**Workforce 3One**

**Transcript of Webinar**

**Enough is Known for Action:**

**Preparing to Deliver Expanded Services to Out-of-School Youth**

**Wednesday, February 25, 2015**

*Transcript by*

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BRIAN KEATING: So welcome, everyone to the "Enough is Known for Action: Preparing to Deliver Expanded Services to Out-of-School Youth" webinar.

And without any further ado I'm going to turn things over to Lori Crockett Harris. She is our moderator today from the Office of Workforce Investment, Employment and Training Administration, U.S. Department of Labor. Lori, take it away.

LORI CROCKETT HARRIS: Thank you, Brian. Good morning and good afternoon, depending on where you are in the country. We are thrilled that so many have joined us today.

We've been watching the chat feature as folks have signed in and it seems that there is representation from coast to coast. Our audience is pretty diverse, which is great. We've got – the majority seem to be service providers, but we also have state and local staff on; board and youth council members have tuned in as well.

It seems that several representatives from partner agencies, such as Education and HHS are with us also, so this is great. Welcome to all.

You'll hear from four presenters today. If you've participated on other DOL youth program webinars, then Evan Rosenberg is not a stranger to you. Evan is a policy specialist in the Office of Workforce Investment, Division of Youth Services, in Washington, D.C.

Following Evan you'll hear from actual providers of services from two communities: Portland, Oregon; and Kansas City, Missouri. They were asked to be peer presenters due to their exceptional work with out-of-school youth. We'll meet Sean, Jill and Andrea a little later.

Today's training, "Enough is Known for Action: Preparing to Deliver Expanded Services to Out-of-School Youth," is the first of a three-part series addressing key elements of the Workforce Innovation and Opportunity Act, or WIOA. The idea for the webinar series was conceived as a response to a need noted early in conversations with states and locals about their readiness for WIOA implementation.

Around the time that webinar planning began, the Heller School of Social Policy and Management at Brandeis University presented the "Enough is Known for Action" conference in Washington, D.C. The conference highlighted the critical state of disconnected youth. Its goal was to ignite action and urgency about the crisis in youth unemployment.

The goals and approaches outlined in their presentation so closely aligned with our collective goals that we adopted the "Enough is Known for Action" name for this webinar series as well.

If you have not yet seen, we invite you to explore the materials from the Brandeis "Enough is Known for Action" conference and the link is located on this slide.

So let me set the stage for you with a quick review of what you can expect to see over the next 90 minutes. Evan will walk you through some of the key provisions of WIOA, most notably the considerations related to out-of-school youth service provision.

Next, because workforce systems are not expected to go this alone, we will talk about partnerships necessary for success and share some tips to help you recruit and contract your out-of-school youth providers.

Finally, the bulk of our time will be spent sharing successful strategies for recruiting and engaging and serving this out-of-school youth population.

There is much to cover. So without any further ado, I'll turn it over to you, Evan.

EVAN ROSENBERG: Great. Thanks, Lori. Welcome, everybody. Glad so many people could join us. We're almost up to 700 participants now, which is pretty exciting to see.

So I'm going to talk about the changes in WIOA, particularly related to out-of-school youth. Hopefully you all are aware of the biggest change to the WIOA youth program – and one of the biggest changes in WIOA overall – which is our new expenditure requirement for out-of-school youth, which is now 75 percent. As I'm sure most of you know, under WIA it was 30 percent and it has increased all the way to 75 percent for out-of-school youth.

We recognize this is an enormous shift and today represents one of our first attempts to provide technical assistance related to this change, since we know this is a pretty big lift for a lot of states and local areas out there that haven't been serving this level of out-of-school youth.

Another change I wanted to point out related to the new out-of-school youth expenditure requirement is it now applies both to local area funding, which it did under WIA, but it also applies to statewide funding, which is new. Under WIA it did not apply to statewide funding, but now it does. So you should keep that in mind as well.

And then we're going to have further guidance coming out hopefully within the next month or so; by the end of March is our goal, give or take a couple weeks. So please look for our WIOA operating guidance for the youth program, which should come out in the next month or so. And that'll have a lot more detail about the state and local calculations for the out-of-school youth expenditure requirement, exceptions to it as well.

But just to give you a quick preview of the state and local calculations and how those'll work, when you calculate your out-of-school youth expenditure rate it will not include administrative costs. So it's the expenditures you spend after you subtract administrative costs out of your state and local expenditures. And then based on what's left, it's the 75 percent requirement to be spent on out-of-school youth.

In terms of exceptions, you may have noticed in the Workforce Innovation and Opportunity Act there is a similar exception to the one that was in WIA which allows minimum allotment states to request to the secretary of Labor to lower your out-of-school youth expenditure requirement if you can demonstrate that in a particular local area there's just not enough out-of-school youth to meet that requirement.

We hope that's not the case and that there – we know there are plenty of out-of-school youth out there. There are more than 6 million disconnected youth in our country. But we recognize that in some local areas around the country maybe that's not the case.

So if you are one of those minimum allotment states, you may have the opportunity to submit that request to get an exception. And in WIOA that exception could lower your 75 percent expenditure requirement to as low as 50 percent, depending on the data you demonstrate.

Now I'm going to talk about eligibility for a little while because the eligibility has significantly changed under WIOA. And one of the first changes is that it separates eligibility into in-school and out-of-school youth.

Under WIA, it just talked about eligible youth and talked about the age and the various conditions that one had to meet and the low income requirement. But under WIOA, it makes what I think is a nice improvement in separating it for in-school youth and out-of-school youth and talks about eligibility separately for each, which makes it a little simpler to understand; as well as, I think you'll find, provides you some additional flexibility in terms of eligibility documentation. And I'll talk about that now.

So the out-of-school youth eligibility requirements. Number one, not attending any school. And WIOA specifies as defined under state law. So the definition for not attending any school may be different for each state. Secondly, the age range is now 16 to 24 years old. And this is a change from WIA. Under WIA, the age range for both in-school and out-of-school youth was 14 to 21. Under WIOA it remains at 14 to 21 for in-school youth but for out-of-school youth it increases the age to 16 to 24.

We think this'll be really helpful because it broadens the pool of eligible out-of-school youth. It's similar to the eligibility that was under the recovery act a few years back. And we think it might increase the pool to some more TANF-eligible youth as well as potential young returning veterans and lots of those other older out-of-school youth age 22 to 24 that you previously couldn't serve with your youth formula funding.

Now, in addition to those two requirements – not attending any school and age 16 to 24 – you must meet one or more additional conditions to be an out-of-school youth. And on this next slide, here are the eight additional conditions. And keep in mind you just have to meet one of them.

