**Workforce 3One**

**Transcript of Webinar**

**Pre-Event YouthBuild Webinar Series**

 **Developing and Managing Quality and Qualifying Work Sites**

**Wednesday, October 14, 2015**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

BRIAN KEATING: OK. And without any further ado, I'm going to turn things over to Jenn Smith. Jenn is our moderator today and our national YouthBuild director with the U.S. Department of Labor. Jenn, take it away.

JENN SMITH: Thank you, Brian. And welcome, everyone. Thank you for joining us. I see from the welcome chat that we definitely have some new, quote-unquote, faces, some of our new grantees. So we're thrilled that you were able to join us. I have to say, we have some our more senior veteran grants. Thrilled that you are also joining us. Frankly, from my perspective, you can't talk enough about the importance of quality and qualifying work sites, whether you're a new grant or an existing grant.

And hopefully today we're going to give you some good tips for how to make sure that you have a good pipeline for qualifying work sites as well as some of the considerations you need to think about when you're developing your work sites.

OK. So with that, what you can expect to get out of this webinar, we're going to talk about some different models for securing, managing and selling or releasing a construction site, what works for various YouthBuild programs.

There are many different models that programs have successfully used in terms of partnering or developing their own work sites where often we talk about how you can align construction efforts with the rest of your program model so that you have an integrated productive training experience for the youth that you serve. We'll talk about how you can incorporate OSHA safe work practices.

We'll talk about safety plans for training and we'll also talk about how you can connect to additional career pathways after program exit that's built on some of these construction skills. And then finally, we're going to talk about developing your contingency plans. It will be called a Plan B for when a work site falls through or when a work site turns out not to be viable. So we've broken the agenda down into four basic components.

We're going to talk about the requirements for qualifying construction, we're going to share with you some best practices, we're going ton talk about the broader construction applications and then again, as I mentioned, we're going to talk about planning for the worst or Plan B. Our presenters today are Helen Whitcher, who's the senior director of technical assistance for YouthBuild USA; and Ted Roan, who's the director for Green Construction for YouthBuild USA.

And this is going to be a pretty interactive shared presentation. Helen and Ted will be interspersing content as will I. So pay close attention, please. With that being said, I'm going to turn it over to Ted to talk about the requirements for qualifying construction first. Oh, no. I apologize, my fault. I forgot that I was first going to mention some basic DOL guidelines for some of the changes under WIOA.

So for those of you who are existing programs, these are changes to you. Many of you are probably quite aware now that this is the first year, the 2015 grants, that you're under the new Workforce Innovation and Opportunity Act requirements of the grants. These new provisions only apply to the new 2015 grants. Those of you who have previous grants, 2014 or earlier, are still under the old Workforce Investment Act provisions.

So there are going to be some areas where you need to kind of keep that in mind and really closely track the grants themselves and the participants that are being served under those grants so that you make sure you're in alignment with whatever legislation is overseeing that grant. So one of the big things that we like to point out that changed under the Workforce Innovation Opportunity Act is that previously, only 10 percent of grant funds could be used for training and supervision on community or other public facilities.

These are things like helping to renovate a library, helping to renovate a recreation center, building a gazebo in a park, those things that are public spaces that are open and available to the public within any community. So previously, it was 10 percent, it is now 15 percent. One of the things that did not change under WIOA is that it is still mandated that at least 40 percent of the time that a youth has served in the program must be sent on the occupational skills training.

Obviously, that is a large part of the time that these youth are spending in your program. And so that's why it's so important for us to talk about the work site and making sure that you're developing a strong construction curriculum. And again, for those of you who may be doing Construction Plus, the thing to keep in mind is even with Construction Plus, every YouthBuild program is still required to provide construction training and is still required to build or renovate at least one unit of housing during the time that they are funded by us.

So those are just some reminders. And now I'm going to have you do a quick poll question. So this is just to get a sense of what you guys know about the work site so far. So how can you satisfy the construction project in your statement of work? Your options are, build the project on your own, partner with Habitat for Humanity, partner with the CDC, partner with a housing authority, any combination of the above; or other.

MR. KEATING: All right. And as many of you have already discovered, there's a polling window on your screen where you can go ahead and select the options that you'd like to choose. You can choose more than one. So please go ahead and check those boxes now just by clicking on your screen. Again, like Jenn said, how can you satisfy the construction project in your statement of work? You can build the project on your own, partner with Habitat for Humanity, partner with the CDC, partner with the housing authority, combination of the above or something else.

And if you choose something else, go ahead and let us know what that something else is in that chat window. And by the way, you can type in other context or anything you want to share with us in that chat throughout today's event, including your questions and comments. So as those come up for you today, please feel free to ask them so that we can address as many as we can.

MS. SMITH: Thanks, Brian. And it looks quite clear that everybody or the majority of people here seem to believe that any combination of the above are possible for satisfying the construction project requirements in the statement of work. We have another small portion of people put building the project on your own, partnering with Habitat for Humanity, a few of you put that, partnering with CDC, partnering with the housing authority.

But again, the big winner seems to be a combination of the above, which I interpret as any of those might satisfy the construction project for your statement of work. And so we are going to dive into this next section so that we can let you know which of those answers is correct. So at this point, I'm going to turn it over to Ted.

TED ROAN: Thanks, Jenn. Sorry, my fault.

So what we're going to do is get some of these definitions and some of this paperwork out of the way first. So one of the exciting things that I'm sure most of you have to deal with or are aware of are the Davis-Bacon requirements. So without going through and reading this word-for-word, what we have is a slide as far as the definition of the Davis-Bacon and there are a couple of exceptions here, but what we want you to do is really understand the definition of Davis-Bacon and how it affects you as far as prevailing wages.

And so what we have is this first line broken down into the definition. So there is the allowable for the 12 units or more fall under that category and then down at the bottom, there is that waiver. So if someone does not receive compensation or paid expenses, but this is a very intricate definition. And on the next slide, we're talking about the applied practice of the Davis-Bacon. So how it actually is put into play.

So what we really want you to understand here is there are two different parts of this, the definition of it and the applied, but the important part above all of this is that you should contact your local Wage & Hour office to get a good definition of what applies for your job sites under what your construction, what your occupational training project is. So while this is very detailed and very cumbersome at some points, whether it's prevailing wage, and that may be different in different areas, we want you to first thing, contact your local Wage & Hour department.

So make sure that's done so you get a good definition. More paperwork stuff, but this is important that you understand. So the TEGL, the Training & Employment Guidance Letter, the 05-10. It talks about the match and allowable construction and other capital assets, costs for YouthBuild program. This is a very overarching TEGL. So what it does, it provides information on what the construction-related costs are allowable with grant or match funds for the work site.

And I know that this is something that some programs had challenges with in the past, but also, this TEGL – and this is one of our resources, I believe that we have in the resource room. So I encourage you to look at all of these PDFs that we have available and print these out. We're going to have slides that you can look at, but print out those PDFs so that you can have this as a resource and look at it.

Also, this TEGL provides more explanation of what the match funds are under YouthBuild and particularly, talking about specific information on various construction activities and costs and whether they're allowed within those match funds. And on the next slide here, the TEGL 35-12, some of the allowable construction credentials for YouthBuild programs are outcome-focused.

So for those of you who have been with us for a while with the Transfer Act and back in the HUD days when it was more about units of housing and now the requirements are more based on the young people and what the product is for job placement and other things, including the attainment of an industry-recognized credential.

