

Sarah: All right, hi everyone, welcome to our Youth Career Connect Celebration. We are so excited to have you guys all here. I feel like we've talked a lot in the last few years and this is just another time for us to really get together. Can you believe that it has been four years?

We are all here thinking, how did that happen? We've hit that four-year mark and we're super excited. And we really wanted to just take this opportunity, we know that many of you guys are continuing with no-cost extensions. But there are a number of you guys that are ending at the end of this month, and so we definitely needed to take this opportunity.

For all of us as a full group to come together, celebrate all of the accomplishments that you guys have achieved over the last several years. Recognize the good work that you guys are doing, thank you, and thanking everybody for their time and effort on all of this. As you'll hear a little bit more later, about 30,000 young people have been impacted by the work that's been going on with the Youth Career Connect grant program.

And we are just so thrilled, all of that work really has been to impact the lives of those young people, help them get prepared and better ready. For the world of work and for the world of post-secondary education, and get them on their pathways. The YCC grant had some really lofty goals, we set some really lofty goals for all of you and y'all have worked so hard to achieve those.

And in a few minutes you're gonna hear from Evan, he's gonna talk about all the short and long-term outcome measures. That were required of the grantees and walk us through how folks have done. And you'll see a lot was asked of you, as you guys know. You were asked to really rethink the way you work with students, bringing in career, technical, and occupational skills training in the classroom in creative ways.

Building and strengthening partnerships, not only with those postsecondary educational institutions to figure out how to do dual credit programing. But also really build a new, or really, strengthen existing partnerships with businesses in your community, that has been a big effort. I know some of this was really new to a lot of the schools and school districts that are grantees.

And developing partnerships with the workforce system, where some of you are the workforce system but many of you are new to those partnerships. And bringing those partnerships together to really understand and prepare young people for those in-demand industries. And there's a lot of other community partners that have Come to the table to really help you all and your community better prepare young people.

So we know that you guys have worked hard and we thought it would be really important to recognize that work today as we've done over the last few years. And congratulate you all on those efforts. We can take a look at the agenda today, we are going to, as I said, celebrate the success. I'm gonna turn it over to Amanda Ahlstrand, our administrator, in just a second to share some remarks with you. And I mentioned, Evan is gonna provide some data snapshots through June 30th, I know he was working hard to get from you guys all the most updated data. So we're gonna talk through that.

We'll talk a little bit about evaluation updates and the process on where we're at with that. And then we get to, which is always the fun part, hear from you all, we're gonna hear from three grantees that we asked to share some stories. And their young people, students, are gonna be with them and also share their personal experiences in the program.

And then finally, we'll share some details on what's next in terms of technical assistance, what's that gonna look like once this period of performance ends, officially, the end of this month. And then for those who are gonna continue with no-cost extensions. Angela's gonna share a bit about what that's gonna look like and what that communication with us is gonna look like.

So before I turn it over to Amanda, though, the next slide you can see is a little sneak peak of the program infographic. That you all worked hard to give us information on, there it is, if you can see that. We just threw one up for an example, this is New York City's New Career Connect Program. These are awesome, I wanna thank the team for working so hard to pull that information together. You can see that we tried to pull up some of your data points that are really highlighting the best efforts that you guys put forward. Trying to capture the work and that unique activities that you

guys have been engaged in.

So we got most of the information we need, it's in the final revision stages. We were hoping to maybe have it ready to launch and share with you all today. But we're pretty close, and we're about a week, maybe in the next week or so we'll share with these with you.

And we appreciate it because these are really great pieces of evidence for us to share this story of the successes of YCC. But also, we hope that your effort in bringing this information to us, sharing that with us. Is gonna be helpful for you all to share your story, to continue sustaining the efforts, and building on the work that you've done.

And you can have this in hand to say, here's what we were successful in, and here's what we wanna continue to do moving forward. So we hope that that's gonna be helpful for you guys, and we are excited to get those. They'll be posted on the Youth CareerConnect Community of Practice soon, and we'll let you know about those.

So without further ado, I will turn it over to Amanda to share some remarks. So Amanda, thanks for joining us.

Amanda Ahlstrand: [LAUGH] Thank you, Sarah, and good afternoon and good morning to everybody! When Sarah said four years, it made me shocked and I'm guessing it did to a lot of you.

It's funny when I think about 2014, a lot happened. You all started your grants. ETA had a major change in its authorizing legislation in the summer of 2014 to the Workforce Innovation and Opportunity Act. And four years ago next week, I had twins and so, [LAUGH] just a little personal note.

Four years is a big milestone for me as well but I'm delighted to be here this afternoon with you all. Amazed that four years has gone by, but more importantly amazed at the great work that you've done. And that I've heard about off and on periodically throughout the time that you all have been hard at work on your grants.

So I do wanna thank you on behalf of the Department of Employment and Training Administration for the work that you've done. You are ambassadors of the message and we believe it strongly too that focusing on building career pathways in high-demand industries. And emphasizing the linkage between workforce development and education to improve how training addresses employers' needs.

For when people come out of the education and training systems that our country has. That those are important efforts to our economic vitality, to the experience of our young people throughout their lives. And we are excited about the innovation and opportunity that you've created For those young people, but also the partnerships that you've built with all of the partners in your grants, particularly with employers.

We're thrilled to hear about that. As you know, close to 5 million young people are disconnected from school and work today. The ability to connect career services while they're still in school before they become disconnected we believe is really important. And like I used the word ambassador earlier, we hope that while your grants are coming to a close, some of them sooner than the others of you, that you think of yourselves as ambassadors of this work.

That you keep in touch with each other, but also with your professional communities, and networks, and organizations. Over time that you help champion the work that you've done and things like the sheet we just saw, the fact sheet or the infographic can be really helpful to that. I do wanna acknowledge, too, that given that these grants were awarded with H1 Visa fees, and it remains a priority here at the department.

Whenever we use those fees they line up to the industries and occupations that employers asking for visas in those fields are working in. So it's important that we talk about how the work you've done has impacted the healthcare industry, IT, financial services, other STEM fields and occupations, that these are good jobs.

You've helped people think about pathways into highways and high skill careers that can really keep going for them and that is important. I also wanna acknowledge that while you've been working on

building the career pathways to post secondary education, that you really have remained youth focused and innovation focused.

All of these things, none of it's easy by itself. I think it's hard when you do it altogether, but produces even better results when you think about innovation, and customer-centered, and youth-focused altogether. You've had to do things differently, that's not always comfortable. But I think we've heard all of you attest to that makes a better product and results in the end and we're thrilled that you've had that experience.

We've also been really excited that your work is contributing, as Sarah mentioned, to the overall evidence base for what works in providing these types of services to young people and others. As you are probably aware, more and more, we feel here in DC that Congress then our funders.

We hear it from foundations and funding across the country too that there's a demand on our public investments, making sure they go toward what works and having proof to show that. So we are interested, we are mainly interested in helping to build the evidence base about what works out there.

That also has sort of the informal sense of the word of what works when it comes to sharing best practices and lessons learned. It sounds like this community has really been a community together, and you've built some great relationships with each other. We do try to, and we'll keep trying to take what you all are learning and share it with people outside of this particular group of grantees.

But with the workforce system at large, working with our partners here at other federal agencies in the implementation of our overall workforce programs. We're always trying to find ways to share what works, and lessons learned with our partners, through technical assistance, through webinars like this and resources that are available online.