And probably the most exciting part about the out-of-school youth definition is that the low-income requirement that was under WIA only applies to a very small subset of potential out-of-school youth.

So if you look on the slide in front of you, you'll see eight additional conditions, six of which are in black font and two of which are in blue font. Hopefully that comes through as clear on your computer as it does on mine. And the two conditions in blue font are the only two conditions where one has to meet the low-income requirement in order to be eligible for an out-of-school. So for everybody else, as long as you're not attending a school, age 16 to 24, and you meet one of the conditions in the black font, then you do not have to be low-income.

And I know that was a concern around the country. I've definitely talked to local areas who lamented under WIA that if they didn't have to do the low-income documentation there'd be a lot larger pool of potential out-of-school youth to recruit and serve. And I think under WIOA this really will help because as long as you meet one of the six non-low-income conditions, then you do not have to be low-income in order to qualify as an out-of-school youth.

So I'll walk through these conditions quickly. The first one is a school dropout; that one's pretty straightforward. If you're a dropout, you don't have to be low-income and you meet one of the conditions.

Second one – and this is a new one under WIOA, so I'll try and explain this as best I can – if you fall within the age of compulsory school attendance. Meaning if in your state a youth is required to attend school until the age of 18 and they're not allowed to drop out from school until the age of 18. But you're a youth who, let's say, is 17 and has stopped coming to school. You're technically not a dropout yet in that state, even though you're no longer attending school, because the law is you can't drop out until 18.

Well, WIOA makes a nice change here that says if you're in that boat – you're a 17-year-old who can't yet drop out of school because of the state law of compulsory school attendance age, but you're not attending school anymore and you haven't attended for the most recent school year quarter – then you also meet this condition and qualify as an out-of-school youth in WIOA.

So that should help too. And obviously, you should be working closely with your K through 12 system to find out who these young people are that might meet that category.

Third condition is recipient of secondary school diploma or its equivalent, who is either basic skills deficient or an English language learner. And if you meet this condition, you do have to be low-income, as you can see there on the screen.

Additional conditions, which we also saw under WIA, are if you're subject to the juvenile or adult justice system; or if you're homeless, a runaway or in foster care; or if you're pregnant or parenting; or an individual with a disability. Any of those four conditions you do not have to be low-income.

You'll notice I keep reiterating that point, that you don't have to be low-income for a lot of these conditions. I'm doing that purposely because I want to make sure that folks understand that most out-of-school youth you serve you will never have to document that they are low-income and they won't have to meet a low-income requirement, like under WIA or like for in-school youth.

I should point out that for all in-school youth, the low-income requirement does apply. We're not going to go into detail on the in-school youth definition for this webinar since we're focused on out-of-school youth, but low-income does come into play for in-school youth.

And then the last additional condition is kind of the catch-all category, which we had under WIA as well. And this one is low-income individuals who require additional assistance to enter or complete an education program or secure or hold employment. And this is the one that must be defined either at the state level or, in most cases, states don't define it themselves and they leave it up to local workforce areas to define.

All right. So this next slide reiterates the point I keep saying about the low-income requirement is not required for all out-of-school youth and it is only required in you're using condition number three or condition number eight in the law. And we've included those in the slide again just so you have those pretty clearly to know who must meet the low-income requirements for an out-of-school youth.

And one other thing that's not on the slide that I'll point out, that was a nice change in WIOA, is they added this provision that if a youth resides in a high-poverty area then they automatically meet the low-income requirement and you don't have to do low-income documentation for individuals. We'll be discussing and defining in the notice of proposed rulemaking what a high-poverty area is. But this will be very helpful for the out-of-school youth that you do need to do low-income for, which are these two categories, as well as all the in-school youth.

So I think you'll find under WIOA that the low-income verification is really going to be much easier and will really broaden your pool for who is eligible for the program, particularly for out-of-school youth.

Now I wanted to give you some context, so where we stand nationally on expenditure rates for out-of-school youth. Again, we do recognize that the 75 percent minimum expenditure requirement is a pretty big change and will take some time to get there, but it's not as if most states are going from 30 percent to 75 percent.

In fact, nationally we're already at 57 percent expenditure rate on out-of-school youth, based on program year 2012 data. The reason we use program year 2012 for this is that's the most recent completed program year where we have two full years of spending in a local area, which is how much time locals have to spend funds.

So looking at the PY12 funding that has already been completely expended, 57 percent of funds were spent on out-of-school youth nationally. It ranges from a low of 37 (percent) to a high of 84 (percent) and there are two states that are already above the 75 percent.

And in fact, 22 states are at 60 percent or above, so almost half the country is already spending 60 percent on out-of-school. And this is based on the WIA out-of-school eligibility requirements and not taking into account the expanded eligibility and the expanded pool of out-of-school youth I just talked about.

So while it sounds daunting and we do recognize that it is a pretty lofty goal – and I'm not trying to make it sound like it's easier than it is – I really do want folks to understand that the eligibility has changed and it will really broaden the pool. There are a lot more youth out there that will meet the out-of-school requirement – or the out-of-school eligibility than there were under WIA. And so it might not be as daunting as you initially thought once you look at who is eligible for out-of-school youth and how much money we're already spending on out-of-school youth to begin with.

Now we're going to pause for a minute. And based on what you've learned and the definition of out-of-school youth, we want to check in with you and find out how ready you feel. So Brian's going to put up a big – put up a poll on the screen, hopefully. There it is.

You have three choices. Choice one, you're confident and you think you'll be able to hit that 75 percent, ready to go. Choice number two is that you think you'll be able to increase your out-of-school expenditure rates, but it might be tough to reach that 75 percent. And then the third choice, which we're hoping to see as the least selected choice, is that you're very concerned and seeking more guidance and technical assistance.

And again, it's OK to fall into any of these three categories. We want a true representation of what's going on out there. But I am happy to see, I'll admit that, the very concerned group is by far the lowest. So that's good.

MR. KEATING: And just to be clear, several hundred of you have already discovered this, but if you could go ahead and click the radio button your screen right now, on that polling window, please go ahead and do that. So make sure you go ahead and vote. We've already got a few hundred of you. If you haven't already voted, please go ahead and do that now.

MR. ROSENBERG: And while you're voting, if you also want to enter into the chat screen, tell us in the most recent program year how much money – or what percentage of your funds you did spend on out-of-school youth, so we can get a sense of how much funding is being spent on out-of-school youth and how far you have to go.

I'm seeing hundreds in there, which is nice to see. Lots in the 60s and 70s and 50s. So this is reassuring data, I think. We know it's not a true random sample or anything like that, but I think it is good data to see that there are a lot of folks that are ready to go and other folks that think they're getting there but not quite there. And it pretty much matches with what we were expecting. So thank you for that.