So this TEGL provides guidance on a minimum level of certification allowed for each of three nationally recognized credentials. And we're going to get into those in a second. So you may have questions and I know we're going to be giving you a lot of information. We have the resources, a lot of information. We will have our contact information at the end of this presentation. So feel free to contact us if we don't get to your question during this webinar.

So feel free to contact us afterwards where we'll get back to you as soon as possible. But the three industry-recognized credentials are so that more than one module may be needed to complete and pass for it to count as a certification outcome. So all of the industry-recognized credentials that are supported by YouthBuild USA and promoted by Department of Labor and recognized, contain more than one module.

And if we look at what the definition is of a occupational track, it says that it must contain a comprehensive training program. So that includes more than one module within the industry-recognized credential.

All right. One more is the TEN 13-12. That's right, we're going to get to that. So defining a quality pre-apprenticeship program and the related tools. So again, this is a very broad definition.

So a lot of it provides information on how the apprenticeship program is defined and how to develop one. We have a speaker coming up, Brian McMahon for Operation Fresh Start in Madison and he has a lot of information for you coming up. And I'd really suggest that you take notes on what Brian has to say, especially regarding the registered apprenticeship and how these develop that.

HELEN WHITCHER: Ted, this is Helen. I wanted to jump in there for just a second. Let folks know that coming out in the fall –

MR. ROAN: I'm sorry, Helen, it sounds like you need to mute your computer speakers. We're hearing some echo.

MS. WHITCHER: Oh, I'm sorry about that.

MR. ROAN: Yeah. If you could mute your computer speakers.

MS. WHITCHER: They are. Just letting folks know that in the fall, we have – (inaudible) – apprenticeship coming out that has got some really great videos about Operation Fresh Start, one that would probably get folks really excited about moving into apprenticeship placements. Also, with that is a white paper and a webinar piece that are a lot more around the how to get started and begin that. So that will be coming out in the fall and we have a November 10th webinar coming around on that as well.

MR. ROAN: Fantastic. So a lot of information. We're going to – actually, coming up we have another webinar on the community of practice next week on the 20th and we're talking about these different curriculum. And so that one is going to be about – or one of the speakers will be about radon. We'll talk about that in a second. But getting back to this TEN 13-12, that this provides strategies for grantees to better understand collaboration and registered apprenticeships and pathways.

So as Helen said, a new toolkit coming out. Brian's going to share with you some of those best practices in the brief time that he has. And then one more TEGL is qualifying work sites and construction projects for YouthBuild grantees. So this was just published.

MS. SMITH: Ted, hey, this is Jenn. So just to jump in here really quickly, because I know we're throwing a lot of TENs and TEGLs at you guys, but these are very important guidance documents, especially for those of you who are brand new grantees and aren't familiar with our processes.

You know, TENS, which are Training and Employment Notices, and TEGLs, which are Training & Employment Guidance Letters are the ways that we share formal information and formal guidance with you guys regarding policies and practices that are relevant to the program.

So I know it's a lot of information. As Ted said, the best thing that you can do is download and print these out and read them and review them with your program staff to make sure that you're familiar with the policies described. I wanted to make one point of clarification, though, which is that we didn't actually include these as attachments, because what we did include, when we get to the resources section at the very end, is the hyperlinks to where those resources can be found.

MR. ROAN: All right. Thank you.

MS. SMITH: Yeah. No problem. I saw that Stephanie was asking about being able to print them and I didn't want her desperately looking for them when she's not going to find the actual attachments. But the PowerPoint slides, I believe are available after the event. And so you guys can pull up the PowerPoint and use that to get to the links and it's readily available on the Doleta.gov website. That's where all the links will refer you.

But it definitely is a good practice to print these out and read them. So that being said, we're always developing new TEGLs in particular, which are the formal guidance letters as we find it necessary. And as Ted mentioned, this is our brand new one. This is brand spanking new. It was only published a week ago. We're very proud of it. This has been a labor of love, because we know that grantees have had a lot of concerns around understanding what makes a work site qualifying and not.

As you may be familiar at this point, all work sites that you propose to use in your grants must be reviewed and approved by your FPO as well as the national office. And I know that some grantees have submitted work sites that were not approved. And so we decided that we really needed to create better guidance for you guys to understand what we're looking for in terms of qualifying work sites.

So that's what this TEGL really sets out to do. It describes the level of construction work that qualifies as a work site. And what we mean by level is just doing some paint, rehab, fixing a couple of screens on a window. To us, that is sort of what you might call handy work. That is not a qualifying level of construction.

What we want with these work sites is not just the transformative experience that these youth can have by helping to develop more affordable housing stock in their communities, but also, to make sure that they are applying the construction skills that they learn in the curricula that they are trained in, which Ted will speak about later, but it's really about making sure that they're getting the real hands-on experience applying the modules and the skill areas that they learned in that training.

So this TEGL focuses on trying to clarify exactly what that looks like and focusing on the idea of depth and breadth. That's what this TEGL speaks to. It's the concept that we expect that any work site that youth are participating on allows them to have experience in at least two different modules with any of the skill areas that they are being trained on within their construction curricula. And also, that breadth is it should touch on more than one skill area. It should touch on at least two skill areas.

You know, skill areas are things like framing, roofing, plumbing, those large buckets of construction. And so we're trying to reiterate the importance of having quality work sites as a part of YouthBuild program model and that's what this TEGL speaks to do. On the next slide, you'll see an example of what the ETA 9143 form looks like. And this is the work site description form that all grantees need to use anytime that they are submitting a work site for approval.

I'm going to turn it back over to Ted. I don't know if there's anything more you want to say about the work site form.

MR. ROAN: Thanks, Jenn. And that was really worth clarifying there on that TEGL. So thank you for doing that, because what that's going to help you do at the program level is help avoid any stumbling blocks, any challenges later on when there's a question about, was that a qualifying work site. Then as long as you follow these TEGL guidelines, then there won't be any questions at all. So moving on to the work site description form, this is something that will be filled out, will be identified.

There will be a safety plan that will be attached to this that's part of it. You all will have seen this already and this, I believe is one of the attachments, one of the legitimate ones, not the link. So take a look at that and make sure that all of these things are identified in this work site description form, because then that, again, is something that's going to be monitored. That's something that's going to be evaluated and make sure you have all of this.

And we're going to get into the safety aspect here in a minute briefly, but that's one of the components, one of the very evident components in the work site description form is about the safety practices. So make sure you download that if you haven't already done that and look at that one. Another fun thing that's – I'm sorry, did somebody want to jump in? OK. Another fun thing that we want to talk about is restrictive covenants.

MS. WHITCHER: So yeah, Ted, I'm going to talk about restrictive covenants. And this is something that's actually going to affect every program, whether you are doing your own construction work or whether you're partnering with another organization or a Habitat for Humanity.

But restrictive covenants are a clause and a deed or lease to the property in the home that limits what the owner can do with the property. So this means for us that for 10 years beyond the sale of the home or the rental of the apartment and the completion of the YouthBuild work, that that property has to remain either rented or sold to an individual or family who's also low-income.

What we're trying to avoid is that someone gets this property for low-income and then turns around and sells it and makes a lot of program income or profit from it. So that's why this 10-year restricted covenant is on here. Usually, it comes in the form of sometimes a second mortgage. And you will see in the downloads that there are samples from Portland, Oregon that they've allowed us to post there that you can use as a guide for doing this.

