make sure you're unmuted, if you're speaking right now. And we're – Phoebe, if you're talking right now, I don't know. One moment. Phoebe, right now I don't know if you can hear us, but right now, we can't hear you.

MR. VEHLOW: If you're hearing my voice right now and you are in a breakout room, make sure to dial in. If you're dialed in, press 1##, 2##, or 3## to join that audio access. So to join that subconference, you need to either dial 1##, 2##, or 3##, depending on what breakout room you're in. That will be in the upper left-hand corner.

It will say, you are in breakout room number one. If you are in breakout room number one, 1##. If you are in breakout room number two, 2##. If you are in breakout room number three, press 3##. So if you're hearing my voice right now, you are still in the main conference. You need to dial on your phone's keypad.

To join breakout room number one, you'll see in your top left-hand corner of your screen, breakout room number one. You need to dial 1##. To join breakout room number two, you need to dial 2##. To join breakout room number three, you need to dial 3##. And that information is in the upper left-hand corner of your screen for each breakout room you're in.

Hi, everybody. I think we're back from our breakout rooms. If you can hear my voice, we're back. We're back from the breakout rooms right now. One second here. I'm just going to mute some people.

And then, Jenn, I believe you're unmuted now. So you should be hearing my voice. So, Jenn, if you want to take it away, we can go start that report out for those breakout rooms.

MS. SMITH: Sure. OK. So yeah. Thank you, everyone, for bearing with us, if any of you had technical difficulty. Just we do our best – (inaudible) – smoothest transition to those rooms, but hopefully, it's compensated for by the ability to sort of talk directly with your peers.

So we just wanted to briefly talk through each of these scenarios and find out what were sort of the varying points that were discussed in your scenarios. So let's start with scenario one.

Smart House to Castles YouthBuild. I'm not sure which was our – was it Oscar or Mary?

MR. VEHLOW: That would be Oscar.

MR. GRANT: It was Oscar. It was Oscar.

MS. SMITH: All right.

MR. GRANT: First of all, I just want to say this real quick, Jenn. I had a very great interactive group, and I'm so proud –

MS. SMITH: Wonderful.

MR. GRANT: – of all of them and their sharing. It was awesome. And Jon had to shut me up and cut me off because he said we were running out of time, which is usual.

About the scenario in and of itself, the questions, how should Smart House to Castles YouthBuild develop a quality construction work experience? And the second question about potential challenges.

Most of the information came through from the presenters, and that is sometimes the employers don't treat the participants well. Sometimes the employers had different expectations for the participants.

I talked about the importance of having an MOU. There was also a brief conversation about the need for more soft skills training and the type of training that would prepare them for a work experience. Many on the call – on the line felt that they did not have enough time between the time that the participant is exited to when the work experience would happen, even though they were trained.

That similar to the work – to the scenario, some of the youth who had been placed tended to quit. They felt that the young people just may not have had enough time, and then there were issues with substance abuse, issues with them not just being prepared to work and understand the importance of the discipline of work.

And so we've got some great notes. I thank the note-taker, and that's what I got.

MS. SMITH: OK. Thank you, Oscar. All right. Now, summary discussion I guess – I can't think of the word I'm trying to say there. Sorry about that. Mary, do you want to tell us about the discussion you had with scenario two?

MS. MCRAE: Sure.

MS. SMITH: The To Your Good Health YouthBuild program.

MS. MCRAE: Sure. So I had a shy group to begin with once they all got on and asked – participated through the chat. So a variety of things that came up around this was a YouthBuild program that was not seeing a quality work experience in the healthcare setting.

And so a lot of things around developing specific MOUs that specify job roles and having multiple potential partners, having flexibility with skills and needs abuse, as well as the partners, preparing youth with additional training and certifications, having some assessment of youth inter-skills to place into the track. Wilson has a series of questions that his program uses around helping to assess youth interest.

Exposure opportunities, and then we got into Matt from California asked a bigger systems question around, particularly in the healthcare field, is how does the healthcare field start looking at the young people that YouthBuild deals with as their future workforce? That there's a lot of conversation in healthcare around diversity and equity and inclusion but is it just lip service or they genuinely are looking to diversify their workforce? Then our young people present them with those – with that potential workforce.

And so got into a bigger question and thinking around how do you deal with the higher ups in the healthcare – the local healthcare system? Are there talking points that you can bring that really would get their attention, that YouthBuild is a great partner, and this is your future workforce? And so you're partnering – by partnering with us, you're going to only help us and help our young people become a better workforce.

So it's very interesting about going from kind of the micro to the macro and some really, really good discussion there. We never did get to challenges, but I think that, again, both what the folks brought up and what Wilson was able to help talk about in his healthcare track addressed it at that kind of local level. And I think, again, the bigger system question is one that we've all come up against. Certainly, healthcare is certainly the biggest field probably that we struggle with.