Let's keep going. If you can take the poll down, Brian.

All right. So now we're going to talk about some things for you to consider.

Early on, once WIOA was passed, we had some regional town halls, as well as did some state and local readiness consultations. And we heard lots of concerns, particularly around the out-of-school youth issue, as we expected. I mean, going up to 75 percent is a big deal and we share your concerns and want to help you as best we can, which is why we're having this webinar today.

And so we took those concerns and really trying to consider how to help you with those concerns. And so here are some of the things that we heard and what we think we can help you with. First of all, collaboration is key and critical, particularly with our Education and Health and Human Service partners. This is something we'll talk about in our upcoming guidance is that we think partners with both Education and Health and Human Services can really help in terms of connecting to potential out-of-school youth out there.

Secondly, implementing the out-of-school youth provision with minimal negative impact to in-school youth. That's one thing we want to make sure is that the in-school youth you're currently serving you don't just forget about and start to focus on the out-of-school youth beginning July 1. We want to make sure that those in-school youth are able to finish their individual service strategies and achieve the outcomes that they're shooting for, and are taken care of or referred and so forth. So we'll offer guidance on that as well in our upcoming guidance around what to do with those in-school youth.

Next, we heard a lot of questions about fund allocations and carryover and how all that works, as well as tracking and reporting. And both those issues are addressed in the upcoming TEGL, which you'll see in that last bullet point. I've mentioned that a lot and hopefully that TEGL will address a lot of these transition issues. And again, we're really hoping to get it out by the end of March. We can't promise that, but that is our goal. And it should be out pretty close to the end of the March, if not by then.

Now, while you're waiting for that guidance to come out, as well as waiting for our notice of proposed rulemaking to come out, we believe there are three areas that we can plan for now: identifying essential partners, recruiting quality out-of-school youth service providers and expanding your services to out-of-school youth. So I'm going to talk a little bit about each of these areas in the presentation.

But first, before we do that, we wanted to do another interactive piece here, where we want to hear from you who you think your essential partners are in order to recruit and serve out-of-school youth. And we're going to populate them on the screen as you enter them into the chat. So please enter into the chat the various partner agencies in your local area that you think are essential to partner with in order to better recruit and serve out-of-school youth. (Pause.)

And you can see great suggestions coming in on the chat and hopefully they'll be populated onto the slide as quickly as we can. Lots of people suggesting partnering with foster care agencies, adult education, postsecondary education, saw lots of K through 12 school districts in there, juvenile justice, mental health, community organizations like Goodwill, vocational rehab, community colleges, career centers, lots more adult education, juvenile justice, probation, community action agencies.

Sounds like you guys don't even need this webinar, based on the partners you know you need to connect with. So that is great to see. I'm only kidding; we're happy to have you on the webinar.

All right. So let's continue on. I appreciate you typing all those suggestions into the chat.

Now, we populated this slide with some of the partners that we thought would be critical to partner with. And you'll see that they very closely mirror a lot of the suggestions that you all made: adult education, community college, K through 12, some of our other ETA youth programs such as Job Corps and Youth Build. If you have Job Corps programs or YouthBuild programs in your area, you should connect with them.

I'm not going to read all of them on the slide, but you can see them there. Vocational rehabilitation is another critical partner. In fact, under WIOA they are mandated to serve a certain percent of youth under the vocational rehabilitation program, so that would be a key partner. And of course apprenticeship and pre-apprenticeship programs as well.

Now moving on to recruiting contractors and service providers and writing RFPs, I wanted to talk a little bit about what you should keep in mind as you develop your RFPs and identify possible service providers. Hopefully you're already thinking about the RFP process or even have written it, put it out on the street yet. We recognize that can be difficult, given that you're still waiting on our guidance and still waiting on the notice of proposed rulemaking to come out. But we need to start thinking about it now.

And so some of the things you should think about are obviously program design, decisions in program design changes.

And I apologize for using an acronym. Those of us in government are always guilty of using acronyms. RFP stands for request for proposals and it's the process that local areas usually use to put out a request to potential youth service providers to apply to become a youth service provider in a local area. So that's what RFP is, is it's a request that local areas put out and then community organizations apply based on that request and put in an application to be a youth service provider.

So when we're thinking about what to put in those request for proposals, think about the program design, changes under WIOA, obviously the out-of-school youth change. And you know, lots of local areas that I'm familiar with offer service provider contracts separately for in-school youth and out-of-school youth. And so you may not have quite as many out-of-school youth providers under WIA as you'll need under WIOA, given that there's the increased emphasis on out-of-school youth. So of course, you would incorporate that into your RFP.

Another major change that we won't go into detail here but on a future webinar, is the work experience priority. Under WIOA there is now a new work experience priority where 20 percent of local area funds must be spent on work experience.

And I wanted to mention that today because when you're thinking about designing your RFPs and identifying service providers, you'll want to think about who can offer that work experience priority and be able to help you with that, given that that is a new requirement.

In addition, when thinking about your RFPs make sure that they're flexible and can incorporate some of the guidance and the notice of proposed rulemaking information, as well as final rule, once they come out. So you'll probably want to have whatever type of contract is most flexible, whether that's a one-year contract with option years or some other flexible version.

And then we'd encourage you to use your youth councils. Youth councils should be able to connect with the community organizations out there that might be best prepared to meet your requirements and your new RFPs. And just a reminder that while youth councils aren't required under WIOA, you do have the option for standing youth committees that could fulfill a similar role to what youth councils did. And there'll be lots more technical assistance coming up talking about that.

So with that I'm going to turn it back to Lori and – here – so Lori can introduce our presenters from local areas and hear from them how they recruit and serve eligible out-of-school youth. Back to you, Lori.

MS. CROCKETT HARRIS: Thanks, Evan. That was very helpful. We can always depend on you to provide very clear explanations of statutes in the law that don't always appear so concrete to the rest of us. So you make it plain and we always appreciate that.

Up next is when Evan and I stop doing all the talking. It's time to hear from our expert peer presenters. We believe the most effective way to discuss effective service strategies is to hear from those who are doing the work.

First is the duo from Portland, Oregon. Sean and Jill represent strong – represent a strong partnership between the local WIB, the local workforce area formula program and the local YouthBuild program. They have a remarkable 37 years of combined experience in service to low-income and disconnected youth and adults.

Sean Kelly is the senior project manager for Worksystems, Incorporated, and Jill Walters is the founding executive director of the Portland YouthBuilders. Sean and Jill, I'll turn it over to you.

SEAN KELLY: OK. Hello, everyone. This is Sean Kelly from Worksystems.