But this is important, because whether you're building your home yourself or whether you're partnered with an organization where the only federal dollars that are in that project are the stipends that you'd use – (inaudible) – project. That is still enough to mean that restrictive covenants need to be in place.

So with WIOA coming, there is a notice of property rulemaking. That's the thinking that they're going through now and it's possible that this is going to be dropped to five years. But for right now, it's 10 and that's what we need to be going by. So restrictive covenants, very important. Ted, I'm going to turn this back over to you to start on best practices.

MR. KEATING: And Ted, you might be on –

MR. ROAN: Yeah. I'm here. I was trying to be a good facilitator and have it on mute and I forgot. Thanks, Helen. So talking about the best practices. We've got the TEGLs, the TENS, the Davis-Bacon and the restrictive covenants. We've got that covered. So some of the best practices that we want to talk about, and again, I know this is a lot of information, some of the veteran grantees on the webinar are great resources for best practices, also.

And what we want to do now is another quick question. So Brian, are you going to – is this – OK. So a quick question here. "Which one of these do you consider these best practices?"

MR. KEATING: And hang on, what are the best practices? Some of you may have voted in this earlier. So again, the choices are, projects have an impact on the immediate neighborhood, the partner is committed to YouthBuild's training mission, construction staff are not involved in mental toughness the project will accommodate, the program cohort or participant is allowed one-hour lunches. So it looks like some of you are voting now.

If you didn't vote earlier or you want to change your vote, please feel free to go ahead and do that now. Just click the boxes that you want to reflect your choice. And again, please go ahead and do that now. All right. Looks like folks are voting. Ted, I'll turn things back to you to review the results.

MR. ROAN: Great. Thanks, Brian. So as we look at this, of course, there's some red herrings in there. I wanted to create some things that maybe is not considered a best practice, but I wanted to put that out there. So yes, it reflects that you guys kind of caught on to that. So one of the things, the third one down, the construction staff are not involved in mental toughness, I would highly recommend that construction staff are involved in mental toughness, because that's where the students are spending nearly 50 percent of their time on the construction site.

So doing mental toughness, have them engaged with the construction trainers. So I would say that that statement right there would not be a best practice. I know that some places, some programs at the very bottom, the participant is allowed one-hour lunches, sometimes one hour is just a little too much time for students to find something else to do maybe a little more exciting or something that catches their attention.

So while that's a standard for some programs and it works well for the majority of programs, that's maybe a little too much time for students to have during the middle of the day and then it pushes their day to be a little bit longer. But all of the other ones, of course, those are good things to have in your program. And then we'll move on. So thanks, everyone for participating in that and answering those.

So this is one of our resources as well. I just wanted everyone to have a look at what some of the roles are for a YouthBuild program, whether it's subcontracting for free labor arrangement. That would be a Habitat for Humanity subcontracting or as a paid subcontractor and that would be, let's say, you do the framing, sheathing, roofing work for a housing authority and you get paid, either in-kind or with funding for that work that you've done.

Or you could be in construction management, or you could be a general contractor overseeing all of the facets of the job site of the project, or you could be in development where you're actually purchasing the land, you're developing the job site, you write or you contract with an architect to draw up the plans and then you, according to Davis-Bacon and the restrictive covenants, turn that project and you sell that and roll that money back into the program.

So there are different levels and there's some advantages and there's some disadvantages to look at. There are different stages of liability that are incurred with different types here. So ideally, most programs want to have the most autonomy that they can. So they want to make their own decisions and of course, that comes with being their own developer, but baby steps and working up to that. So take the sheet, look at it, see what works best for your program and then see where you want to be and what steps you're going to take to get to that point.

So there's a lot of things that are involved. So I would just suggest you look at this. This was just a good resource. I wanted you to get this in your brain on no matter what you said in your statement of work for the grant, you can move forward with this into a different stage of the projects and with the partners.

So right now I want to introduce Brian McMahon who's the deputy director for Operation Fresh Start and he's going to talk to us about initiating some of those partnerships in the community.

BRIAN MCMAHON: Sure. Thanks, Ted. And hello, everybody. Thanks for having Fresh Start on the line. Just to give a quick snapshot of Operation Fresh Start, we have seven crews that we deploy on a daily basis. So we have four construction crews and three conservation crews. And in terms of our construction crews, we both use the partnership model. We're basically paid subcontractors to help develop that affordable housing unit as well as we develop our own.

So just a little background. But in terms of the partnership discussion, I wanted to focus on the work we've been trying to do to develop this strong pathway to apprenticeship here in Madison, Wisconsin. And it was really a two-pronged parallel approach when we began this work five, six years ago really trying to identify how we can help get our participants placed and registered apprenticeship in one of the areas that we knew we had to develop those partnerships and those relationships in our community.

And we identified that we wanted to – three groups within those partnerships. We wanted to align ourselves with other CBOs or coalitions that had a similar mission or the mission of trying to increase the number of women and minorities entering the apprenticeship. So the other group we wanted to develop relationships with the local unions, specifically those apprentice coordinators and those business managers within those locals and then finally, develop those relationships with those union employers.

So we started with the CBOs. I know here locally we have an alliance called the Construction Workforce Diversity Alliance. I began attending those meetings. I joined a subcommittee that was focused on recruitment and retention. And then all the sudden, I was in the room with these people, these decision makers and this group was made up of employers, CBOs, colleges, local high school district representatives, government officials and different government departments.

There's a local organization here around whose mission is to help the number of women and minorities enter the apprenticeable trades. We looked to formalize our partnership with them. It was called the START program, which stands for Skilled Trades Apprenticeship Readiness Training. And through that process of referring our young people, this program really helped people become more aware of the different trades, helped them study and prep for those aptitude tests and then help them navigate that confusing path that can be landing a registered apprenticeship.

Through that partnership, I was asked to join the board of this other CBO, the START program. On that board was our local building trades council executive director as well as a variety of different trades were on the board. So the electricians were represented, the iron workers, the laborers, the carpenters and some local union employers. So I had the opportunity to meet with these people monthly and was able to get a pulse on some of the labor market projections for the different trades as well as some of the employer needs and projects.

Everything just continued to snowball. Our local workforce development board became interested in the work we were doing and we were actually contracted to develop some construction boot camps, all that lead to this tiered program design that I'll talk about a little bit later.

MR. ROAN: Great. Thanks, Brian. Oh, go ahead.

MR. MCMAHON: I was just going to say it primarily was an employment partnership. We have a local large construction firm that we now currently have department of workforce development grants around where in some ways, we're almost like a farm team for this company called Findorff and it's led to great placement opportunities.

MR. ROAN: Thank you, Brian. And I've been to Brian's program several times and I'm always impressed by the level of community partners that are there. And Brian and I were talking earlier and one of the things I want you to understand too, about Brian's program is that this didn't happen overnight. So as he's talking about these things and whether this is your first grant or you've been refunded, these are things that have taken literally years to cultivate.

And the partnership has evolved as the partner has trusted and Brian and Operation Fresh Start has earned the trust of the partner, it's evolved into a different level. So taking those initial steps in approaching the community partner are important and then trusting that staying involve, like he said, he was invited on the board and then leverage that into an evolving partnership. So take advantage of those.

