**Workforce 3One**

**Transcript of Webinar**

**Enough is Known for Action: Credentials that Count for Youth**

**Wednesday, April 29, 2015**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

GARY GONZALEZ: And I want to turn things over now to Diane Walton. Diane, go ahead and take it away.

DIANE WALTON: Hey, everybody. Welcome. I just have looked; there's 543 people in rooms who have dialed in because credentials count, and it's very, very cool to see you all here. This started as a very small adventure. Lori Harris in Chicago and Tiffany Thomas in San Francisco said, our guys really want to know about this. And we said, well, let's put something together. And then everybody said, well, that's a good idea. So here we are today, and we're going to talk a little bit about how you actually go about it.

We've done a different combination. We're actually going to give you a tool, a very serious thing you can work with, and then we're going to have living proof in between each step that it actually works and practitioners to ask how it worked for them.

One of the things I have to say about the United States Department of Labor is if you ask for something, they give it to you. They said, Diane, is there anything you need in this presentation? And I said, I need a cow on one of the slides. And you know what? There it is. So we wanted to really just be sure that you knew that inside the Workforce Innovation and Opportunity Act the credentials are spoken to. That's just one of the sections that it's in, but remember that cow.

There's lots of reasons that credentials matter. I think you're on the phone because you know that. I'm not going to read these to you, but we're on our way to really doing a better job at providing credentials to people so that they can take their next steps. We're going to use the tool kit, the examples that the people who've come to the phone to talk about what they're doing are from regions four, five, and six because that's where we started.

We know that there are great stories from around the country, but you'll hear from San Jose and from Medford and from Pima County and from Burlington. We tried to make it so that the rural and urban differences would be highlighted a little bit and just people who are in different places along that road.

So without further ado, I'm going to turn it over to Sara Hastings.

SARA HASTINGS: Thanks, Diane, and hello, everybody. Good afternoon or good morning, depending on where you are. We're so happy that all of you are joining us today to talk about this. As Diane just mentioned, you all know that credentials are important, and we also know that because WIOA tells us that credentials are important. So we wanted to talk just quickly about some of what we know from WIOA before we jump into the tool.

So just very quickly you may have already seen this, but in WIOA we have a definition, which is the recognized postsecondary credential. And you can see here it means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, or an associate or baccalaureate degree. WIOA does not further define secondary school credential and recognized equivalent, but we wanted to give you this recognized postsecondary credential from WIOA.

Also in the law of course is the measure around credential. This is the primary indicator of performance and the credential measure says it's the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent, subject to this clause that I'm going to tell you in just a second, during participation in or within one year after exit from the program.

So the indicator that's relating to this measure really says that program participants who obtain a secondary school diploma or its recognized equivalent are included in this percentage counted as meeting the criterion only if those participants, in addition to obtaining a high school diploma or its recognized equivalent, have also obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

So this means that we recognize that a high school diploma or equivalent is essential to a young person's success, but it's just not enough. So it's just really that first step, and we need to make sure that they are on their pathway to good jobs or they're in programs where they'll obtain credentials that have value in the labor market and can help them eventually attain jobs with family-sustaining wages. So the new law is asking a lot of our system, but this is really why we are all doing this work. We want to make sure that these young people can succeed, and this measure does that.

So the Notice of Proposed Rulemaking, which I'm guessing you all have heard about and are aware of, was released on April 16th, and we are encouraging you all to take a look and provide official comment, if you're interested, as it relates to not only credentials like we're talking about today but any other issues that you see as you read through that. So we're not going to talk much more about WIOA again because the Notice of Proposed Rulemaking is out there. We're wanting to get your feedback before we really move forward in a lot of areas. So please take a look at that and share with us your official comment.

But until further guidance is provided on credentials, we're referring folks back to our guidance that we have out there already, which in this case around credentials is our Training and Employment Guidance Letter 15-10, which is increasing credential, degree, and certificate attainment by participants of the public workforce system. And in that guidance – and we also have talked about this in previous guidance – we define a credential as one that is awarded in recognition of an individual's attainment of measurable, technical, or occupational skills necessary to obtain employment or advance within an occupation.