And I just want to take a minute to acknowledge Heather Ficht, who is the director of youth investments at Worksystems. And she worked really hard, put in all the time to build this presentation, and then in her – and in an extremely busy week she ended up with no voice and so was unable to make it. But she's very happy that we can share some information about our system and how we're reaching out to out-of-school youth.

So a little bit to help with context. Worksystems serves as the local workforce development board for Multnomah and Washington Counties. Within our service area are the cities of Portland, Gresham, Beaverton and Hillsboro. As you see on the map, the two central counties are our main areas of focus for recruiting out-of-school youth.

And then around our larger labor shed includes some additional counties and we work together with our fellow workforce areas under a broader group called the Columbia-Willamette Workforce Collaborative.

So who are we? In 2012 we were able to align the WIA funding with the city of Portland youth workforce investments via a community development block grant from HUD and city general funds that resulted in an ongoing local co-investment of $1.4 million annually. So we feel really lucky that our – the federal funding that closed down is supplemented by commitments from the city and other federal funds that the city manages.

And our network is about three years old. In the spring of 2012 we procured the existing system of providers and branded it the Career Connect Network. And we'll talk a little bit more about what the benefits of that are, what we mean by being part of a network.

And the Career Connect Network consists of decentralized delivery of what we call service coordination – and that would be career coaching, postsecondary access, many of the 10 youth elements that we find in the Workforce Investment Act – and then a centralized delivery of work experiences and internships. So this is new for us and we've been at this system for about three years. So we've got some lessons learned; some great successes as well.

So here's our key partners. Our service coordination contractors – these are our youth providers – are located across our service area to ensure access to youth wherever they are across Multnomah, Washington County and the city of Portland. These providers are for culturally and population-specific services. All have long years of experience with opportunity youth and with youth who have some barriers to education.

One thing that's – one thing of interest about this network is that they're predominantly alternative school providers. And part of the reason for that is that we require youth providers to bring to leverage – or bring to the table – secondary education to supplement the kind of work-based learning and career exploration that Worksystems brings to the table through our investments.

We meet monthly with our service coordination partners to plan and share together what's working, what's not working. And it's a systematic approach that allows a cross-referral of youth and a transfer of youth between partners if youth – after youth are enrolled, if, say, another program might be a better fit.

And we have a really strong focus on work experience. As I mentioned before, we centralize the delivery of work experience to create greater access to a wide variety of types and levels of work experience. So we offer it year-round, but we brand it differently for fund development purposes. So our Summer Works program that you see up on the slide is our summer employment program. And then we have a year-round work experience as well.

And over the past couple years we've brought this service to scale and offer about a thousand work experiences each year.

So one of the things that we really need as we move to this centralized system is a way to communicate youth – the work-readiness of youth across programs and to employers. And we wanted to use proficiency or a demonstration of mastery of skills, rather than seat time in a job readiness training, in order to refer youth to their work experiences.

So one of things we did with the field is to develop a matrix of competencies and behaviors that we expect youth to be able to demonstrate across different developmental levels. And I believe you have access to this matrix in the toolkit. So that's what we're calling the college- and career-readiness competency matrix.

What do our youth look like here? We have mostly serving 16 through 21. With our county and city funds we've been able, over the last couple of years, we have a limited capacity to serve up to 24. So the change in the WIOA is important to us for being able to expand access to that older set of youth.

At this point we are at about 60 percent in terms of serving out-of-school youth. So we feel pretty confident about extending our recruitment and reaching out to more out-of-school youth. In anticipation of the changes under WIOA, we modified contracts with our service providers to up the number of out-of-school youth that they would be recruiting this year, just to make sure everyone was ramped up and prepared when the law changed and when it took effect.

So some of our programs are already well-positioned and are well above our regional average in terms of serving out-of-school youth. And some others are going to be – are looking at some program design and different outreach strategies. So we have a mix in terms of what's happening on the local level.

And then again, our services – multi-year services. We offer our services for up to three years. But I think on average most youth are in slightly under one-and-a-half years. As we mentioned before, our local providers – youth providers – largely community-based organizations, community college-based programs and alternative schools, bring to the table cultural competence and sometimes a focus on population specialization, career coaching, orientation and enrollment.

And Jill is going to speak in just a few minutes in terms of the career pathway specialization. She represents one of the programs that has some options in both construction and technology.

So what's next? One of the things our team has been really busy this year in anticipating is – so we're at 60 percent. We know a lot of out-of-school youth are out there and we're not reaching yet. How can we get to them? What kind of mix of services can we provide that will be attractive?

Worksystems received a grant recently from the TK Foundation – so private dollars – to develop some sector bridge programming which will allow us to build courses that are similar to career and technical education courses for out-of-school youth and alternative school students who wouldn't otherwise have access to this kind of programming, and to guide these youth into a best-fit career development ladder. So we're really excited about that and it's brand-new for our region. And we're looking forward to building that out this year.

In addition, one thing that's not up on the slide is we're planning to co-fund an outreach with the Portland Public Schools Reconnection Center to recruit more out-of-school youth who do not have their high school credential.

So those are two of our strategies that we are prepared to launch this year in anticipation of reaching out to a broader pool of out-of-school youth.

And then finally – that's from the regional level, from the local workforce board level. I'm going to turn it over to Jill Walters who's going to give the real, on-the-ground level view and how she's been outreaching to out-of-school youth. So Jill?

JILL WALTERS: Great. Hello, everyone. Thanks for participating. So I'm really happy to be able to share strategies that Portland YouthBuilders has developed over 20 years that we think are particularly effective working with older out-of-school youth.

And I just want to thank our local WIB. We've been working with our WIB, receiving funding and working in partnership, for 20 years. And it is really fabulous to sit around the table every month with other youth providers and talk about how as a network and a system we can meet the needs of young people who are out of school in our community.

So a little bit of context about Portland YouthBuilders. So we are a YouthBuild program and we offer vocational training in the areas of construction and technology. We work with young people who are 17 to 24. Almost all of our students are low-income and almost all of them have not completed high school.

And our focus is on our students achieving long-term success. So we take the long view. We are an accredited diploma-granting high school, but high school completion is just one step along the way. What we look forward to is that three, four years down the road, our students have completed some sort of degree or credential that has meaning in the workplace, that they have launched a career and they have the personal stability to have long-term success.

So where are these young people that we work with? So we do – we cast a very wide net. And we're very lucky that we work within a system of providers where there's a lot of cross-referral. But we have developed about 187 organizations that work with our target population, and we actively communicate with them and make sure that they know about our admission dates and that they understand how they can refer young people to our program.