MS. SMITH: OK. Thank you, Mary. Scenario three, Phoebe, you want to give a debrief for us?

MS. REEVES: Yes. Thanks, Jenn. I apologize first in advance for the technical difficulties of us being able to initially hear each other and get into the room.

I think the point of the scenario, much more importantly, was to get everybody thinking about which of these aspects of the scenario apply to them and how they would deal with this, thinking about their own programs.

So we had definitely a couple of new grantees in our room, and everybody agreed that this is something that they are still figuring out. We did talk about the idea about having some kind of rotation schedule to gain construction experience and to meet the limited capacity of employers to take on a participant.

Some examples of that included, if you have six partners at a time and you have to do two to three months of construction, that you can swap youth through each week, whether it's week on-week off or whether you're talking about rotating youth through many or multiple different partners for the work experience. This would ensure that different experiences were had and then that the participants could determine their affinity for a particular place, which definitely would shape the work experience.

So some things to consider. How many participants do they have? Some participants need more experience. Still thinking about design, identifying different partners and groups to work with, have reached out through a lunch meeting. Once determined, then you can send out a formal MOU. And grantees looking to make sure that partners they're working with meet the needs of the participants as the participants come in with their own challenges, whether a criminal background, lack of transportation, young parents without GED or HSD.

So we also had some coaches weigh in and say it's important for a participant to go to the employer to see how this employment location operates a few weeks before the actual work experience, then have a job shadow, then climb a ladder into the WEX. Do all you can to frontload this WEX. What position is a youth wanting to do, and how does the position really connect with the actual education and training that youth has had?

MS. SMITH: OK. Thank you, Phoebe. So, unfortunately, we are definitely over time now, and I know probably other people have things going on. And we actually, unfortunately, in the room that we're in here at DOL, is reserved at 3:30. So, unfortunately, we do have to kind of move this along, and I apologize.

Great conversation. I think a lot of interesting information from everyone. Really appreciate everybody's engagement. I'm sorry that we can't get to the remaining question that we have, but, as Mary mentioned in an earlier response in the main chat, please feel free to reach out either to your federal project officer or your coach or to post it on the community of practice as an open question to see if there are other people who can respond.

In a moment we're also going to show you the – what am I trying to say – the contact information – that's the word I'm trying to look for. Apologies – so that you can reach out to some of the presenters directly. So please feel free to do that and see if they have any thoughts about questions.

I do want to just highlight a couple of quick resources on this page. There's a lot of information here you're going to see. A couple of key things. I mentioned how work experience is a key aspect of your WIOA. So you'll see a case study related to work experience on this.

You'll see our Construction Plus framework, which, obviously, is very relevant in terms of work experience via the core components.

TEGL 06-15, which is about the construction piece in terms of what makes a work site qualifying.

And then I also want to really highlight this WIOA youth program and work activities resource. This is on our WIOA Youth Formula Community of Practice, and it's a whole page full of different resources tied to work experience, information, planning tools, guidance, et cetera. So definitely highlight that one.

And then, finally, the last one I want to really highlight here – well, I'm sorry. I should say the paid and unpaid work experience resource is the thing I was thinking of on the right.

The JFF young adult talent development field standards, this is the description that Phoebe gave us earlier about being dual-customer focused, et cetera. It's really good information and food for thought on that link. So please also look at that.

OK. Really quickly, we're going to show you some quick save the dates.

Just a reminder, I know that this is something that people are asking a lot of questions about right now. The new grantee orientation is currently still on. I do know that that may change. We just sent an e-mail a little bit ago letting everybody know that we're keeping our eyes on this, and we'll share with you any changes as we have them. But as of right now, this event is still on, and you can register for it.

And then, finally, our next webinar will be on career pathway, focused on construction. So please do join us or that event.

And then, finally, I'm going to share the contact information and thank everyone. Thank you so much to Phoebe and Mary, Oscar, Wilson, Jerry. Thank you to those of you on the phone and some of our coaches who joined us. It was a really great engaging conversation, and we really appreciate it.

I apologize for having to rush us through this – these last few moments. But again, the whole PowerPoint will be archived and available in a few days. So thank you.

MR. VEHLOW: All right. Thanks, Jenn. And I just want to thank all of our presenters and participants today for joining us. And if you can just stay on the line for a minute longer and answer those questions that you see on your screen right now. Take a second now. Let us know what you thought of today's webinar. What do you like? What we can improve on.

So there's also an additional content section. Let us know what you'd like to hear in a future webinar.

Just a reminder, as Jenn said, a recording of today's webinar, as well as a transcript, will be made available on WorkforceGPS in about three business days. Also, to better connect with your WorkforceGPS colleagues, please take a few minutes and sign up for that member directory on WorkforceGPS. That link is located in the top of the feedback window.

So, again, we want to thank everyone for joining us, and with that, have a wonderful day, everybody.

(END)