So we'll continue to do that even after these grants are over. That kinda leads me to some closing remarks here. As you may be aware, we don't have an opportunity too frequently at the Employment and Training of Administration to work directly with high schools and the in-school youth population. We certainly have a very important focus on out of school use, and that is our priority but having an opportunity to work with you as high schools, and in partnership with the Workforce Development Community. And focusing on in-school use has been a great experience for us. And while we don't have an immediate next opportunity with that particular target, it doesn't mean that we don't remain interested in doing this kind of work.

Both to help make sure that more young people don't become disconnected, but also to help think about how we meet the needs of our economy and help people get jobs when they leave school. So when we partner with organizations here in DC and across the country and work with grantees, states, nonprofit organizations, high schools, community colleges.

We always have that interest in making sure that we have an eye toward what employers are looking for today and tomorrow and that we're preparing the workforce of the future. So we thank you for all that you've done there. Again, I challenge you to think of yourself as ambassadors, even as this work comes to an official close with the grant closing, that you help communicate and provide the information to your colleagues to help them maybe think differently or try new things that you've picked up through your experience.

So thank you, congrats. [LAUGH] And I'll turn it back over to Sarah and others for the webinar to continue.

Sarah: Great, thank you so much, Amanda. And so now we will just turn it over to Evan Rosenberg. You all know Evan, he's our data performance guru. And he has, I know, been talking to a lot of you by email, getting the latest up-to-date data.

And so I think we are ready to turn it over to Evan.

Evan Rosenberg: Thanks, Sarah, can you hear me, okay?

Sarah: Yes, I can.

Evan Rosenberg: Great, all right. So I'm gonna talk a little bit about where we are after four full years of the program in terms of data and accomplishments.

And I'm also gonna highlight some individual grantees as I talk about some of our accomplishments. Thanks again everybody for trying to update your data for those of you who had a couple performance measures where the data might not have been as updated as it needed to be. So we appreciate you working with us on that.

Before I go into where we are, I wanted to just give a quick reminder of the ultimate goals of the program and how we measure performance and why we measure performance. If you've around for a while, you've probably seen these slides before in prior presentations. But I think it's important to always keep in mind what the ultimate goal of the program was, and why we have all these different performance metrics.

So three key goals of the program. First is to get young people to graduate high school with a high school diploma. Second, obtain a degree or industry-recognized credential in an H-1B industry or occupation. You heard Amanda talk a little bit about how these programs are funded with H1 visas fees.

And so there's obviously an emphasis on trying to get the young people credentials in H-1B industries or occupations, and earn college credits toward a degree and those select as high growth H-1B industries or occupations. And then lastly to move into a Positive placement following the completion of a program whether that's unsubsidized employment, post-secondary education, long-term occupational skills training or registered apprenticeship.

We had two substance performance measures. Short-term measures that are interim indicators of program progress and those are the ones we've really focused on for the last few years. As well as the long-term measures, which are more outcome oriented in a gauge of program success upon completion of the grant.

So we're finally able to start looking a little bit at those long-term measures. For many grantees we still can't look at all the long-term measures yet, but for some of you all we're starting to look at those long-term measures and you'll see those later in the slides.

Evan Rosenberg: And for each of our 15 performance measures we had a performance target.

Reason for the targeted to give grantees and the department labor a sense of whether we and you all are being successful in various aspects of the program. But most of the measures we set national targets but for some of the measures, grant he has specific targets based on their program models. For example, some grants has a grade 9 through 12 program models, others had grades 11 through 14 that include a post secondary education component. And so the goals of programs that are high school goal versus those included that post secondary component may be a little bit different given those different program models.

And then those targets vary by program year, and we are now gonna transition our quarterly performance reports moving forward, into focusing the targets on the cumulative program to date target for each of the grantees, which you'll see on your next quarterly reports. That's just a reminder of what the short term measures are and what the goals were.

I'm not gonna read through all of these, but you can just quickly see and our ten short term measures there, and what the target was for each one. You have individual grantee targets on the slideshows. That it was a grantee target rather than a national target.

Evan Rosenberg: And then, lastly the five long-term measures and the targets for those.

Evan Rosenberg: All right, so let's get into the data. The first thing I wanna talk about, is enrollment. And nationally, we did really well in enrollment. Our enrollment target for the four years of the program was a little bit over 25,000, 25,155. And when we put out a lot of the press releases and initial information on the program.

We talked about that 25,000 number for our target, for how many we'd serve throughout the course

of the grant. And nationally we blew that away. We're over 29,000 youth enrolled, which we're very excited about. 29,323, which far exceeds our national target for the four years of the grant. That's over 116%. And I would anticipate over the next quarter with some of the grantees that are continuing onto a fifth year with a period of performance extension we might actually hit 30,000 enrolled. Which being a numbers person I like those nice round numbers, and so I'm excited to see if we can get over that 30,000 mark.

In terms of year four enrollment,

Evan Rosenberg: Angella can you still hear me? I heard-

Sarah: We can hear you, yeah.

Evan Rosenberg: Okaya All right, well, I'll continue on. In terms of year four enrollment, we also met the individual year four target. We're about 102% of our enrollment for year four.

And then in terms of individual grantees, 19 of the 24 grantees have already exceeded that enrollment goal cumulatively and 22 of the 24 grantees are either exceeding or very close to exceeding their enrollment goals. Now the other piece we looked at, in addition to enrollment, is the exit.

Exit means either successfully completing the program or leaving the program without successful completion. So when you look at the exit rate itself, it doesn't tell you a whole lot. But you have to look deeper into, how many of those exiters are completers. So at this point in the program, we have almost 38% of participants who have exited, which is what we would expect after four years in the program.

For those 9 through 12 models, we finally saw that first cohort of participants complete and exit the program. But then when we looked deeper into it, we see that the majority of those exiters were successful completers. And if you subtract successful completers from that exit rate, we're left with about 15.6% of participants who exited the program without completing.

So that's pretty good exit rate in that we're roughly at 85% of participants who are successfully completing the program, looking at that exit data. So that's not bad through four years in the program and we're pretty happy with that. Now in terms of individual grantees you'll see that we've identified some specific grantee stars and we've done this for each of the performance measures. I wanna highlight Kentucky in particular who more than doubled their enrollment goal of 740, and enrolled over 1,500 participants for an enrollment rate of 206%. In addition to Kentucky, Pike in Indianapolis about 164% enrollment rate, New York City, 136% and Los Angeles, 132%. So we're really pleased to see some of our grant use far exceeding enrollment goals.

Moving on to attendance, we had a national goal of 90% for attendance rate for attending school, and we far exceeded that with a 95% program-to-date attendance rate. And for year 4, it was pretty similar to what it's been throughout the program at 95.4%. We also had you collect chronic absence data, which are those participants who are absent more than 10% of the time, which obviously we don't want to see a lot of persistence fall into that chronic absence pool.

And our national target for that one was to try and keep it below 10%. We didn't quite get there, but we got pretty close, with a chronic absence rate of 13.8% program to date, so not quite achieving the national goal there. And for year 4, a little bit better than program to date, we're at 13.2% for chronic absence rate.

Some of our grantee stars in terms of attendance. Lawrence county in South Carolina had an almost 99% attendance rate, and a .5% chronic absence rate. Prince George's county in Maryland had an almost 99% attendance rate. Just over 1% chronic absence rate. And then jobs for the future in Massachusetts had an almost 98% attendance rate, and a little under 3% chronic absence rate. So great job for those grantees.