And so you all probably know this as well that these technical or occupational skills are generally based on standards developed or endorsed by employers, and certificates awarded by workforce investment boards and work readiness credentials are not included in this definition. However, developing those skills such as work readiness skills is an important step in preparing youth to be successful in the workforce.

And many of you likely know this, but if you want to learn more about strategies at state and local workforce agencies and their strategic partners can adopt to increase the rate of credential attainment among workforce program participants and improve the quality of those credentials, you want to take a look at TEGL 15-10. There's a lot of really good information in there, and so please do take a look at that.

So that's what we wanted to just sort of give you as a broad stroke of the credentials for WIOA. What we wanted to ask you a couple things first before we get started to give a sense of where you all are at, maybe why you're coming to this discussion today. So we all know that credentials matter, and we have two questions for you. One is pertaining to the high school diploma or equivalencies, and one is pertaining to recognized postsecondary credentials. And we're going to be talking about both of those types of credentials today.

So the first question is, "To what degree do you feel your programming focuses on helping youth attain secondary credentials?" which is a high school diploma or equivalency. And then that second question is, "To what degree do you feel your programming focuses on helping youth attain recognized postsecondary credentials?"

And this – the answers here, you can see is, "It's our primary focus. It's one of our key program elements. We offer it to some. And we do not offer it." And we just kind of want to get a sense of folks – how many are focusing on really that secondary credential? How many are doing a bit of both?

MR. GONZALEZ: And we're going to leave these polls up for about 60 seconds or so. It looks like we lost some of the information that was in a couple of these polls. If you have not participated, go ahead and participate so we can track your thoughts or track what your submissions are.

MS. HASTINGS: And it looks really strongly in the – it's one of our key program elements for both the secondary credential as well as the recognized postsecondary credential. That's great, and I think that's kind of what we were expecting. We wanted to get a sense, especially on the postsecondary.

We know a lot of our youth programs really focus on the high school diploma or equivalency if young people don't have it, but it's that postsecondary credential. We know that that's tricky, and it's sometimes a lot of work to help young people get there, but it looks like folks are doing quite a bit of it. So that's fantastic. Thank you.

Great. So let's move on. We are super excited to share with you all. You're kind of the first ones to hear about this today. We just released two resources just this week. Monday they were available. They're the "High School Equivalency Resource Guide for the Workforce System" and "College and Career Readiness Resource Guide for the Workforce System."

So a lot of you I'm sure know that the content and process for obtaining high school equivalency credentials really has changed significantly in the last year or two. And the changes, and many of which are really ongoing right now are continuing to happen, have really profound implications for persons seeking a high school equivalency credential as well as for all of you guys who are working to promote or deliver or connect people who serve – the people you serve with the options for attaining a high school equivalency.

And so the big changes in 2014. I'm sure many of you know about the GED test. They had changes and major adjustments in test management, content, cost, test administration, which really led to this growing number of alternative high school equivalency options.

And you might also notice that these new high school equivalency options are all really based on this notion of being college and career readiness and college and career readiness academic standards.

So you all within the workforce system who serve clients who have not obtained a high school diploma or clients who are in need of postsecondary knowledge and skills should really understand that these changes – what's really happening in the high school equivalency landscape and the basic concepts associated with the college and career readiness standards and the content standard initiative or movement.

So we're really excited. These guides provide a ton of really great information and resources about the options for high school equivalency and about this general topic of college and career readiness standards. So in each section of the guide there are these key questions or considerations that are identified that highlight sort of these implications for the workforce system.

And then they have these need-to-know information sections about various issues within the topics of high school equivalency and college and career readiness. And so in addition to all that really good information, the guides can be tailored to your program or to your local area's specific needs, and sections of the information can be abstracted for certain purposes like planning, report preparation, collaboration, and partnership discussions.

In addition to the guides that we put out, we also develop these two really – I think they're pretty cool – webcasts that introduce the guides. They're all within 15 to 20 minutes. So they're not really long, but they give sort of an overview of the documents' purpose and content followed by a section-by-section summary.