Brian is a great resource. He's always helpful and responds when we ask him to do something. So Brian is a really good resource and we're going to have him speak on another topic in just a few minutes. But we're going to move on to the next slide and talk about the safety component. So if you read both the WIOA and the final rule with Department of Labor, it talks about how to incorporate OSHA and NIOSH safe work practices into the job site.

So talking about the standards, the reporting, the Form 300, the safety plan and according to the final rule and WIOA, it says here, "Those are requirements for your YouthBuild job site." So one of the things is the Form 300, if there is an incident on site, and I believe that's one of the attachments as well, that's a required way for you to report that incident and that is an OSHA standard how that's reported.

So I'd encourage you to make sure that your staff are up on OSHA standards. Just a quick heads up, there is going to be an OSHA training next month for OSHA 500 instructors sponsored by Department of Labor and YouthBuild USA. So check the YouthBuild website on that so that you can register so that then you can issue – like on the next bullet here, have your construction trainer or an OSHA-authorized instructor to deliver the OSHA 10 and 30 cards.

So if your instructor attends this training, they will be able to deliver the OSHA 10 and 30 cards. I know a lot of programs have community partners that deliver that. There's also online opportunities to get the OSHA 10 card. One of the requirements also, is to design a program safety plan. That is part of the work site description form is to design and develop a work site safety plan. So make sure that is done, that you have that document available so you can produce that document beyond just the OSHA training.

It's actually a documented safety plan. If you can partner with a local OSHA provider to deliver the OSHA 10 at a reduced rate or no fee at all, sometimes a fire department or a boy scout troop will do that, sometimes police departments. But there are other entities that will offer, at no cost, delivering the OSHA 10. And then safety is just one way to actually promote the leadership development opportunities within your program by selecting or electing safety officers for the construction site.

So think about that too when you're talking about your leadership development is identifying those safety officers. So we're going to talk real quickly about the four curriculum that we support through Department of Labor and YouthBuild USA. And I'm sure a lot of people, you identified in your statement of work, what your designated curricula is going to be and we're going to talk about those or what some of the other options are.

So the first one we'll talk about is HBI-PACT I'm going to go through here, I'll let you read that. But HBI-PACT, if you'd used it in the past, there are some recent developments in the PACT certification training. So if you're well aware of those, that's great, you understand. If you're not, you can get a hold of me. Some of the basics are HBI-PACT requires you to sign a licensed agreement now, which is $1,500 a year and there is a per certificate cost for each certificate that is submitted.

It's a great comprehensive curricula that a lot of programs use. So look at that, see if that's something that you would like to use or if you have already identified that and if you have any questions, feel free to contact me and I will try to clarify any questions that you have. We do have a training scheduled. Well, we don't have it scheduled, I'm sorry. We are looking at having a training in the spring sometime, but there's nothing approved. So we are waiting.

The next slide here is the National Center for Construction Education and Research or NCCER. That is another very comprehensive curricula that incorporate the safety, the construction map, the blueprint reading, the tool and materials, employability, those kinds of things just like HBI-PACT does. That is used by a wide variety of programs as well. That was developed out of the University of Florida.

So it's a little bit on the – there's accountability for learning in the NCCER and that's one of the changes to the HBI-PACT that I mentioned too. Now, in both curriculum, now there is both a written test and a performance test that is required for both the HBI-PACT and the NCCER. The Multi-Craft Core Curriculum, we call it the MC3, it's a little bit more content as far as the requirement of contact hours, which is 120 hours.

And that is created and owned by the Building Trades Department, AFL-CIO. So if you work in a high union-based area, I know that Brian McMahon and his organization – Brian got certified in the MC3 a year or so ago. If that is something that is attractive to your local union, then it is really worth getting certified in that curriculum so that you can leverage either direct entry or entry into your local union.

Also, the BPI, which is the Building Performance Institute, if you do comprehensive weatherization, renovation and rehab, then this is maybe something that would be more advantageous, because it talks about weatherization, it talks about air ceiling, very heavy on building science, a lot of comprehensive content there. And again, it is about 85 hours of content, which is what the HBI-PACT and the NCCER as well. So it's about in alignment with those.

MS. WHITCHER: Ted, I'm just going to jump in with you there. This is Helen. You know, there's a lot of programs out there that are community colleges or housing authorities and the key here is an industry-recognized certification. And so there's sometimes when say a community college might have their own curriculum. So other curriculums are certainly around, it just would take asking and talking with your federal program officer and getting approval from them that that would meet the requirements of the certification.

And so that's how we thought some programs with different certifications that they get as opposed to the ones that you've been talking about.

MR. ROAN: Exactly, Helen. So that's a really good point. While we support all of the ones that I just mentioned to you here, we conduct trainings and we support that with DOL and YouthBuild USA staff. There are other ones, whether it's community colleges or a regional certification that's recognized through the industry.

So if you have one of those, that's fine, but as Helen said, make sure you talk to your FPO. There we go. So this next slide is just a list of things, a little checklist here, additional issues to consider with your work site. Have you done all of these things? Did you do the initial site inspection that's on the work site description form? Did you have that scope of work and the plans? Do you have that specifications? Do you have this worked out?

Because as we talked about in the TEGLs, does this qualify as a legitimate work site? So do you have all the specifications here? Have you looked at the materials list? Do you have everything? So without going all the way down this list, look at this list. Print this out, look at this. Do we have the safety plan in place? Do we have transportation figured out? Is it close enough to the job site? How do we want to model our program if it's too far away?

Do we want to do a week on, a week off? Do we want to do every other day? Do we want to do half days if it's close enough so the students can be supported and reinforced in both the classroom and the job site and do half days in the classroom, half days on the job site? So if you do this checklist and go through this with your staff to identify maybe what some weak points are and some things that you've already done. So this is just another resource for you to look at and have available. Construction Plus –

MS. WHITCHER: Yeah. Let's talk about Construction Plus.

MR. ROAN: Let's do.

MS. WHITCHER: (inaudible) – became available for YouthBuild programs several years ago and it's the non-construction career trade track for the young people. It still results in an industry-recognized certification. And I think in the moment, we have somewhere in the 30s of other different career tracks that sites are doing. Now, this is not an opportunity for first awardees. You have to wait until you've received at least a second Department of Labor grant to be able to do Construction Plus.

And it does mean – so it means that you still have to do a construction project and you have to still have the opportunity for construction, but all of the young people coming into your program do not necessarily have to do construction. And sites do this in a couple of ways. So some of them will have all of their young people go through construction and then have the opportunity to move onto Construction Plus, perfectly fine.

Some programs will have young people come into the program and make a decision about whether they want to go in the construction direction or whether they want to go in the Construction Plus direction, also, perfectly fine. What you need to strategically remember, if you're thinking about this, is the young people that you're recruiting into the program. So in outcomes, because the industry-recognized certification is also in the same outcome as your high school equivalency or diploma, you want to make sure that young people are attaining hopefully both of these.

But if, for example, you've got mostly young people coming into your program at a sixth-grade skill level and your program is only six months long in duration, that's going to be a very tough route for a young person to go to reach a diploma in that or a high school equivalency in that amount of time. So strategically, you certainly might want to consider having the young people go through one of the construction curricula that Ted talked about in order to attain that industry-recognized certification.