Evan Rosenberg: Now looking at enrollment over time. We can see this graph shows that how

enrollment, participation, attendance trends over the course of the grant. You can see that in the first year of the grant, we didn't quite meet our enrollment goals. So we started off a little bit worried about enrollment.

But we picked that up really quickly in year two and had 120% enrollment rate that more than made up for the slight. Below, a 100% enrollment rate in Year 1, and we've been able to stay above 100% throughout the grant since that time. And as I talked about before, we are well over 100% program to date in exceeding that 100% goal.

Participation rate in the program, our goal is 100% participation. And each year in the grant, you can see we made a little bit more progress in participation, and I think our participation rate is up to 97%. So almost everybody is participating in the program, which is what we like to see.

You can see that program exit data climbing overtime, that's what we would expect as this program goes on, we'd expect more exiters. Attendance rate, pretty steady throughout the program. That attendance rate climbed for the first three years, dropped just a tiny bit from there. Three to year four but still above the goal and then chronic absence rate.

For the most part barely steady a little up and down and not quite meeting the goals I've talked about before. Is there a little more information about who we're serving? We serve a little bit more males and females. 55% male. Ethnicity, and race. For race, White was the most common race served 56%, Hispanic/Latino 44%, Black/African-American 22%, and then Asian at 4%, American Indian, Alaskan 2%, and more than one race is 2%.

Some additional demographics, the rate of participants who were low income was almost half of our participants, 47.7%. So we're very excited to see that we're focusing on that specific target population, because then the employment and training administration serving low income individuals is a priority for all our programs.

So we're pleased to see such a high rate for that. Limited English Proficient almost at 12%.

Individual with a disability, 6.5%. And then to a lesser extent those last three categories. We did survey youth, homeless and runaway, youth pregnant, parenting and foster youth, but not a large number of those individuals.

In terms of grade level at enrollment, and this gets to the program models I was talking about earlier, where different grants have different program models of what grade they came into the program. Almost half our grantees enroll participants starting in the 9th grade and then roughly a quarter in the 10th grade and the remaining quarter in the 11th grade give or take a few percentage points there.

Service information, this breaks down all the different service categories for the grant. As I mentioned before, 97% of all program participants received services and then here I made the slide so that it goes from highest to lowest service so you can see what the most common service was to the least common service.

79% of participants participated in career and academic counseling. 77% industry specific courses. A little more than half on a work experience. A little less than half in leadership development. Supportive services a little more than a third. And employer provided services a little more than a third mentoring. I'll talk more about mentoring shortly.

And then about a fifth in community service learning and internships. And in addition we also had over 4,000 professional development activities conducted across all of the grants. Which was great to see since that was another goal of the program was to make sure that teachers, and all of the staff, and the schools received professional development particularly from employers around curriculum, and industry focus areas, and so forth.

Service comparison over time, you'll see that all these service categories increased over time every single year with one minor exception. The career academic counseling went down slightly. From Year 3 to Year 4, but other than that you can see that all of our services increased over time. You can see some pretty big increases from Year 3 to Year 4 in leadership development and work experience and supportive services and mentoring.

And internships as well, I'll know it. So, for two of these services, which I'll talk about more in depth

shortly, mentoring we did have a national target, and you'll notice that we in year four finally exceeded that national target for mentoring. The other service area where we had a national target was internships, and you'll notice that we did not meet that national target, so we'll talk about in a little while.

Yearly program retention rate, this measures from year to year the percentage of participants who were in the program the previous year that were expected to continue and whether or not they continued in the program. Nationally programmed to date, just under 70% were retained in the program that below our goal of 82.9%.

And 9 of the 24 grantees are achieving the year 4 retention goal. We have some program retention grantee stars here. Bradley County at almost 98% retention, with it's amazing program, to date. And almost 99% for year 4. Nice job, Bradley County. And then Westside in Omaha, Nebraska, was also well over 90% at a 92.8% retention rate program to date and over 95% for year 4.

Great job for those grantees. All right, so let's talk about mentoring. Mentoring is a rate that we've talked about a lot at our national conferences over the years. Probably tired of hearing us talk about mentoring. And I am very pleased to report that we are exceeding our national goal for mentoring. So great job on that. Our program to date through year four 34% of participants participated in mentoring and that exceeds our program to date national target of 31.8%. So great job on that. And then also not surprisingly in year 4, we exceeded our national target of 21.3% with a 25.4% mentoring rate.

So the rates have increased significantly, both program year to date and program to date compared to previous years. And we're finally meeting that mentoring goal and, in fact, half of the grantees are meeting their year 4 mentoring goals. Some mentor and grantee stars to recognize Anson County with an over 90% mentoring rate program to date, and 92% in year 4.

St. Paul in Minnesota, 86.5% mentoring rate program to date and over 82% in year four. And Colorado City and Texas at 84% program to date mentoring rate and almost 80% in year four. So great job from those grantees.

Evan Rosenberg: Internship placement rate. Program to date through year 4, the internship placement rate was at 17% compared to a national target of almost 47%.

So this was the one measure where we continue to not quite or more than not quite. We continue to not meet our goals for internships. Three grantees are achieving the internship placement goal program to date. And then nationally at year 4 we're at almost 9.5% of participants in internships compared to a goal of 28.6% so not meeting our goal for year four either.

The internship rate as you saw in the previous slide has climbed from year to year, but it's still below the goal. And then three grantees in year 4 are achieving their internship placement goal. The good news on internships is that, for those who are completing their internships, over 96% of them are deemed work ready and met our work readiness attainment.

So for those who are in the internships, it appears that the internships are of high quality and the youth Participating, and then are gaining work readiness skills, but not enough participants are getting into those internships. We do have some grantee stars in internships, and I would like to particularly recognize Puerto Rico who's internship rate is almost double any other grantee in the country.

They had over 62% of participants participate in an internship and that was 96% of their goal, they had set a high goal for themselves. Rosemount, Minnesota, in the Minneapolis area is at 32.8% program-to-date, which is 106% of their goal. And then Manufacturing Renaissance in Chicago is at almost 32% program-to-date for their internship rate.

So, nice job with those grantees. Post-secondary credit attainment, so this was another focus of the grant, is we wanted to see YCC participants, particularly those in at least 11th grade, participate in some type of courses that would lead to post-secondary credit. And we have seen almost 10,000

students attain some type of post secondary credit.

So over 32% of the students have obtained post secondary credit, and that's a significant increase compared to the end of last year where we were just over 5,000 and 24% of our participants. So we almost doubled that post secondary credit attainment for students from year 3 to year 4, which was great to see.

We have an average number of credits of 10.5 for those students who have earned credit, which is great to see. And 9 grantees have over half of their participants obtaining post-secondary credits, 6 of them were over 70% and 3 of them were even over 80%. Our Post-Secondary Credit Attainment stars, Putnam County had almost 93% of their participants attain post-secondary credit with an amazing number of 26.2 average numbers of credits for those students.

Ivy Tech in Indiana had 87.5% of their participants obtain post-secondary credit with an average number of credits of 11. And then Pima County in Arizona had an average number of credit of over 18 for those who received post-secondary credit. Talked earlier about one of the goals was to get industry recognize credentials for our participants.