We do what probably everyone does around social media and attending events where young people are, and doing promotion of our program in many venues. But what I want to focus on that has been particularly effective is calling in the experts. And the experts are out-of-school youth. So our students are actively involved in designing our outreach and recruitment strategies and implementing them.

As an example, we make sure that our students think that the language that we're using is appropriate, that the way we frame our program is effective in communicating to out-of-school young people. And they tell us where out-of-school youth are. You know, we're all old fogies and we just don't know. But our young people are the experts and they tell us exactly what we should be doing and where we should be going.

And I think it's very important to have regularly-scheduled admissions events so that people in the community can count on when they can refer people and how they can connect young people that they know to your organization. So as an example, we have information meetings every Thursday afternoon. We've been doing this for 20 years; every Thursday afternoon we welcome young people into our building who are curious to learn about our program. And it's the first step in our application process.

And rather than have staff run these meetings, we have young people who co-facilitate these sessions, lead students on tours, talk about their experiences, and we find that they're far more effective than staff can be in reaching out to young people.

We also – while we cast a very wide net, we're also very selective about who we invite into our program. Because we have the advantage of working within a network of youth providers, we are very, very careful to make sure that we are absolutely the best provider to meet each applicant's needs and goals.

So we have an MSW on staff who does an intake with every single applicant. And we always ask the question, are we the best provider in the community to meet this young person's needs and goals? And if we're not, we refer them elsewhere and make sure that they get a soft landing where they're going.

So once we have the students, how do we keep them engaged and moving forward? The first thing that we do from day one is we make sure that everything that the students do in the program is relevant to them and that they understand the connection between what they're doing in the program and how that will impact their future success.

So from the get-go students are involved in career development classes. They are linked with a career coach who works with them individually and in groups. They're doing hands-on work in construction and technology. And they understand the relevance of what they're doing today and how that brings them to their future goals.

We also integrate leadership and community service opportunities throughout our program. Our students are AmeriCorps members and they're completing 450 hours of service to the community. But what's most important about leadership and service opportunities are that it's a real game-changer for our students.

These are young people who have not experienced tremendous success in their institutional experiences and don't think of themselves as role models at all. And for them to be engaged in serving their community and see themselves as leaders and as role models for other young people just completely changes how they envision their own future. And it builds the confidence that they need to move forward.

We all know that relationships are key. And we know that students' relationships with staff members are important. But what I want to focus on is creating a community of peer support. What our students have consistently told us over the years is that the relationships that they have developed with their peers at Portland YouthBuilders is one of the most important reasons why they've been successful.

Peers that – our students say that this is nothing like high school, that there's none of the game playing or the social machinations that go on in typical high schools, that our young people are all here for a common purpose of being serious about their futures, building careers, getting their education, and that they hold each other accountable and cheer each other on. And I would really encourage everyone to try and create this peer community of support and accountability.

So high standards. It's really – we have found that it's absolutely essential that our students are experiencing the kinds of expectations and standards within our program that they will need to comply with once they leave. So we look at how young people need to perform in apprenticeship programs, in college and in employment, and we bring those standards into our program. So that we really are rigorous and challenge our students to meet very high expectations, but we also have a lot of support to help students reach those standards.

We all know that partnerships are essential and that they take a lot of organizational resource to do well, to develop them and to maintain them. So we're very selective and we're very strategic about the partnerships that we develop. And at PYB what we do is we look at where are our students likely to go next? Well, they're going to go into apprenticeship, they're going to go into postsecondary institutions and they're going to go to employment. And then we choose those likely partners and put our resources into developing those relationships.

And when working with corporations, we focus on corporations that can offer us multi-dimensional support, that can provide work experiences, internships, job shadows, tutors, provide us consultation about our program. And eventually, that usually leads to also financial support.

One of the major characteristics that we have found in working with older out-of-school youth is that they have a sense of urgency. That time is very precious. They already feel like they are behind where they should be and they're very, very anxious to move forward quickly. So it's really essential to accelerate learning and student progress because our students often do not have the time to give us that we think that they need. So we need to make sure that every single second counts in the program.

Our students have lots of outside responsibilities. Typically our students are living on their own, they have to pay bills, they have to take care of family members. A lot of our students are parents. And outside responsibilities can really interfere with their ability to stay in the program as long as they and we would like them to.

Part of accelerating their learning and student progress is the ability to provide individualization and flexibility. And the way that we do that at Portland YouthBuilders is through a very rich system of case management support. So every single student is assigned day one in the program to an interdisciplinary case management team. And on the case management team is the student's individual career coach, their advocate – who's an MSW, who supports them around personal stabilization – a teacher from the academic program, and vocational trainer from either construction or technology, whichever program the student is in.

Students meet with their case management teams every single week to review their progress and plan their program and plan their future. Every single decision that's made about the student's schedule and programming is made by that case management team and students are in on those decisions.

Another acceleration strategy is integrating your program across all program elements. And again, you need to make sure that you have consistent messaging, targeted skills and standards. Wherever the student is in the program there should be consistency around those key outcomes.

And what that – in addition to giving students a cohesive experience and maximizing their learning, what it also does is really improve your program because it requires staff across the program to really be clear about what the priorities are. And in doing that, the program becomes sharper and more focused and the students have a better experience.

As I mentioned earlier, our students have lots of barriers. And being able to provide them with comprehensive personal support is essential in order for students to be able to stay in your program and then achieve the kind of long-term success that we all aspire to for our students. So with PYB, every student has an MSW who works with them individually and in groups, and that starts also day one in the program.

And the last strategy that I want to talk about is prioritizing post-placement support. So at PYB, our program includes 16 months of full-time programming. And then students move into the second part of the program which is post-placement programming.

And I know that in a lot of programs the post-placement support is sometimes an after-thought. Those are responsibilities that are assigned to people who already have full-time jobs. And it really serves more as a tracking mechanism and as a safety network. So as students leave your full-time program, I think it's pretty common for folks to say, hey, call us when you – if you need us, call us. But I would urge people not to do that.

What I would urge you to do is to put as much resource and intentionality into your post-placement programming as you do in the program when you see students daily face-to-face. And we've learned that lesson the hard way because over the years – early years – some of the students who just excelled in their full-time program and were our stars fell flat on their faces as soon as they went into placement.

So what we have done now is we just resource and have very comprehensive program design for the second part of the program after we help place students. And we stay with them until students are through postsecondary and they're stable in a career. And again, that often takes a number of years.

So those are the lessons that we've learned at PYB.

MS. CROCKETT HARRIS: What an awesome presentation. Thank you, Sean and Jill. You'll notice it says Heather on the slide. Heather is not with us today, so I apologize for that error.