So in that kind of a scenario, it's going to be great to have young people go through the construction curricula before moving on to a Construction Plus activity. And certainly, folks that do have the young people go through the construction curricula, it's also not necessary that they also go on to the work site if they choose to.

But that is Construction Plus and you certainly can inquire with any of us about that if you're interested in going in that direction as well. And now to one more TEGL. Jenn, were you going to talk about this one?

MS. SMITH: Yeah. Thanks, Helen. So this TEGL is a nice compliment for everything that Helen was just mentioning. This is the TEGL that we did on Construction Plus.

And what we're really trying to do here is provide guidance to the fields regarding considerations that you need to think about in terms of developing a Construction Plus curriculum, things like the labor market and where those in-demand jobs are, planning for, developing an additional curricula pathway to train those youth, finding the partners who will help with the training and/or provide on-the-job learning experiences and actual application of skills.

So this just describes some of the things that Helen mentioned around what's required in order to be able to do Construction Plus as well as the attachment document that's mentioned in the last bullet around some of the considerations, which are more about thinking about what are viable career pathway fields for Construction Plus for the participants that you serve for the amount of time that you're serving them and for where their skill level and education is.

So we think that's a great TEGL to think about if you're really interested in doing Construction Plus. I will also highlight that we will be having a special session on Construction Plus at the new grantee orientation happening November 4th and 5th that hopefully you're all busy registering for.

That's the last TEGL we're going to throw at you guys, but just wanted to make sure you were aware of that, because we're trying to compliment some of these broad concepts with guidance that will help be an informative decision process for you as you develop your program models. Helen, I believe I'm going to turn it over to you for broader construction applications.

MS. WHITCHER: Yeah. Just to set the stage for this last section, which is on broader construction applications. So again, even if you stay within the construction field in your program, one of the reasons that construction is a great vehicle for YouthBuild is that it's such a huge wide range of jobs and placements are available. So young people might want to become architects, others might want to work in Home Depot or the retail end of it and you've got young people in green building and all kinds of construction areas.

So this is a great – it leaves it open for a great number of opportunities and that's a lot of what we're going to talk about in this section. I think we have one additional poll – (inaudible) – and that one is about best practices.

MR. KEATING: All right. And let's see, just like the first two polls, we want to invite you to go ahead and click the boxes that reflect your choice. So again, the question this time is, "What other vocational training opportunities would enhance your construction component?" Again, your choices are green building, radon, deconstruction, preservation, apprenticeship placement or general industry OSHA certification? And again, if you would be so kind as to go ahead and vote now, that would be great.

Also, we want to encourage you to click as many boxes as you need to there. You're also welcome to go ahead and vote now if you haven't already voted. And while those roll in, like it looks like many of you are voting, I'll go ahead and turn it back over to Helen to comment on what you're seeing there.

MS. WHITCHER: OK. So this is exciting. We've got a lot of folks interested in the apprenticeship placement and you guys haven't even seen the toolkit yet. So that makes me really excited that when folks see the toolkit, we'll get even more folks interested in the apprenticeship placement, but certainly, all of these are really great opportunities for broadening construction work that you do as we move on – (inaudible) – construction.

MR. ROAN: Thank you, Helen. So just before I move into this too much, I'm really excited to see those polling results, because we, at YouthBuild USA and at Department of Labor, have working groups that we talk about how are we going to address the needs of the field and the results of that poll reflect the things that we've been working on, the apprenticeship, the green building, the deconstruction, the radon.

So it sounds like we're heading in the right direction, for one, and that we really want to support things that will enhance your local program. So those things, like radon, there will be a workshop, a webinar next week on the community practice and other resources and we will have a professional, Patrick Daniels of the Illinois Emergency Management Association talking about radon and radon practices.

And so if you haven't already put that on your schedule, he will be on there talking about radon and radon training. We actually instituted a pilot program with one of our local YouthBuild programs and did radon training. They actually hired right after the training. Program students did extremely well and a local radon mitigation professional hired one of the students right out of the training.

So it's very encouraging to see that. So another one of those poll questions was about deconstruction, not demolition and that was one of the highest answers on the polling questions. So I was excited to see that. Programs are really excited to see that and one of the toolkits, we were just talking about the apprenticeship toolkit, we have a couple of other toolkits coming out and papers, PDF resources coming out that will be on the community of practice and that is about deconstruction.

So I'd encourage you to keep looking at the community of practice and look for those in the future. But deconstruction, in a lot of ways, crosses over and uses those comprehensive skills that we use on the construction site and that also applies in deconstruction, the safety applies. The HAZWOPER training, if you're not familiar with that it's about asbestos and the RAP, the lead-safe worker, that applies as well.

So keep on the lookout for the deconstruction toolkit that's coming out. And this next slide, it's just a few of the resources. There are a lot more resources that are available. And again, if you want more detail or more clarification on deconstruction, deconstruction curricula that are available in a couple of different places, feel free to call and ask where you can get those curricula. I have those available.

So if you're interested, then get a hold of me and I can most likely connect you with a local deconstruction provider. So another thing I think – (inaudible) – 7 percent on the polling question, people were interested in green building. So energy efficiency and third party certification. Most people are familiar with LEED. It's Leadership in Energy & Environmental Design. So that is one of the third party certifications. There are several in the southeastern portion of the United States.

There are a lot of other – Energy Star is one of the initial third party certifications, that first step beyond just green building. So the benefits to energy efficiency and green building are that you get the visibility in the public from the local building community. And I think what I've experienced is that when you start implementing some of these strategies, not only do you get the attention from the construction community, but it's such a hot button these days, not only in construction, just in our society is about green, about resource efficiency and things like that.

So there's the benefit there. Some of the myths and challenges that you may have to deal with for the most part have been debunked. I worked, as many of you know, with the local YouthBuild program in Austin, Texas for 16 years. We did a really good job of green building and what we found was that green building increased the cost of about 3 to 6 percent over traditional building, but that the benefits far outweighed any of that small cost that was incurred.

So the challenges, the small learning curves that may be incorporated in there are very small compared to the benefits that you may incur. Some of the resources, the Shades of Green, there's a getting started checklist, there's the McGraw-Hill construction for industry data supports the benefits outweighing the challenges of green building. So again, if you have any questions about this, a way to implement green building strategies, I would love to help you over the phone.

We are actually going to institute some green building charettes and trainings in the next year. So I'd love to involve as many people as I can. Please get a hold of me and we can go over how you would do that in your current project.

Registered apprenticeships, we're going to talk more in-depth about that. But just some ideas, if you haven't already identified your local union hall that may be associated with your construction project. So if it's the laborers, if it's the carpenters, if it's the pipe fitters, if it's the electricians, make sure that you've connected with those.

And just an awareness that not all registered apprenticeships are union affiliated. So I know in right-to-work states, the word union may have a negative connotation. So just understand that just because it's a registered apprenticeship doesn't necessarily affiliate it with a union hall. Make sure that you align which curriculum – if you look at your curriculum and look at the way they're laid out, which one best supports the registered apprenticeship and the placement for your students, whether it's internships, whether it's direct placement into a union.

Make sure also, that you leverage Section 3 to leverage apprenticeships and direct placement. And if you're not familiar with the Section 3, I encourage you to look that up and look at the priority. YouthBuild has mentioned, has specifically stated in there as a preferred vendor for the local housing authority to use if they're working on a federal project. So make sure that you use those avenues, the Section 3, to leverage those partnerships.