And we had almost 3700 participants so far gain industry-recognized credentials and this one like the post-secondary credit has greatly increased since the end year three. It almost doubled, it was a little over 2,000 at the end of year 3. And now, it's getting closer to 4,000. Some grantee stars for credentials are Anson County had 303 credentials, which represented 87% of the participants. And then, Galveston had 250 credentials obtained.

Evan Rosenberg: All right, now I'll talk a little bit about the long-term performance indicators. Like I said we're starting to get some data on long-term performance indicators enough to start focusing on those after four years of the grant. Program completion rate is at 53.4% program to date, and 47.5% for year 4.

So what program completion rate measures is of those participants who are expected to complete the program by this point in time. How many actually did? I think comparing that to exit data that rate is still an under count and that's one of those rates that I had been in touch with you a lot of you all over the past two weeks to make sure that it accurately reflected your program.

Another component for program completion is that those grant use who have that post-secondary portion of their model, the 11 through 13 and 11 through 14 grade grantees. Their program completion rates would be expected to be a bit lower since in order for someone to successfully complete the program they would have to move on to one of their post-secondary partners.

And of course, we can't control where students choose to go to post-secondary, or if they do go to post-secondary. So for those post-secondary model grantee you I would expect the number to be lower. But overall nationally I think it's a bit lower than we would expect. So that's something I would encourage you to continue to make sure you add our accurate data for program completion so we can have accurate picture of that.

Program completion stars, Putnam County at 86% program to date. And then East San Gabriel Valley in California, 83.8% program to date. High school diploma attainment rate is at 67.6% program to date. What this represents similarly to program completion, is of those who were expected to have graduated high school at this point in the program, how many actually did? And again like program completion, I think this might be a little bit of an under count. For this one, I know there were a lot of data corrections in imputing those high school diplomas that were obtained. But make sure you continue to do that so we have an accurate picture of how many of your students obtained their high school diploma.

And to date we have 17 grantees that have high school diploma obtainment rates about 70%, and half of our grantees are above 80%. High school diploma attainment grantee stars, Upper Exploreland in Iowa had over 98% of their participants graduated high school, great job Upper Exploreland. Putman county at 91% and East San Gabriel Valley at 87.8%.



All right, for the last slide I wanna talk about is just a participant attracting system reminders for the remainder of the grant. If your grant is ending on September 30th 2018 which I think is just a few of you, make sure to submit your final quarterly performance report for the quarter ending September 30th 2018.

We need a final quarterly performance report for all grantees who are ending for that quarter. So, please make sure to submit that before you shut things down. Another reminder, the PTS has a day to export feature, which is recently updated by Mathematica and they sent over communication on that.

So if you wanna export any of your data you can do that through our export feature, and we also recently emailed instruction reminders for how to export your data from the PTS. And that can also be found in the PTS Handbook. Grantees who have period of performance extensions, which are most of you, please continue to input data in the PTS and submit quarterly performance report until your grant ends.

Make sure to enter participation dates for year five to insure accurate yearly program retention. I talked about yearly program retention rate and for those of you who have a period of performance extension that means, you need to track retention in the program from year four to year five for participants who would be expected to continue in the program.

And so Mathematica and the PTS system added a year five participation date screen. So you can enter those participation dates, and we can track that yearly retention in the program. And that another reminder, after September 30, 2018, there are no new enrollments in the program. So any participants that you are gonna enroll for this school year that just recent started in August or September.

Make sure you get those enrollments in and they have enrollment dates of September 30th at the latest. And then, the PTS will remain live and available for your use for another year through October 2019 which will cover all of the period of performance extensions, cuz I believe the latest one is through the end of September of 2019.

So at the end, if we have any time, we could answer questions about any of the data, And as always, you can always email us at the YCC email address if you have any questions or comments about anything that I talked about. And if you need any help with the PTS, YCC support is there to help you.

So with that, I'm gonna turn it over to Peter Schochet from Mathematica to give a quick update on the YCC evaluation and where we are on that, Peter.

Peter Schochet: Hi everybody, thank you. So we're in the middle of the evaluation, and I wanna start by thanking all of you for your help and with all of our various requests and visits and all that, so we couldn't have done this without you.

So as many of you know, there's two components to the study. There's an impact study and there's an implementation study. The impact study is different than the performance stuff that Evan's been talking about. Because it's comparing the YCC students with similar students who are not in the YCC program, so it's looking at the differences in their outcomes.

So the impact study, there's two designs, but one of them is this lottery-based or Windham assignment design which is being done in four grantees. And in three of those, we're gonna be doing surveys, we just started those. And the comparison group design is bigger, and that involves using the school records data in 18 sites to match the YCC students to other similar students in the same schools or in similar schools.

And we're looking really at evaluating what is the impact of the program on students short-term outcomes such as school attendance and credit accumulation Math and English proficiency. And we're also looking at subgroups, sort of do impacts differ for different types of students, and by different grantees. So that's the impact study.

The implementation study, we're doing that or have been doing that in all 24 sites. As you know we did two rounds of grantee surveys, three rounds of site visits covering different dimensions of the

program. And we're looking at things like what type of students does YCC serve? What kind of program components are being implemented?

What's different about YCC and other programs? And what challenges do grantees face and how do grantees plan to sustain their program once the grant period is over which is pretty soon. So in terms of the schedule, we just started our follow up surveys in three of the lottery sites.

And most of these students are in 11th grade. We're doing a school records collection in 18 school districts, and we're in the midst of that. We have a report in spring of 2019 on implementation changes over time and sustainability. At the same time, we also have a short report on employer and workforce partnerships.

And then the final big impact report we'll be due in winter of 2019. So, again, thank you for your help and all.

Evan Rosenberg: Great thanks Peter, I really appreciate you providing the update for the evaluation. Now at this point we'll turn it over to what I know we've all been waiting for which is the Grantee-Student Panel.

So Maisha take that away please.

Maisha Meminger: Hi Evan can you hear me?

Evan Rosenberg: Yes.

Maisha Meminger: Awesome, well thank you all for joining us again, and thank you Evan for that wonderful report. We were sitting here in the national office waving our hands and doing who whos and hooray's at those amazing results and we wanna thank everybody for their wonderful work. And thinking innovatively, I think one thing we're sharing here in the room is that, you face challenges of location, you face challenges of lack of resource, lack of business opportunities, and connect. And you've used those and really have thought outside the box to connect our young people to those opportunities in middle America and will parts of islands and also in suburban areas as well as urban areas.

So we really kind of hit those major parts of our country and so we can learn from those. And we really are excited to share those infographics, those kind of briefs that we're learning from you guys with the rest of the country, to share best practices on how to do those.

So at this time, we have an exciting grantee-student panel. And this is a chance for us to really listen to our young people, and hear what they have to say about their experiences. And you guys have been with us for four years, so you know how we feel about youth voice.

We've invited our young people to join us the last three years to participate in a video contest and the winners have come to DC twice and to Denver once and Evan took them on a nature hike. So we really enjoy our young people, and it's a joy for us, because we don't get an opportunity to hear from young people, our young people often.

And so we're always learning from them, and how to best serve them. And so we have this opportunity, where we have three grantees that have some young people with them, and we're gonna hear from them. So I know we are gonna hear some voices, I'm gonna make sure that everybody can hear everybody first, so first we have Gena with Upper Explorerland.

Gena, are you there?

Gena Gesing: I'm here, Maisha.

Maisha Meminger: Okay, Gena, you have two young people with us. Can we hear their voices really quickly as well?