And then for each of the sections we will walk through these kind of key questions or considerations that you all need to sort of be aware of as it relates to these two topic areas. So you can find the guides and the webcasts on careeronestop.org. You can see the link there, but you can go to careeronestop.org and search high school equivalency, and you'll find that. So we're really, really excited about these new resources, and we are hoping that you all find those helpful.

So we're going to kind of throw it back to you just pertaining to the high school equivalencies. What strategies have you all used to prepare youth to be successful in taking the new GED, the TASC or the HiSET, depending on where your state is, which test your state offers? Have you made any changes in your service delivery models or classroom instruction, changes in partnerships, in your referrals?

We wanted to just hear from you all to get a sense of what you're doing now or what you're doing maybe differently to prepare young people to succeed in these test exams. We know that there's been a lot of changes, a lot of questions, and folks have been working really hard to kind of understand what these new options are. So we wanted to get a little sense from you all what you're all doing.

So a lot of folks working with their adult ed and their community college departments. Increased use of technology and computers. That's right. The new GED is all on computers. So that's a big piece. Tutoring opportunities. Individualized tutoring and practice tests. That's great. A lot of remediation. Purchasing sample tests and referring and working with your adult education system. There's a ton of these coming in, as you can see. Great. Thank you.

Yeah. These are all really great. I'm sure a lot of what you're doing is similar to what you're doing before, but some of it may be enhanced or slightly different with these new tests. And I'm seeing a lot of GED on here. I know that there's some states that are using the TASC or the HiSET, or they may be using a combination of all three, which I know is different for some folks.

But depending on sort of what kind of service delivery model you have, whether you're providing the instruction or you're referring out, obviously there's been some changes. So it's great to see. Thank you for sending in all of your thoughts and ideas.

MR. GONZALEZ: And I do want to point out this chat will be disappearing in about another 60 seconds or so. I think we'll transition back to the PowerPoint. We'll have this chat up for a little bit longer, but it will be disappearing in about a minute or so. So I'm going to turn it back over to Sara. Sara.

MS. HASTINGS: Great. Thank you. Yeah. Thanks, everybody, for doing that and sharing with us your thoughts on that.

So now, this is kind of the meat of our webinar today, the Credentials for Youth toolkit. ETA, the Employment and Training Administration developed this Credentials for Youth tool a few years ago. So you may have seen it, but we wanted to dive into it a little bit more today to help the workforce professionals identify promising occupations for youth served by the workforce system and those credentials that help youth attain those promising occupations.

This tool is really gives you kind of a step-by-step process. It really walks you through different steps you can take to help youth attain credentials. It connects you all to these resources that we have. The Department of Labor has developed a ton of labor market information resources that can be helpful in finding high-demand occupations all the way down into your local area using LMI data.

It helps practitioners identify promising occupations for youth and determine which of those occupations have pathways to career advancement. And finally, the tool helps discover the credentials required for the identified promising occupations and provides certification information about specific occupations, including it gives you a lot of good links to certifying organizations and additional information there.

So in addition to the step-by-step process, this tool gives a few local examples that I think are really helpful, and we're going to hear some more examples today. The examples that are in the tool are Allied Health in Los Angeles, California, warehousing and distribution, supply chain management in Clayton County, Georgia, and IT in Marion County, Indiana. So we know that there are a lot of other workforce programs out there that are helping youth get there, and we saw that a little bit ago through the poll and really help get folks and young people on the right career pathway.

So what we wanted to do today was walk you through the steps and the tools and then give you some really real life examples of how this work is done at the local level. So you're going to hear from our guest presenters here today.

So here are the four steps. We're going to walk through each one. I'm going to give you a little bit of a high level what each step is, and then we're going to hear those specific local area examples, which I think will help clarify really what we mean, what does it really take on the ground.

So the first step is finding high demand occupations using labor market information. Step two is finding promising occupations for youth served by the workforce system. Step three is really determining which occupations really have those pathways to career advancement. And then step four is discovering credentials needed for identifying promising occupations. So we're going to walk through those one by one.

So the first step, step one, finding high demand occupations using LMI, uses this My Next Move resource, which hopefully you guys are aware of. It was developed by ETA a number of years ago that simplifies career exploration, and I'm going to show you that in just a minute. And it offers online interest assessments and really easy to use occupation profiles that give you very specific information about local training, credentials, and job opening information. So what we're going to try to do right now is just jump into the tool so you can take a look at it.