And then invite any union that's maybe local that may benefit you to place students in direct entry. Make sure you invite them to be on your board, on your leadership component so that they can understand – once any community partner visits our program and understands what our young people are about and what they're trying to do and change their lives, then they will buy in every time and they will support your program, whether it's job placement, or in-kind, or match funding, whatever it may be.

So I'd highly encourage you to do that. And on that note, we're going to – Brian McMahon is going to talk to us some more about how he's done that in his program and some suggestions – what he's going to talk about too, some suggestions on how you do that at your local program. So on that note, Brian, it's all yours again.

MR. MCMAHON: Yeah. Thanks, Ted. One of the things is we were looking to, as I mentioned before, create that pathway to registered apprenticeship. We identified that we had developed those partnerships that I talked about, the CBOs, the relationships with the local union representatives and employers, but we also knew we had to create a strong programmatic preparation program.

You know, because we knew the needs of industry and employers, we wanted to make sure that our people were prepared and ready to hit the ground running. So one of the things that we did is we created – simultaneously to developing those relationships, we created an advanced construction training platform and we call it our grad crew here. And this was, like Ted said, a long time. You know, we've been working on this for a long time.

But five or six years ago, we were able to receive some stimulus funds from the City of Madison. These were those ARRA funds and they asked us to assemble a crew to work on some of the dilapidated affordable building stock in our community. And so our grad crew is made up of a professional contractor and five of our YouthBuild graduates. It's a competitive process to get selected onto the grad crew.

So they have to apply. Before you're even eligible to go onto that grad crew, you've got to have your high school diploma or GED, you have to have your driver's license. We started a driver's license recovery program here at Fresh Start with our local judges and we were able to find a local driving school and we were able to find some funding to support that. They have to have their OSHA 10 certification.

We use the PACT certification here. You have to have your PACT certification, CPR, first aid and a reference from your supervisor. It's a higher wage. So we have three labor positions on the crew and two carpenter positions. Laborers, we pay $0 an hour and the carpenter is $11 an hour and we try to keep that experience between six to eight months. And it's designed – they've met all of those entry level requirements, because we knew our YouthBuild graduates can be moving into a truly family sustaining job with a high school diploma or GED and a driver's license.

But we had to, as close as we could, replicate that industry pace and that's what this is. We jokingly refer to them as our black ops crew, because no one sees them. They're the first crew in at the beginning of the day and the last crew back at the end of the day and all they do is work. And so they actually go out, they bid on projects. Literally, time is money. You know, they've got to come in, meet that budget, meet that deadline and it's a self-sustaining crew.

What we found is that this is back in the construction depression, we were finally getting registered apprenticeship placements. And the feedback we were getting from employers was not only were they technically prepared, but they hit the ground running. They knew what to do next. So word had spread really quickly that these were strong, viable candidates coming in. while they're on grad crew, we help – you know, they also received their lot abatement certification and they received –

We've got some educational program assistance to help them prepare for and pass that apprenticeship aptitude test for whatever trade they want to go into. And we've seen some tremendous success from this tiered approach. And so we've placed people from grad crew into whatever the preferred trade. We've placed them in the carpenters, the laborers, the iron workers, the electricians, the plumbers, the sheet metal workers.

For those people who have completed grad crew, we've got 100 percent placement rate and this is also real attractive to those union employers, because we know how much is invested in apprenticeship. We've got an 86 percent retention rate for everyone who's been placed. So these are young people who know what they want to get into, they're used to working in the elements, especially up here in Wisconsin, those Wisconsin elements where it's cold, snowing, sleeting, rain or the hot summers.

So we've gotten a lot of good feedback and that developed into a formal partnership through a department of workforce development grant with probably our largest construction company in Southern Wisconsin where, through this partnership, our grad crew is able to job shadow for a week on a commercial site and they get partnered with journey people in their preferred trade. What we've seen, they've noticed they get a good look at them and usually they get picked up after that job shadow by that employer.

So it's been the missing link for us. Once we got that advanced construction training crew and word got out, that's when we really see those apprenticeship placements overall.

MS. WHITCHER: OK. Brian, thanks so much. So if we can move this along, we're going to start – (inaudible) – section, which is planning for the worst, what to do if it all falls apart. And I hope everyone can appreciate this imploding help. I think it's a fine rendition of what could possibly happen in YouthBuild programs. And it leads me to make one – (inaudible) –, which is there's – (inaudible) – over the years with YouthBuild that we've seen – (inaudible).

Plan B is going to be always to have a Plan B and we're going to talk a little more about that in a moment. But some of the best things that you can do when the worst happens is to turn to your FPO. Make sure you talk to them about what's going on and then turn to your technical assistance coach, that he's going to have one. We'll be getting that together and rolling this in the next couple of weeks.

But two things – (inaudible) – if your work site would fall apart, – (inaudible) – that you (inaudible) – connected with work site materials could fall apart. So what do you do? Most importantly, don't panic. Go back to your statement of work and look at what you've written in there. So where do you have – (inaudible) – question? Take a look at your statement of work and then take a look at your calendar.

Are there things that can be rearranged? (Inaudible). This could be hold up from permitting folks, this could be hold up from the architects. This could be hold up from anything. But what can you do in the meantime that is going to get your young people out on the work site in a timely manner? With partnerships, one of them could fall apart. I mean, still even in this day and age, you can take on a partner who doesn't necessarily think really serious and say, OK, (inaudible) this work site partnership, you needed to step up to the plate.

It doesn't always happen. So always have a Plan B that you've thought about. Like I said, talk to your federal program officer. Look at the community, make sure that if you're doing work on your own or if you're doing work with a partner that you've got another potential partner that you might be able to reach out to if something happens. I can remember in my own – (inaudible) – as a director that when we had a project fall through, the city was able to help us by giving us one of their projects to do the foundation work.

So that held us over just for the right amount of time so that then we could get back onto our own project and use – (inaudible). So they've been applying some of those skills that they were learning into the classroom. Look at using the construction map to work through different curriculum, look at the young people building other smaller items, such as a playhouse or a doghouse, those things that can be later on donated to the community.

Look at having another partner on the back burner, if that's a possibility and then begin to assess the community for – (inaudible) – these community activities might be that could fill in for brief portions of time until you get another project to either work through with your FPO or get your original one back online. One of the most important things is just making sure your young people remain engaged.

It's when they are not engaged, the young people are going to get bored and then that's going to translate into different behavior issues. So always have that Plan B. You know, with match, very often programs have got the match connected to the work sites. So the materials that are going to be used in the projects – (inaudible) –are what is going to supply some of your match numbers. So match – (inaudible), that's happened.

Have some other ideas in your back pocket – (inaudible) – appeal about for replacing that match. Also, make sure that you're only utilizing –

MS. SMITH: Helen.

MS. WHITCHER: Yeah.

MS. SMITH: I'm sorry, I apologize. So we're getting a lot of static with your phone. You're coming in and out, because I think I know that you're on a cell phone; correct?

MS. WHITCHER: Yeah. So Jenn, would you jump in and then maybe just finish talking about that match piece? That was my last comment.

MS. SMITH: Yes. Absolutely. So thank you. Apologies, everyone. You know, I do have to say that I do apologize for those of you for whom this is the first YouthBuild's related webinar you've been on. We have definitely been having more than our usual share of technical issues and glitches today. Generally, these webinars go much smoother. So I apologize and appreciate you guys staying with us.