Joseph Lamphere: I'm Joe.

Taylor Hepperle: And I'm Taylor.

Maisha Meminger: Hi Joe and Taylor, we can lead you loud and clear. Perfect great, then we have Katherine with us from Putnam County in Georgia.

Katherine you there with us?

Katherine Reid: Hey Maisha we're here.

Maisha Meminger: Now who do we have with you? I mean, I'm just going through each one. Who do we have with you?

Katherine Reid: I have a senior at Putnam County High school Hunter Frank with me.

Maisha Meminger: Perfect, hey, we'll get back to you guys in a second, and last but not least, Kathy we have you with Pike?

Kathy Sharpe: Yeah, hi, I'm here and I have with me Mr. Martin Dix.

Martin Dix: Hi.

Maisha Meminger: Perfect so we have everybody can hear everybody, and making sure we can hear you guys and that talking so lightly. Perfect, so we're gonna actually go back and talk to Gena and our colleague there Taylor and Joseph or Joe as he like to be called there.

In Upper Exploreland in Iowa, and Taylor if you can take a couple of seconds and remind us cuz we heard from you guys throughout the four years of your program, Gena, did I say what I said? I'm sorry, Gena, Gena.

Gena Gesing: Gena.

Maisha Meminger: I'm looking at the sky, I'm looking at my paper work.

Gena, how is that? If you would just talk a little bit more about your program again and just remind us and then we'll talk to Joseph and we'll talk to Taylor sorry.

Gena Gesing: I know you're very excited to talk to those students, so we will get to them quickly I promise.

So thanks for inviting us to be apart of the webinar, we appreciate that. And our Iowa program involves 22 school districts which is 24 high schools that we worked with over 5,000 square mile radius. We have three partners Upper Exploreland, Regional Park Planning partnership we have ECIA and then we also have Northeast Iowa Community College, Y West.

Our schools are primarily rural and I think our guest here will talk a little bit about their school, so you kinda have an idea of, so you can picture where they are located. We are a junior senior program and our pathways are healthcare, advanced manufacturing, STEM, information technology, business and finance.

And we're also supported by the Workbase Learning Initiative in Iowa, the Iowa Intermediary Network. So we'll be able to continue a lot of what we're doing through that and some other efforts that we have going on.

Maisha Meminger: Thank you, thank you. So you have two young people there with you, and we absolutely wanna hear from these two seniors who are embarking on an exiting, un year, your last year of high school.

Let me tell you right now, doesn't get any better, so don't let anybody fool you, enjoy your childhood

as much as possible. [LAUGH] Just joking, why you have free rent, just kidding Joe and Taylor. So why don't we hear from you guys, what did you guys get out of this program. Let us know what you gained from this wonderful program that that you're a part of there.

Joseph Lamphere: Okay, I'm Joe obviously a senior from West Central Charter High School. We come from a really rural Northeast Iowa community, our student body consist of 80 people. I'll be really close to graduating with my AA degree.

As a junior, I took a welding certificate program and a general building construction course, which both earned credits towards their respective associate's degree. And this program has really opened my eyes and given me a realistic look of different industries.

Taylor Hepperle: Yeah, and I'm Taylor. And I'm in the same class as Joe.

And we go to the same school, obviously. And unlike Joe, I will graduate with my AA degree before I graduate high school. I also took the welding class not with Joe, but the same welding class as Joe. And like Joe said this Career Learning Link has really opened my eyes and given me a lot of opportunities that not a lot of other people get. Which I'm extremely grateful for.

Maisha Meminger: Exciting, very exciting, we're gonna come back to you guys. I remember one of you gentlemen, you had a football game on Friday. I remember that one, and I can't remember which one of you guys played football. And secondly, one of you guys wanna be a police officer. So we'll come back and learn about that experience as well in a second, okay? So next, we have our colleagues with us from the Yes Program in Putnam County I believe. Yes Katherine is with us and Katherine give us a little breakdown and share with us again the successes of your program and what you guys are doing there in Georgia.

Katherine Reid: Thanks Maisha, yeah, so we're from Putnam County Georgia which is a very small rural middle Georgia community. We serve only high school. The data from one of our infographics shows that we have a pretty well enrollment, but that's actually just over 50% of our total high school population.

The student body that we serve is actually 100% free and reduced lunch. So everybody knows that correlates to the number of low-income students that we have in our community. And so really the grant opportunity provided at with that spring board to be able to really build a good educational body that will be a viable pathway and pipeline for employment talent.

Hopefully, what the goals was hopefully in our community. With a lot of rural America we're struggling with economic development and were at that time and we still do. But we felt like if we could truly prepare our students for high demand and high growth industry that we would be better preparing them to be successful in their life later on after they left us.

So the grant provided us the ability to be able to implement some different tools and resources in our school that we weren't able to do before. And probably over the past 10 years our graduation rate has grown from like 60% to over 90%, and you saw that in some of the numbers that Evan gave earlier.

And so we're really proud of that, we're really proud of the education that we can provide the students of our community. And in particular in our program areas of healthcare, information technology, and welding our students have really excelled and succeeded. And you'll hear from one of our super stars that we have here at our school in just a minute, but overall our students are excelling in the classroom, and applying their knowledge.

To date we have had students earn 20 technical college diplomas in our different areas that we serve under the grant program. And then also seven associate degrees and those are in a wide variety of different areas. Anything from welding and technical studies all the way to social work.

So we're just really proud of it, at the great program and how it's grown and the successes that

we've had to show that it is possible to do something of this magnitude in a rural small community in the middle of Georgia. So with that being said, it was very hard to pick just one student to share with you all, but Hunter Frank is a senior at Putnam County High School.

And he is pretty much the epitome or embodies what we would all hope for any of our students and the successes that he's had through the program that we offer here at our high school, so Hunter?

Hunter Franks: Hi my name is Hunter Franks. Like Miss Reid said, I'm a senior at Putnam County High School.

I started doing the Yes Program in 10th grade. I went into the healthcare and science pathway, excuse me. I completed the nurse aid course and the acute care nurse aid pathway on the dual enrollment level. I've earned two technical college certificates and nurse save certification. I have 50 credit hours in dual enrollment classes.

I've done clinical internships at a local nursing home and a local hospital. Initially whenever I started Yes Program I knew that I wanted to be something at health care. I thought maybe nursing, I tried it out I took the nurse aid class. I've kind of gotten an interest of emergency medicine from this course, just talking about like our teacher would mention things about, if you work in You would have to deal with trauma and stuff.

And so I've kind of gotten an interest in emergency medicine. So whenever I graduate in high school, I'll have an associate's degree in general studies and I will also have completed my prerequisites for an EMT program. I plan on graduating high school and attending CDTC in Macon, Georgia and starting the EMT program.

My ultimate goal is to go through the EMT programs and earn an associate's degree in para-medicine.

Maisha Meminger: We're happy we're doing our snacks in class here. Congratulations Hunter, that is wonderful. We're gonna come back, I'm writing all your notes down so I'm excited for you in your future.

And we're gonna come back to you and get some more questions with you in a second so thank you for spending some time with us. I know you guys have a busy school schedule, all of our young people are in the school today. So thank you for spending some time with us and sharing with us the success story as well.

So we're gonna move on to the Pike High School, Kathy, are you with us? Okay, great, Indiana, Kathy, same question to you. Share with us the success of your program, any challenges that you may have had, and we look forward to hearing from you.