The recruitment and engagement strategies that you shared are all those that can be replicated in many local areas, so that's exactly what we wanted to hear. Questions are coming in fast and furious. We obviously won't be able to address them all, but let's try to get a couple of responses from our presenters.

Sean, one question talked about you – one questioner is asking about the modified service contracts that you have. You said that you adjusted them under WIOA. What did that involve? And will the contracts be set to begin July 1?

MR. KELLY: What I mean to say was that in preparation for WIOA, knowing that the focus on out-of-school youth would increase, at the beginning of this year we modified contracts with our current set of providers – so they were under multi-year contracts – to increase the number of out-of-school youth that we expected them to recruit and enroll this year.

Knowing that many of our providers are already meeting – already serving well above the 75 percent, but several of them are not and are – we're concerned and are in the midst of looking at some program design changes and recruitment strategies. And one of the ways that we were supporting that is to – in anticipation of WIOA – is to really across our system boost our expectation of the kind of outreach that we'd like to see this year.

So rather than going from zero to 60 come July 1st, that we'd give them some time.

MS. CROCKETT HARRIS: Very good. Thank you. Also for you, Sean, a questioner is asking if you'll clarify. Because you work with so many alternative schools, they're asking whether those participants involved with alternative schools are actually in-school youth or out-of-school youth.

MR. KELLY: That's a good question. And I think it's somewhat unique to this area and perhaps Oregon. One thing I need to clarify is that many of the programs that we work with would be consider community-based providers. And they receive funding streams from multiple sources. So they may be receiving a contract from us with the mix of the WIA and city and county funds that we mentioned that come through Worksystems, but they also may be receiving an alternative schools contract from a school district.

So some of the youth that they serve may be enrolled in both of those things, the school – the community-based organization's alternative school and their education program, as well as the more career-focused WIA workforce investment program. Some of the youth are not, are only on the education side.

And all of our youth – we expect for youth who need a secondary completion, we expect our providers – it was part of the RFP, part of their procurement – to bring that to the table in the form of either a direct contract from the districts to operate an alternative school or to work in partnership with a school district.

MS. WALTERS: And this is Jill. And I just want to add that alternative schools in Portland are doing active outreach to bring young people who are out of school back into school.

MS. CROCKETT HARRIS: Great. And one last question for Jill. You mentioned that your community service expectation is 400 hours. Why the 400-hour expectation and what kind of projects do they do?

MS. WALTERS: Our students are AmeriCorps members and they're quarter-time AmeriCorps members, which means that they complete 450 hours of AmeriCorps service to their community. And then they get an education award in exchange for doing that.

So our students are building affordable housing; that's built within our program. Our technology students are refurbishing donated computers. They're doing multi-media and web design projects for non-profit organizations. In addition, we do service days throughout our program year and students are doing community service outside of their time in the YouthBuild program.

MS. CROCKETT HARRIS: Excellent. Very good. Well, up next we will visit with our friends in Kansas City, Missouri.

Andrea Robbins – uh-oh. Andrea Robbins brings 22 years' experience to her role as the senior director of career services at the Full Employment Council, or FEC. Her profile includes management of adult and youth formula programs, as well as competitive grant programs such as the old youth opportunity grants and YouthBuild.

The Kansas City and vicinity local area had an out-of-school expenditure rate of over 80 percent in PY12. So Andrea, please share your secrets.

ANDREA ROBBINS: Thank you, Lori. Who we are. Full Employment Council, we have 28 years of experience servicing youth, adult and dislocated workers. We are the One-Stop operator and fiscal agent of the Missouri Career Centers for two workforce investment board regions covering more than 2,700 square miles.

The two regions include Kansas City and vicinity, which includes the counties of Cass, Clay, Platte and Ray County in Missouri; and eastern Jackson County, which includes Independence, Missouri, and areas in Jackson County, Missouri, excluding Kansas City.

We have a separate space for youth; we have a building that we call the Youth Connection Center. We feel this has been strategic in our service delivery to youth programming. It offers a safe place for youth to go and they don't feel as though they are in competition with adults. That's a picture of our Youth Connection Center that you see on the slide.

The youth we serve. I will be covering WIA youth who participated in our formula grants, which we served 85 percent out-of-school youth who are economically disadvantaged with at least one barrier to employment.

Our Project RISE grant targets disconnected young adults who are unemployed and not attending school. This grant serves 100 percent out-of-school youth. The demographics of that group include 62 percent who were not engaged with work or school in the last two years or more; 75 percent suspended or expelled from a formal school setting; 63 percent were homeless, living with a friend or relative; and 41 percent have children; and 83 percent function at or below the eighth grade level.

How do we recruit out-of-school youth? Our outreach and recruitment strategies include basically four areas that I'm going to cover today.

Street recruitment. This has demonstrated the highest percentage of enrollment for us. We hire an individual who is comfortable going into the neighborhoods where we find out-of-school youth with the demographics that I shared with you earlier. This individual has street credibility. This individual demonstrates dedication to the success of youth, and the youth see this and feel that this individual is genuine to their success.

This individual is also a counselor. And although they may connect with him through street outreach, when receiving services in the Young Adult Career Connection Center, he serves as a mentor and counselor.

We have friends and family referrals. These are generally generated by participants and family members of past participants who have seen the successful outcomes of participants.

Prescreened and vouched-for referral, from community agencies with whom we have an MOU. We have an agreement with partnering agencies that we have an electronic referral. We have a system where the referral comes directly to a staff person and that individual follows up through phone or through outreach at that individual's home, or the referral actual comes into the center.

We have an agreement between the agencies to provide feedback on whether the individual showed up or whether the individual decided to take a different route. And basically, we share feedback on that particular referral.

The agreement between the community agencies allows individuals to prescreen and kind of put their stamp of approval on the referral that they're sending. We currently have 14 MOUs with community-based organizations that provide services to out-of-school youth.

And then social media, something that I'm sure a lot of organizations use, is also effective. We have a youth advisory group, along with a staff person that monitors this media to promote activities and events and services that we are providing.

Our out-of-school youth service flow. Of course, the outreach and recruitment. I'll cover the career pathway reinforcement.

And here at Full Employment Council we have an admissions committee review. And basically, this committee of managers from different regions reviews files to determine whether, based on the activities the individual has participated in, whether they are eligible and can be enrolled into the program. Individuals complete career exploration, assessment, and the planning starts after the enrollment.

What is key, I think, is number five, the youth and skill development. These activities occur – they're not linear. They are occurring concurrently based on the educational activity that the individual is enrolled in. We want to ensure that the individual stays engaged, so we combine multiple activities together because out-of-school youth need immediate responses and things need to move fairly quickly.