We will not always have these kind of technical issues, but sometimes it happens when you rely on technology. So one of the last things we wanted to leave you with related to the Plan B and how to make sure that you don't end up in a tight pinch is just sharing with you some of the information that we've seen over the years of some of the work site pitfalls that occur and then we'll to you a little bit about some of the things that you can do to get out of those.

So here's some things for you to consider. One is that not all work sites – you end up in a situation where some of the grantees have not gotten the work sites approved and still started working on them. You do not want to let this happen and it happens so often, I cannot even tell you. An FPO will go out to do a monitoring site visit or they'll get a 9143 form from the grantee, which is the work site description form and it's asking for approval on a work site, but the FPO comes to find out the grantee has already been working on the work site.

If you work on a work site that is not approved, you may end up owing back money from your grant or having your grant award reduced if you haven't spent all of it. You must have all of your work sites approved before you work on them. Secondly, another pitfall that we've seen is grantees not making sure – and this is kind of related to the first one, because you won't get a work site approved if you're not meeting those requirements of providing a work site that has a sufficient level of work training for the youth to do that's related to the construction curriculum and related to actually developing those on-the-job skills for that youth.

And again, this is tied to that idea of the breadth and depth of training that I described with TEGL 06-15, our brand new TEGL. Another one that we've seen, and I will tell you these are real life examples and we've actually been working with a grantee who's gotten themselves in trouble with a couple of the things on this list just in the last few weeks, and that is working with a developer or whomever your partner is and not letting them know about the required 10-year restrictive covenant right out the door and not making sure that they agreed to put that restrictive covenant on the property at the time of the occupancy permit.

It is a requirement per our regulations. There is no getting around that. And so you cannot work on the work site that does not have a restrictive covenant. You know, the guarantee of using the restrictive covenant, because what the whole goal of these programs is is to help build low-income housing stock. And that means insuring that that housing stock will remain affordable for low-income individuals and families for at least 10 years.

The next one is not insuring that work sites are within the service area as described in your statement of work. You know, this is one that you can work with your FPO to possibly resolve pretty easily by possibly doing that statement of work modification to your service area, but not every service area change is going to be approved. So obviously, before you start, you want to make sure that you're working with the FPO, that that work site is allowable.

We have had a couple of grantees who have still struggled to find work sites in their own communities, that they're looking at work sites that are 60, 70, 80 miles away. And that brings a whole other level of concerns. It's putting youth at risk for the long haul on the highways, you have transportation concerns and it's also the relevant fact that when you received your grant, you were stating that the community of need that you were serving was where your grant is located and not a community 70 miles away.

So those are considerations to think about, that can be tricky. And then finally, the last one is the piece that Helen started talking about, that again, we have seen a real life experience with a grantee where they were using match funds. The source of their match funds was the construction materials that were being provided by the developer on the work sites that they were using.

And so their match funds were tied directly to their ability to have work sites that were qualifying, have enough time for the youth to be on those work sites and doing the whole of the anticipated construction, because only the amount of those materials that is directly involved in the youth construction training is allowable as match. And this grantee ran into issues of a lot of rain and weather issues that prevented them from being on the construction work sites as much as anticipated.

And so that's an area of concern. So then they ran into an issue of not being able to meet their 25 percent required match. So there are a lot of things that can happen. You know, the work site is sort of the linchpin of your grants in many ways in terms of making sure that other parts of the program model work in the way that they should. So you really want to think about this stuff carefully.

That's why we wanted to do this webinar right out of the gates so that grantees have enough time to think about these issues and make sure that they don't end up in any of these pitfalls, because as it says at the bottom of the slide, any of these can result in unallowed costs against your grant. You know, one other thing I'd mention now, before we get into some of the avoiding work site pitfalls, is many of you have probably already seen, I certainly hope so, that we have special conditions on the grants this year.

For those for whom we saw any concerns with the work site forms, often it's just a matter of needing some clarification on the work sites. The forms may have a section that was missed being filled out or it may be that we just need more clarity, particularly around Attachment 1G, which is the second bullet here, making sure that the level of construction is qualifying for the youth. And it may just be that the work site form that was attached to the grant application did not provide enough detail.

But if you have those special conditions in your grant related to issues with your work site, you need to look at those carefully and you need to work in resolving them, because a response on that condition is due within 30 days after grant award, which is the end of this month. So please be working closely with your federal project officer to resolve any issues related to that if you see them.

So things to do to avoid work site pitfalls, the first thing you should do absolutely and always is talk to your federal project officer. This is not the kind of thing you want to try and hide from your federal project officer. The federal project officer needs to know about this early on. The federal project officer may be able to put you in touch with resources or assistance from the national program office or our TA provider, YouthBuild USA that can help you think of some other resources to help you out if a work site falls through.

But inevitably, the federal project officer is going to find out and better to find out on the early end so you can try and fix the problem before you head down a road that might result in unallowable costs. As I mentioned, always submit work site modifications as soon as you know about them before you start working on them. And it can take a little bit of time for them to be reviewed and approved. So the earlier you know about it and the faster you can submit the work site form, the better.

The other thing is, make sure you have a guarantee of the restrictive covenant from the developer, whomever you're working with, in writing at the start of the project. It is your responsibility to make sure that the restrictive covenant happens. I know a lot of grantees work say, with Habitat for Humanity and when you're working with a program like that, they are automatically handling the restrictive covenant.

But if that's not who you're working with, you need to make sure that you're making whomever you're working with aware that the restrictive covenant is required. And if they're not willing to do it, that's not a work site you can work on. And then finally, make sure that you have a viable plan for matching funds that does not have to rely on good weather, – (inaudible) – building or other unpredictable factors that could prevent you from getting the level of match that you anticipated.

So those are just some food for thought ideas for you. Again, we had mentioned that we were going to highlight some resources here. You've got a resource on OSHA related to safety compliance. This is our temporary community of practice and you'll learn more about that as well as the upcoming new community of practice at that webinar next Tuesday, October 20th that we've been mentioning throughout the webinar today.

And then you have here some resources on Shades of Green, which is related to green building that we wanted to share with you. And then additional resources, this is the page I mentioned earlier that has links to all of the training and employment guidance letters and training employment notices that we mentioned on today's webinar. And again, strongly encourage you to download those, and review them, and share them with your team, and memorize them.

MR. ROAN: Jenn, this is Ted. Just real quickly, and then go back another slide on the first resources slide, for programs who accept 16 and 17 year olds, I really encourage you to look at that last resource there, the osha.gov/youngworkers/resource that pertain to young worker safety, what's allowable for young workers on the job site. So really pay attention to that, all of them. Of course, that top one with the OSHA compliance are important, but especially if you have 16 and 17 year olds on your job site.

MS. SMITH: Absolutely. Thank you for mentioning that, because that is an important thing. There's also the National Institute for Occupational Safety and Health. Ted and we referenced that in other places. That is another resource that strongly advises that there are limitations on the sorts of work site activities that 16 and 17 year olds should be participating in, which is tied to the OSHA piece that Ted just mentioned.

You need to be particularly aware when you're dealing with youth under the age of 18 about some of those safety concerns and extra protections for them. I apologize, I skirted over this site. So again, these are just some additional related materials. You'll see, we have this file share where you can download these materials at the bottom of the screen. Also, when this webinar is archived, these materials will be available along with that archived webinar, which I believe happens in approximately two days. Brian will speak to that shortly.