Kathy Sharpe: Hi, everybody. Welcome to Pike High School.

We are thrilled that we have designated this year as the celebration year for our partners. And I wanna just share with you that yesterday we designated, we shared that. We gave certificates and posters to about a dozen of our 50 partners. We'll be celebrating them all year. Just so you know, we have one high school, it's an urban high school.

Each graduating class is about 600 students. We are in grades 9 through 12. We offer four career pathways. Those are the advanced manufacturing logistics, biomedical health sciences, engineering, and IT. And we offer, in three of those four, we offer full four year sequence at those courses. So students can take four years of each of the pathways.

That includes about 30 plus courses, and they're all project based, provided on a digital platform. And one of the things that's really been successful in our program has been the one to one technology, where each student receives a laptop for use in home and school. We've been able to make a huge impact on about a third of Pike High School.

I'm here with Martin Dix, and he's a member of the Pike High School class of 2019. He dabbles in computer science and advanced manufacturing, and he landed firmly in the engineering career pathway. And he can tell you a little bit more about himself.

Martin Dix: Hi, my name is Martin.

And I'm a senior at Pike High School, as you said. What I would like to say about the program is that I think is really beneficial to me, cuz like I said, I wanna be in engineering. I've taken intro to engineering, principles of engineering, advanced manufacturing and logistics.

And right now, I'm an engineering development and design. I would say that I enjoy having the computers. They've really helped me out throughout the school years. And the teachers, I've enjoyed every single teacher I've had in the program. I feel like they're all easy to talk to and come up to if I had troubles.

We've also had mentors which we had this year and last year, and they helped us with projects that we did. One being a rugby post construction that we did for the school for the rugby team to have a mobile rugby post. I've also been certified in my ten hour OSHA.

I have my safety work permit from advanced manufacturing. And I also was able to get college credits for the classes, for a couple of the classes I've taken. And last year, I did an internship at Praxo over the summer.

Kathy Sharpe: Perfect.

Maisha Meminger: Thank you so much, Martin. That's amazing.

Thank you to all of our young gentlemen who have shared with us their amazing journey. And I had some questions for you guys, and I'm gonna go travel back to Iowa. And so I remember one of you gentlemen want to be a police officer, correct?

Taylor Hepperle: Yes, that is correct.

That's Taylor.

Maisha Meminger: Hi, Taylor. And I think you were sharing with us when we were talking earlier that even though you had this experience with advanced manufacturing, it still helped lead you to another career path. Can you share what happened there, why you might change, and maybe how this advanced manufacturing may have helped you in your new career choice?

Taylor Hepperle: Well, I've always wanted to be a police officer, but I always thought that I needed a back up plan just in case that things didn't go the way that I wanted them to. And I thought that they were offering this, and I knew that I liked welding, and I also liked manufacturing.

So I decided to take it. And now that I've taken it, and now I have a backup plan. Which makes me feel a lot more comfortable going into the adult world as of right now.

Maisha Meminger: We need welders. Thank you very much. We definitely need welders. Now, Joseph, if I can remember correctly, did you have a football game on Friday?

Or was that Taylor.

Joseph Lamphere: We both did.

Maisha Meminger: How did you guys do?

Joseph Lamphere: Well, we're still here so. [LAUGH]

Maisha Meminger: Nice. All right, good.

Joseph Lamphere: [INAUDIBLE]

Maisha Meminger: So Joseph, you shared with us that you're almost on your way to your AA degree.

I don't remember when we were speaking were you gonna complete that AA degree or were you thinking of something else for yourself as well?

Joseph Lamphere: Well, I didn't really set out to get my AA degree. I've just taken a lot of general credits towards it. And I honestly do have enough credits that equals an associates degree, but they're just in different places that they don't really equal anything.

Maisha Meminger: [LAUGH] You have a hodge-podge, but at least you have them, right?

Joseph Lamphere: Yeah.

Maisha Meminger: That's good. That's a wonderful opportunity for you just to kind of explore different options for yourself. Thank you for that. Martin, I'm gonna come back over to you. You had an internship, and you shared that you had an internship. Share with us about that experience. Because I know here at the national office, we have challenges finding internships for young people around the country. Different grantees, different places around the country have challenges finding those opportunities. Paid internships seem to be very popular. Tell us about your internship. Was it unpaid? Did you have a good time?

How long was your internship? And do you still stay in contact with the people you have internship with?

Martin Dix: Well, I had an Internship at Pat Sayer. It was a six week internship and I was there with two other students from Pike High School. During the internship, I job shadowed with the workers there.

And I also was in charge of the storage count and making sure everything in storage was properly stored. And also, I helped the other interns from Pike with giving out safety testing stuff to the workers that needed to test. Also, I do keep a little in contact with my mentor there.

Her name was Brooke, and she gave me her numbers to be a resource later on, if I needed any for college.

Martin Dix: And it was a paid internship.

Maisha Meminger: We like to hear paid internship. A wonderful opportunity. Thank you for sharing with us that you're still in contact, and you've still got some support from your colleagues there at your internship.

I'm coming to you, Putnam county. It was very exciting to learn that you had experience with your nurses aid program, and that that led to opportunity where you thought you wanted to be a nurse, but now you wanted to go more into emergency medical field. And you have a plan, which is like amazing.

I've just looked at all your stuff. I think I may wanna join you one day and become an EMT myself. So where do you see yourself in ten years?

Martin Dix: In ten years I plan on working as a paramedic, hopefully on an ambulance. I do already have like a kind of retirement plan set up too where I have my associates degree in paramedicine. And you can have the diploma level degree in paramedicine and still teach it. But many places prefer you to have an associates degree in paramedicine to teach it. So I plan on teaching it once I get too old or too worn out to continue.

Maisha Meminger: [LAUGH] Once those knees give out on you, I hear.

I like that plan, we're sitting up here clapping our hands like a plan. Wonderful to teach. That is great. We love teachers here. So that's great. Thank you so much for that, Hunter, for sharing your

long-time plan, and make sure you write on a piece of paper and put it somewhere you can see it, and remind yourself with that plan when things get a little rough to say, I have a plan, I have a plan, I have a plan.

Okay, so we're gonna get to the adults. We're gonna get to the folks that run these programs. So this we wanna hear from you, Gena, Kathy, and Katherine, and I'll go down the line quickly about your employer partnerships. We understand that employer partners were key to this grant program and it can be a challenge.

I mean, you all are in a very rural areas, where that is a major challenge to get employer to the table. To have them stick, to give those internships, those job opportunities. Gena, can you share with us how local employer contributed to the success the program? How you engaged them with anything that, [INAUDIBLE] assistance that we provided help with that, or your coach?

Can you share with us your experience with employer engagement?

Gena Gesing: Sure, we are very engaged employers from across the district. And they primarily provide work-based finding opportunities for our students. So we try to provide a job title to every single one of the students in our program. I know that both Taylor and Joe had those experiences. So in a lot of different areas, I know there's been a lot of talk, when we all get together as grantees, that healthcare opportunities are hard to come by for students because of liability issues. And we were able to partner with Gundersen Healthcare in La Crosse, Wisconsin. Which provided experiences for our students at their Integrated Center for Education, where they could actually go through live surgeries, with two-way communication with the operating room.

So that was a unique experience for those students. And they have facilities across our regions, so that benefited them as well, as an opportunity to let students feel about the employment that they have, and the potential for that. But for advance manufacturing, all our pathways, we really had a lot of opportunity for students through our employer partners.