And then following that we have the job advocacy and placement.

Engagement and retention strategies. There are three categories key to the engagement and retention of out-of-school youth, as we see it. Immediate immersion in career planning, which is the career pathways reinforcement and is essential for screening and effective training and placement. It's where we start.

Supportive services; the youth that we're serving are economically disadvantaged and a small delay in a supportive service could set them off track or have them drop out. And then employment opportunities, which go beyond what youth would normally have. We are not just getting the youth a job; we are working to identify a career pathway in a demand occupation that the individual will be able to continue on, with a livable wage. And all of our employment development efforts are tied to career pathways.

I'm going to talk about the career pathways reinforcement for a moment. This is a one- to two-week intensive workshop series. This is the first step that youth participate in. This includes topics such as team building, anger management, professionalism, social media, financial literacy, healthy relationships; and the career planning and objectives start at this point.

The activities are designed to engage any youth adult (sic) interested in getting their life on track through education and/or employment. It also provides career and educational assessment. At this point, this is when our job developers – the individuals who work with employers – start to utilize those assessments to develop work experiences.

And it addresses upfront things that would hinder success. These things that might hinder success might include child care, transportation or relationships. CPR helps participants to identify pitfalls or roadblocks that might hinder them from success. And then these things are identified and worked out with their career counselor. All of the career counselors have cell phones and are to be available to their case load at any time.

The support services. Our menu of services involves a similar budget for each participant, which is prioritized according to the needs of the participant. And this is based on the counseling sessions held with the participant and the counselor.

We do have a set focus as it relates to the approved supportive services; those include transportation, legal aid assistance, work- or school-related clothing, training-related supplies, testing fees, and in some cases utilities.

All of our supportive service activities are vouchered. Participants receive a voucher that is treated as cash by a vendor that is approved, and then the vendor bills us later for services provided.

We have found that support services are essential to the retention of participants. They must be provided immediately so that the youth know that you are genuinely concerned about their success. And we also believe that any lack in the delivery of support needed will have an immediate impact on the participation.

There are three models that Full Employment Council uses to service out-of-school youth. Project RISE, which is a program funded by the Bloomberg Foundation Center for Economic Opportunity Mayor's Fund to Advance NYC, the Corporation for National and Community Service Social Innovation Fund, MDRC, Youth Development Institute, United Way and the Kauffman Foundation.

This is a 12-month program that involves the CPR that I mentioned prior. Those workshops also include the eligibility determination and the program compatibility. The four- to six-week pre-internship phase is when the individuals actually start their job readiness component and their HiSET or GED academic tutoring.

During this time, the goal is to increase literacy levels by six months of participation. During the academic tutoring, individuals also participate in community service activities.

Following the six weeks – four to six weeks of pre-internships, individuals attend HiSET or GED courses and are eligible for an internship. They are only eligible for the internship if they are attending 100 percent in their GED courses. This is a condition for this particular activity.

The internships that individuals are placed in are related to the assessments that they had taken prior in the CPR – the career pathways reinforcement.

The other components of this program are transition to unsubsidized employment and at least six months of continued education post-internship, if they have not obtained their GED. Case management is provided for a full 12 months of the program.

Key to this program is that it's cohort-based. A community of support is developed and individuals stay with each other through the completion of the 12 months.

The next strategy is our summer jobs program, training and internship program. This program combines classroom training with paid internships. Individuals participate in classroom training for four weeks in a demand occupation that is identified for our region. We work with our local two- and four-year colleges to identify instructors who are culturally competent to ensure the success of our participants during their time in class.

Following the successful completion of classroom training, individuals are placed in internship with local businesses – this could include non-for-profit as well as private companies – in the area that they were trained in. So these are in-demand occupations that introduce individuals to in-demand occupations based off of the training that they have received.

Our next strategy is the HiSET – or GED in some areas – and occupational skills training. This combines high school equivalency and a nationally-recognized credential issued by a college. It blends three distinct and separate educational needs – adult basic education, occupational skills – job skills, and work experience – into one synchronous education program.

It uses instructor-led, short-term, on-demand, flex-place, flex-time, non-semester-based training. What does that mean? That means that the training isn't necessarily at the institution. We may hold courses at one of our career centers or at the Youth Career Connection Center. We know that our youth are able to get to those locations and we don't want transportation to be a barrier. In addition, by holding those classes on site, our career counselors are there while the participants are in class and can address needs as they arise.

And the training is non-semester-based. It's based on the employment needs of employers in our region at that time. The training could be as short as four weeks or as long as six months, depending on the credential that will be achieved upon completion.

By (combining ?), this provides basic skill development and occupational skills-specific training for in-demand occupations, followed by employment, which is an internship or on-the-job training.

These three strategies have involved support services immediately, career counselors available immediately and job placement in a career that individuals have the interest and the aptitude to perform. We also believe that it's important to have diverse work experience and intensive job placement. Following a work experience, we want individuals to be placed in employment.

Our current in-demand occupations in our region include information technology, financial services, health care, bioscience, business services, customer service and advanced manufacturing. And so placement in these industries are the start of a career pathway.

MS. CROCKETT HARRIS: Well, that was terrific, Andrea. Thank you for that great information.

MS. ROBBINS: Thank you.

MS. CROCKETT HARRIS: Oh, you're welcome. It's clear that the strategies you shared are of great interest to our audience. The questions are really pouring in; we can hardly keep up.

One thing I just want to remind all of our participants, that contact information for our presenters is available. And should you need to follow up with them, you are certainly welcome to do so.

We do have a couple questions for you, Andrea, before we move on.

MS. ROBBINS: OK.

MS. CROCKETT HARRIS: All right. You mentioned that community-based organizations help you to recruit out-of-school youth. Can you talk about how that happens? And the second part of the question, can you talk about any training that your staff get to prepare them for street recruitment?

MS. ROBBINS: OK. So community-based organizations. The leadership team at Full Employment Council goes out to community-based organizations and informs them of the services that we provide; that's the initial step. And then we create an MOU that outlines the services that we provide and we keep them informed.

There are weekly emails on the employers that we're working with, on when we are starting a HiSET course at our site. So we keep those organizations informed. And when they're providing services based off of the information they've received, then they refer to us.

And then –

MS. CROCKETT HARRIS: And the other part was, do your staff receive any special training to prepare them for street recruitment?

MS. ROBBINS: No. We train basically on the – just our services. The individual that we hire for street recruitment, based off of the interview – not everyone can do street recruitment. So we train on the services and how to communicate that. In terms of the street recruitment, that's something that that individual brings with them.