So these are just some notations of some of the things that we discussed with you and additional materials that you'll be able to access. So at this point, we want to turn it over to the question and answer and I see that we already have some questions in our participant questions here. We would encourage you all to continue to put any additional questions in the main chat and we'll start working our way through these questions.

The first question we have, "Does Davis-Bacon apply to the kids on the work site?" And then the second part of the question is, "Do we have to pay the kids prevailing wage if it's a prevailing wage work site?" Yeah. The answer here is in short, yes. You know, as Ted spoke to, there are some exceptions to Davis-Bacon based on the size of the construction project and how much of it involves HUD funding.

Those exceptions are very complicated and I'm not even going to get into them, because they are so complicated and we wouldn't want to give anybody advice about some sort of blanket exception when there is no such thing with Davis-Bacon. Davis-Bacon is a very complicated concept. The general rule is that if there is federal funding affiliated with the project, you should assume that Davis-Bacon applies and that you would have to pay the youth journey worker wages or whatever the prevailing wage is, which tends to be a lot higher than minimum wage.

If you have concerns or questions about whether a work site that you're working on does or doesn't fall under Davis-Bacon, you would need to go to your local Wage & Hour office for a review of that particular situation to find out if it is an exception or not. Ted, do you have anything you want to add to that?

MR. ROAN: No. That's exactly right, Jenn. And sometimes it varies from region to region. Sometimes more unionized states are going to be more stringent on the prevailing wage compliance and then other places may not be. So definitely check with your local Wage & Hour.

MS. SMITH: Great. Thank you. Second question, I think Ted already answered this one, but for others who are curious, when the NGO registration link went out with all the information about that via email, we know that it said OSHA registration coming soon. So we've got a question here about when that registration will be opened. And as Ted mentioned, the answer is any day. We know that they're hoping to have it done by Monday at the latest. So be on the lookout for that.

MR. ROAN: Right. It was just a matter of location. I had a place identified and they backed out at the last second. So we're looking to see if we can confirm that space that we can have it there and hopefully have an answer when we get off this webinar. So it should be any time. We have it staged and ready to put out for registration. So keep an eye on that and I look forward to a full registration class.

MS. SMITH: OK. Third question, "If the project is a home to be sold and we put a 10-year restrictive covenant in place, is it OK if they sell the property to another eligible household? Is it 60 percent or 80 percent of CMI?" Not sure –

MS. WHITCHER: So Jenn, I was going to say, if I can answer that – am I coming in pretty clear? Usually, that gets laid out in the restrictive covenant document and you can sell it and it would – you know, so the homeowner, if they sell it, would pay back and it always decreases over time. Yes. That 60 or 80 percent can be written somewhere into that restrictive government document.

MS. SMITH: Thank you, Helen. Yeah. So our next question, "Will HBI-PACT National announce regional trainings?" I'm not sure I quite understand this question. Are you asking us if the HBI-PACT, like the homebuilders will be announcing regional trainings of their own? Because if so, we're not affiliated with them. I couldn't really tell you what they're planning. If I'm misunderstanding your question, please clarify, Clifford.

MR. ROAN: Oh, there it is. So Clifford –

MS. SMITH: Yeah. He's typing.

MR. ROAN: So Cliff, I guess while you're typing, I'll try to answer a couple of parts of that. So we do have an HBI trained instructor certification training projected for in the spring. Also, we have an agreement with HBI that at some – (inaudible) – Department of Labor grantees, then YouthBuild USA can certify instructors if they are a Department of Labor grantee.

So if you cannot wait until the spring or early in the year certification, then get a hold of me and I can give you some other options. But yes, we do have one that is slated for early in 2016, if that's something that can be certified does not matter from him; correct?

MS. SMITH: Yeah. Clifford added a little bit more on asking about from whom they would be certified. So the fact is, we offer trainings in all of the nationally recognized construction certifications at various times in the year. So I think that's what you're asking. It doesn't have to be HBI-PACT, it's a matter of what makes the most sense for your program. And we certainly have programs who may start with one curriculum and choose to go to another one, because they think it's a better fit for various reasons.

And that's just experience and I'd certainly say, when you come to the NGO, you can ask grantees who they use and what their feelings are about the different curriculum they use and what makes the most sense. So then one more question from Stephanie said – you found this Wage & Hour site and she lists the Wage & Hour site even though it says Illinois, it looks like all states are listed.

I apologize, because I don't have it with me, but at my desk, I have a link to a website that gives you all of the local, regional Wage & Hour contacts that you can ask about Davis-Bacon. It doesn't have Illinois in the website. So I'm thinking it's probably a better one. We will go ahead and stick that in a Word document and also, upload that link as an archive after this event so that you guys can get the accurate information.

It's going to be published eventually, but for now, probably the best thing is just for us to send you the local link to where you can find your local Wage & Hour representative.

But thank you for the leg work, Stephanie, appreciate that. So it's 3:30 now. Do we have any last questions or forever hold your peace and thank you, all for participating, which we appreciate.

MR. KEATING: All right. And for those of you, if you don't have questions, please stay with us so that you can give us your feedback on how you feel it went today. And thanks, Ben for already giving your feedback, we appreciate that. But suggestions, ideas, anything you want to share about today's event, we'd like to invite you to stay with us even if you don't have a question, to go ahead and stay logged in and we'll be doing that momentarily.

Before we do that, like Jenn said, if you have any last minute questions or comments you want to make, go ahead and do that now. All right. Like we said, we'll –

MS. SMITH: Hey, Brian. I apologize, we wanted to make sure that we did put up the presenter contact slide.

MR. KEATING: Sure thing. Let's go back there then.

MS. SMITH: Thank you.

MR. KEATING: Got it.

MS. SMITH: Let's see, I believe it's our next slide here. So just so that you have our contact information, if you want to reach out to me, Ted or Helen, again, we'll all be in the flesh at the new grantee orientation if you are looking for autographs or additional questions or information from us. We certainly look forward to seeing you there and we really appreciate your time. You know, it doesn't seem like we're getting any more questions, which I'm honestly a little bit shocked about.

I hope that you got the information that was helpful to you, but if you still need more time to process anything we said, please know that you can reach out to us and we're happy to answer additional questions and we will certainly be providing more guidance and ongoing guidance around things related to construction and work sites. And also, we have Brian who we're so grateful for him participating and providing fantastic information about his program and he's someone else that you can network with and find out more about how he's had great success with his program.

So we've got his contact information here. And then finally, we just wanted to draw your attention to some of those upcoming webinars that Ted did such a fantastic job of promoting for us. We're having a few of these pre-NGO webinars, two more to go, one each week. So we've got community of practice and other resources on October 20th and we have the YouthBuild's grant post-award overview on October 27th.

And then we're going to get back into our regular YouthBuild webinar series with a really fantastic overview of registered apprenticeship with our partners from the Office of Apprenticeship and the Department of Housing and Urban Development that Helen mentioned earlier, which is tied to the registered apprenticeship toolkit that we're trying to put out soon after.

So we really hope you will join us for that webinar as well. Well, thank you, everyone. I am now going to turn it back over to Brian.

MR. KEATING: All right. Thanks so much, Jenn.

(END)