A lot of our employer partners are very active in local sector boards that we have throughout our region. So that's another way that we're able to engage them, and those sector boards actually, all have goals that they're working toward. And a lot of these are to make better connections with their local school districts or better connections with just the young people in the area to let them know about the opportunities that we do have available in rural Northeast Iowa.

Maisha Meminger: Cool. Katherine, how about you? How was your employer engagement? Was it easy? Was it challenging? Do you have employers on board already or were you able to expand immensely? Can you share with us your employer engagement strategies?

Katherine Reid: Sure, so we did have employers that were on board initially.

And I think a lot of us saw a level, from the time that an MOU was signed to the time of actual implementation, that there was some discrepancy there. And so we did have some growing pains when we were trying to get a program off the ground. Our struggle wasn't necessarily engaging employers, it was having employers buy into long-term opportunities for our students through internship and apprenticeship.

So the big hurdle that we had to try to find solutions and creative ways to overcome. So Hunter and I actually we're just sitting here and talking about that he's was working with our health science teacher and our local EMS director, and he may end up going to do ride along.

So our local communities support a lot of short-term endeavors. But we did take our challenges similarly to what Gena was describing as far as liability. We came across that and not only helped her, but also in welding, too. That a lot of the employers didn't wanna take on that liability in risk of having a minor at their workplace.

And partnership or collaboration with my TA coach, Livy, I threw out one day an idea about having employers bring projects to the school for our students to work on. And that is something that we have done and we continue to do. And actually, in our partnership with our local chamber, and our



developmental authority have been able to bring in more employers, not necessarily in the pathways that are yet focused.

But just in general, an employer being able to provide us with some materials and some training for our kids to work on projects. To see that our kids are capable of putting out quality work. And they are creative in problem solving and can come up with solutions to things that employers struggle to do.

So just one quick example is that there's a local manufacturer who produces shipping pallets, of all things. And they're talking about coming on and bringing, say, they get a purchase order for some type of unique, type of crating that they have to do and assigning our kids that same project.

So I think just being really creative is how we found some success. And then also through our partnership through our technical colleges and the youth that they had with employers to allow college students being able to go and work at those facilities enabled us to be a little bit creative. And offer a wide variety of opportunity over the past four years to our students.

Maisha Meminger: Cool, thank for you that, and I like that foot model, too. I do enjoy, again, seeing outside the black box and how you could meet your needs for Aryan people when there's some challenges and distance in limitations on resources.

So thank you for implementing that and coming up with a creative way to make that work. Kathy, I'm gonna go to you. Again, same question, same theoretical question about employee engagement. How does that work for you? Where you able to again, sustain longer-term employer engagement, short-term ones, or expand your network for our young people?

Kathy Sharpe: Yeah, hi. [LAUGH]

We've been lucky enough in the YCC program at Pike High School, which has had a designated staff member whose pretty much sole job was to just connect with partners, build relationships with those partners, and then grow those relationships with partners. So that's been a realistic sensible model for us.

So our partners range from the Chamber of Commerce to IV Tech Community College. To other local universities and then our local employers. They've done everything from donated materials and equipments. Some have come to the school and offer them employability workshops, responsive robotics team, service mentors as Martin was explaining, that we have several mentors that come in every two weeks and work with the students on their projects in the engineering class and the biomedical classes.

They certainly have opened their workplace to students. The first year we had our program, one niche drug company that's in our area invited every bio and medical class in for a tour and pizza, of course. So that's been really successful. It's like high school, all the ninth graders, cuz it's creating job shadow, which is pretty impressive.

That's about 900 students who take part on that. And we also have a really interesting connection with A group of IT professionals who come in and work with our teachers. It's called Teacher TechConnect, and we have a Student TechConnect. The IT professionals, 15 or 20 at a time, come in and do roundtables, panel discussions.

And give teachers a better idea of what the demands are in the workplace for IT workers. What the attributes are that students could have that would make them good candidates for IT positions. And lots of them told their stories about how they succeeded in their careers. And that always included a networking opportunity for students to talk to the professionals from IT department.

So that's been, I think, an area of strength for Pike High School.

Maisha Meminger: Thank you so much for sharing that. I like the pizza party, I would be at the pizza party. But that's the great way for companies to actually get young people interested in that field and share with them.

At the work site, those types of pieces to see what classes you need to be strong in and the possible

opportunities in your area, in your region, for future growth and future career opportunities. So thank you for that. So Gena, you all are going to be continuing on in your sustainability. The grant is ending for you guys. And my question to you is, what are your plans for sustaining the program after this period of time for you? Are you planning on continuing to connect with your peers? With your network you've created amongst your colleagues here at YCC? Or what are your plans for sustainability?

Gena Gesing: That is a great question, we have a lot going on with sustainability, actually. First with the program itself, we have a step-by-step plan designed that we are gonna have students continue to enroll in the Career Learning Link. And we're really intentional with our sustainability model of having students do experiences in each area of the career continuum.

So we want them to start with an awareness activity, where they might go on a tour or to a career fair. And then move on to exploration, where there will be more of the individualized, like a job shadow. And then workplace preparation would be that final stage. Where students will still have, if it's appropriate and they've made a commitment to the career, that they have the potential to take the career pathway certificate, like Joe and Taylor did.

That could potentially be funded for them. So we have been sharing that with our school districts, how that's going to continue. And they've been very supportive, and they're excited that they're still gonna have a career coach in each one of their schools. The career coaches are also serving a dual function now.

They are actually also our admissions reps for the college. So since they're in the schools so often, the students are really used to seeing them, comfortable with seeing them. And so counselors are sending students to see the coaches, even if they're not in career learning links, to answer their questions about continuing their education at Northeast Iowa Community College.

The other great thing that we're excited to continue our relationships with the other grantees who had Lyle Neumann as their TA. We got together, once in Iowa, once in Omaha, and once up in Apple Valley in Saint Paul. And all really learned from each other. And actually I will be making another trip, along with some colleagues from our Area Education Agency up to Apple Valley so we can see their K-12 STEM efforts.

And come back and collaborate on how we might be able to implement some of the things that they're doing there. So it's been a great partnership, and I don't think we would have been as far as we are now without the idea generation from the group of grantee colleagues that Lyle has helped us establish.

So thanks for that, Lyle.

Maisha Meminger: Well we love to hear that too. Our coaches have been phenomenal. We are really appreciative of their talents and skills. And we are so excited. We've heard nothing but wonderful things from you all about your, as Libby would say, your little family.

And how you guys have gotten together across the country, and gotten together over the phone, and use WebX and face-to-face to really share with each other. And still continue those relationships even if the grant has ended. There's nothing preventing you guys from still communicating with each other, talking with the school districts about other opportunities to learn from one another.

And so we're so excited to hear that that's gonna continue for you guys. And we do encourage that across the board for all of the grantees. I have four more minutes and I have one general question across the board for everybody who participated on the panel. And I thank the panelists in advance for your time and I know all your young people have to get back to class and their after school activities shortly.

So just in general, is there anything else you wanna share about the program? Is there any last words about how YCC has changed the community, the school climate, anything of that nature? And I'm gonna let the young people have the opportunity first. So Taylor, Joe, Hunter or Martin, do you have any last minute comments?