MS. CROCKETT HARRIS: Got it. Great. Another questioner asked, how many staff are on your team? And how many youth do you serve annually?

MS. ROBBINS: OK. We have – youth counselors there are – (pause) – 10 that are youth counselors. Ten youth counselors. And how many do we serve in our WIA youth program?

MS. CROCKETT HARRIS: Yes.

MS. ROBBINS: We served 400 are currently enrolled. And on an average – you know, as individuals exit we enroll more people, but on an average Kansas City and vicinity serves about 350 individuals, and eastern Jackson County serves probably 250 individuals.

Our Project RISE program, each cohort has a goal of 25 and we hold two cohorts per year.

MS. CROCKETT HARRIS: Great. And then the last question for you, Andrea, is specific to Project RISE. You indicated that it was cohort-based and that it's a 12-month program. What happens when a young person has an outside responsibility that pulls them away from participation before completion?

MS. ROBBINS: They can be put on hold so that their time isn't clicking. And that individual could come back to that program.

MS. CROCKETT HARRIS: Excellent. Well, very good. Before we open it up for full questions, there are just a couple of things that I want to call your attention to.

You should see on your screen a slide with out-of-school youth resources. Actually, there are three slides. Having some technical difficulties. Hold tight. There we go. Great.

So the next three slides we have included several resources that may be of benefit for you. We want to acknowledge that the wealth of information is here and it's been contributed to you through the chat feature as well. Although it's been difficult to keep up with the good news as it scrolled past, keep in mind that this webinar will be archived for later viewing and a transcript will be posted for your convenience.

So take a note and look at the resources provided. There are also several resources available for download.

And finally, one more slide. Finally. There we go. One more shameless plug for the remaining webinars in this series. The dates are set, so stay tuned for registration information. The webinar invitations will be released shortly.

And we have about 10 minutes left and so I will open up the chat for some other general questions for any of our presenters or for questions for Evan. Evan, I'll turn it over to you.

MR. ROSENBERG: Thanks, Lori. So we've been scrolling through all the questions and seeing what people are wondering. It's really helpful to know the questions you have. Unfortunately, most of the questions are very detailed questions about things that will be covered in our upcoming guidance or our notice of proposed rulemaking – NPRM for short – and those are things that we cannot answer yet because neither of those documents have been published.

And the reason we wanted to do this webinar before those were published is we wanted to get the information we could out to you as quickly as possible, knowing that you'll have lots more questions based on the information presented today. And I apologize that a lot of your questions we can't answer. But just based on the timing of things, we can't answer them.

However, I have been picking out a few questions that I can answer and clarify and I'll quickly read those questions and do those now.

One person asked, "Does 16 to 24 mean up to the day they turn 24 or 25?" It means up through age 24 and 364 days. So up until the day they turn 25 they would be eligible to be enrolled.

And the other thing I would note, just like under WIA, age is based on time at enrollment. So if you enroll someone who's 24 years old and 364 days, they are eligible and you can keep serving them once they turn 25 and 26 and so forth, as long as you get them in the program while they were prior to – below the age of 25.

Another question that was asked is, "If we are enrolling out-of-school youth now, can we use these guidelines prior to July 1, 2015?" The answer to that is no. Implementation of WIOA begins on July 1, 2015. And prior to July 1, 2015, WIA regulations, rules and eligibility is in effect.

Another question, "Please confirm if a youth is out of high school, such as a high school graduate that wants help with vocational school, and they do not test efficient or are not an English language learner, we would not have to document income?" This question goes to the condition slide I talked about where there are only a couple of them you have to document low-income for.

And I want to clarify. For this question you wouldn't have to document low-income as long as they meet one of the six conditions where low-income isn't required. And so no, if they don't fall into the condition of basic skills deficient or English language learner, you wouldn't have to do low-income, if they meet one of the other conditions. But they do have to meet one of those six conditions where low-income isn't required.

Another question. I like this question. "Is funding going to be increased to cover the additional cost of running the WIOA youth program?" We would love for funding to be increased. Funding is determined by Congress, not determined by the Department of Labor. And Congress did provide suggested appropriations in the Workforce Innovation and Opportunity Act for the youth programs. So you can look in the act just to get a sense of what those suggested appropriations were. But our funding is based on a yearly appropriation made by Congress.

Next question, "Can local workforce areas amend existing youth contracts to address WIOA changes?" We will have guidance coming out on this issue. But yes, as long as you follow all of your procurement laws you can amend existing youth contracts. But again, you need to follow all of your local procurement laws. And look for more guidance on that subject in the coming months.

Another question, "Does the 20 percent work experience apply to both in- and out-of-school youth?" I saw a lot of questions related to the 20 percent work experience. The 20 percent work experience isn't 20 percent of the money you spend on out-of-school and 20 percent of the money you spend on in-school; it's 20 percent of your entire local area funds, minus the admin funds. So once you subtract out administration funds, it's 20 percent of what's left for local area funds and in-school and out-of-school don't come into play. So it's just based on local area funds for the work experience.

Another question. I'm going to read this one and I don't have an answer for you. But I wanted to purposely read it because I think it's an interesting question and I wanted to tell you the answer will be coming.

The question is, "In Kansas, under WIA our state allowed youth enrolled in adult basic education programs to be considered out-of-school youth. Will this also be allowed in WIOA?" That's an issue we are going to hopefully address in our notice of proposed rulemaking. So look for that when that comes out. But we will definitely be speaking to that, but I can't provide you the answer right now.

And then a lot of folks were asking about alternative schools. Under WIA, alternative school is considered in-school, but it's based on a state definition of what is alternative school. And so for different states around the country, it could be different, depending on how your state defines alternative school. So that's why folks might have been a little bit confused when Sean was talking about alternative school students. And under WIOA, our NPRM – notice of proposed rulemaking – will speak to that as well.

Another question, "Any news about the regulations?" As I mentioned earlier in the presentation, the notice of proposed rulemaking is scheduled to come out in the spring. I can't be any more specific than that.

Another question, "Aren't the definitions of not attending school different from state to state and based on state law?" Yes, that would be correct. It would be based on state law and our guidance – further guidance will clarify that.

So those are all the initial questions I saw for me. Let me scroll through and see if there are some more that came in that I'm able to answer.

MS. CROCKETT HARRIS: Thanks, Evan. Very good. Our time is winding down. I'm not seeing any other questions that we can answer at this time. And I also am not seeing any other additional specific questions to our presenters in Portland and Kansas City. So at this point we will close out our session.

And I thank you all for joining us. It's been a great 90 minutes. I hope that you got something from the information that we shared today and I hope you'll join us for webinar two and three coming up in March and April. Have a great day, everyone.

(END)