Maisha Meminger: One word? Half a word? No, okay. Okay, Gena, Katherine or Kathy, how about you guys?

Katherine Reid: I think, from my perspective, this is Katherine. From my perspective, it's really changed the whole dynamic of how our high school looks at career and technical education. And how our community looked at it.

Before the grant there was some partnership with our local technical college, which quickly was absolved based on some poor management of that partnership. And so seeing, I came from the classroom at this high school before the grant. And so now, quasi or pseudo post grant. And I think we've come a long way, especially proving to our community that we have great students and a great population that's ready to go to work and be successful in whatever their career pathway was. I don't know, do you have any last remarks?

Katherine Reid: [LAUGH] He's good [LAUGH].

Maisha Meminger: [LAUGH] Gena, Kathy, thank you for that, Kathy, I appreciate that. That's amazing, thank you. Gena, Kathy.

Gena Gesing: Yeah, I'd just like to share that our whole goal is to really make sure that as many of our students from our region are prepared for that next step and know what they wanna do. Aren't going off to college and then deciding that this isn't the right college or the right pathway for them. And we want them to know that we're always available to come back. And we're actually starting to see that. When students have gone off, and the college wasn't a good fit for them, or they decided that program wasn't right.

They're still contacting their coaches. And some of them are coming back and enrolling at NICC. And we're really happy to see that, rather than having them incur that debt and not end up with a degree or the career that they want. But they still have those connections that they're able to continue on to the successful pathway that they wanna pursue.

Maisha Meminger: Awesome, awesome. Well is there anybody else, nobody else? Kathy?

Kathy Sharpe: Yeah, sure, I'll take a shot at it.

Maisha Meminger: Come on.

Kathy Sharpe: [LAUGH] I think we're probably most excited about the fact that these courses have been institutionalized at Pike High School. They will go on after the life of the grant. So So they'll be sustained through general funds. Students will, again, have an opportunity to complete that course sequence, and we feel like they'll be job ready when that time comes. So thank you to the grant for making that happen.

Maisha Meminger: Thank you so much, Heather. I just wanna thank everybody who's on this panel, it was energizing, it was fun.

I'm so, so very proud of our young people or these young gentlemen who spoke today and really let us know that our young people are ready to work. They're ready to learn, they're ready to be flexible, and they have had experiences that most college students have not been able to have because of the program.

And the innovation of the administrators and teachers who came up with a way to get them hands-on learning, get them experiential learning, get them outside of the classroom into internships, into mentoring. And we just wanna thank everybody for your time today, and we're so proud of you guys, and we look forward to learning a lot more from you guys in upcoming months and your successes.

So I'm gonna actually say, yay, I'm clapping. [APPLAUSE]

Maisha Meminger: I'm gonna turn over to Angella Brown. She's gonna share with us some technical assistance that is coming up over the next couple of months. And we're gonna be moving toward our next step.

Angella Brown: All right, thank you, Maisha and thank you, students and staff from the grantees. It was wonderful hearing your stories and being able to share with everyone the great success that this program has been. So I can't believe it's already four years that have gone by, it's amazing. So hopefully most of you have heard and if not you're hearing now. The TA contracts did get a no cost extension as well for six months, which we're very excited about.

We were mindful with the funds that we had and we were able to use our resources wisely, so we are able to continue through March. So what does that mean for you all? That means that we will still have the TA coaches on board. However they will have permitted hours and if you haven't already heard from them you will be hearing from them.

They're still available and we're really hoping as Maisha and I think Gena talked about earlier, that they would use those hours to bring you guys together. Well, it will be a phone call, [INAUDIBLE] it won't be in person, but that you're continuing those conversations to really take advantage of the limited hours that they'll have available.

But they are still there for you, cuz we want you to be successful. We know you still have questions, we know that there's a lot of great expertise and knowledge that they can share with you. So that is still available on the YCC Community of Practice, it's still up, it's still available.

Everything that we have already created, it's still on there, you can go in and download that. We're gonna be updating the big list that we created with all of the new items we've done in the last year, so we'll share that. We'll share the national data infographic now that we have all the data that's been updated.

So all of those items are still on there. And they'll be on there for a while, so that's not going away anytime soon and at least through the end of the grant. And we'll be creating new pieces of material and resources throughout March as well. So keep your eye in there, hopefully you're all getting the updates and e-alerts from there to know when we create a new materials and resources, and we also send those out in our newsletters.

So we will be continuing to do webinar, like this one, and those are open to everybody. Even if your grant has ended, the webinars, as we send those out, and it's something you're interested in and we hope you are. Please log in and get that information and we'll continue to record those and post those as well.

We're gonna continue the peer-to-peer calls that we've been having on different topics that you all can talk to each other, cuz we think it is a really great way. When you all can share your experience and help each other out with any challenges you're having and share successes, is a really great way to get information, cuz you guys are the ones on the ground doing the work.

The YCC Mailbox, that's still there, I'm still looking at those emails. And even after March, the national office is still here, your SPOs are still available. Someone is always going to be there to answer your calls as long as you are grantee. So don't worry, someone is gonna respond to you and get you the answers you need if you have questions.

So lots of TA is still available, keep an eye out for the things that are coming up and we hope you'll join us, and continue to share with each other. So that we can gather these best practices and share those for programs in the future, and other programs that are happening right now.

Just cuz it's not YCC, there's a lot of lessons learned that we can share with each other, so we're really excited for that. I'm gonna turn it back to Sarah and Maisha now, who are gonna wrap up.

Sarah: Great, thank you, Angella, and thank you, Maisha, and all the panelists.

I think we've been sufficiently thanking [INAUDIBLE] throughout this [LAUGH] last hour and a half,

we really are so proud of the work that everybody's been doing. And the whole team here at the national office, and our contracting partners, Angella, and the team of coaches. We just really appreciate all of the work that they have been doing and will continue to do in the next several months.

As Angella said, we are still here at the national office, we will continue to be here. You can always send questions to the YCC email box. If you have any burning questions in the last 30 seconds maybe-

[LAUGH]

Sarah: Throw it in the chat as I'm wrapping up if you have anything.

I know Evan had said if there was time at the end, if anybody had any questions, feel free to throw it in this chat right now. But I haven't seen much in terms of questions on the chat. But I have seen a lot of kudos to all the different teams for some of the good performance outcomes and measures that Evan talked about.

To some of the great, exciting activities that the students are engaged in, that they share with us today. So I think with that, I don't see any questions. I know a few of you were still working to get your data updated in the PTS and you were working with Evan on that, so thank you again for that. As a reminder, we are gonna have those infographics in the next week or two out and we will share that with you, and get those posted. I'm looking to Angella now, what else do we need to say? We're still here, we're not saying goodbye to everybody. I know there are some folks that are actually finishing, but I kinda feel like we might still connect with some of you.

Angella Brown: [LAUGH] Of course.

Sarah: Because these really important grant programs, as I have experienced over the years, you guys are a cohort. You've gone through these challenges together, you've learned a ton, and you've grown a ton. And you guys all got to kind of benefit from each other's challenges and solutions. And so we really do hope that you continue those relationships moving forward. As Gena was mentioning, for those folks in the Midwest, we'll continue to share and learn from each other. Maisha shared, we do encourage you to continue to do that, so the conversation is not ending in any way and we're always here.

If you're finishing the end of this month, you have our email addresses and we're here to reach out, and we are constantly working to ensure that young people are prepared, whether they're in school or out of school.