MR. GONZALEZ: So one thing I want to point out is you should be seeing what Sara is sharing out. If you'd like to go to the full screen option so that it's a little bit larger for you, there's a full screen icon at the top right-hand of your screen. I'll turn things back over to Sara. Sara?

MS. HASTINGS: Thanks, Gary. So here we can see the tool. Right here you can see the different steps that we're going to walk through today. So for the first step to find out which occupations are in demand, we can check out this careers with a bright outlook, and this takes you to a few different – and let's see if we can get there here.

It shows you a few different careers as defined by whether they'll grow rapidly in the next few years, they'll have large numbers of openings, or are new and emerging careers. You can see right here the three options, and you can take a look. The career report here, so we can click on large number of openings, for example. You can take a look at this to view a list of the occupations that have the largest projected number of job openings.

So, for example, if you click on any of these – let's see if we can find a specific example. Let's do automotive specialty technicians here. You can take a look. Here's a profile. You get to see what they do on the job. You would do these specific tasks. It's asking the knowledge – letting you know the knowledge, skills, and abilities, personality, and technology that's required.

And it has a number of information, education, job outlook, explore more. You can also see more details at O\*NET Online, and that will give you a bit more information. And so this is a good start when you want to take a look at which – gives you a good deal of information about the specific occupations.

Let's see if we can click on another one. You can also come down and take a look at the job outlook and whether they are very likely in the future. What you want to be mindful of is that national labor market information may differ from your state. So you want to be sure that you check out your state, and you can see here it shows you a map.

You can go ahead and take a look at what's going on in your state, and then it can show you the different employment and wage information here. And if we click on this here, you can also just see a bunch of data that shows what's happening in your state and mean wage of this occupation, etc.

So that lets you see a little bit about how the tool – this first step is used. It walks you through here, but lots of great information that you can either pull out to help figure out which occupations you want to focus on. And this is also a tool you can use with your young people for them to sort of dig into a little bit more of the information.

So that's sort of our step one. There's more information in here that I'll walk through in a little bit. We will now jump back and actually have – Diane, you can introduce San Jose because they're going to then walk you through a little bit more about how they use LMI in their area.

MS. WALTON: Great. Hi, everybody. This is big fun for me. If there's anybody who has using labor market information to make decisions and to find how to put together the services that are going to make a difference, it's these guys. Now, you might think they have an unfair advantage because they're in Silicon Valley, but really they would be doing this no matter where they were. They pull extraordinary amounts of data out of unlikely places as well as likely ones, and really importantly they make a difference with it. So Chris, who's anonymous today, doesn't want you to know what he looks like in case you see him walking around, and, David Mirrione, take it away from here.

CHRIS DONNELLY: Thanks, Diane and Sara. This is Chris Donnelly. I'm the director of work2future, and we're in the southern portion of Santa Clara County and we serve the local workforce investment board. I want to introduce David Mirrione.

DAVID MIRRIONE: Hello there. Thank you, Chris. I'm the executive director of the work2future Foundation, the non-profit service delivery arm of the WIB.

MR. DONNELLY: So just give you a little bit of an overview of work2future's youth program, since 2008 we've only served out-of-school youth between the ages of 17 to 21. We serve about 260 to 300 youth a year, and a lot of our programs that we really devised our services around is looking at assessments, trainings, but we also take in labor market information and looking at how those demand occupations and sectors can really entice you to go into some of those areas. So this year we've looked at construction, hospitality, retail, and manufacturing.

All of our programs with the youth really focus around occupational skills training, and what we do is we have a local provider who provides that. It's cohort-based, and all of our contracts are performance-based contracts as well. So what we look at is 70 percent of our training is up front for payment, and the final 30 percent of our payment is based on completion of training and also receiving a credential.

So next is all youth in our work2future programs receive two industry-recognized certificates, and that's the California Food Handler Certification and the National Retail Federation's Customer Service prior to going into additional occupational skills training. But also we notice that a lot of our youth who might not go into OST really need something to be able to put on their resume, to be able to meet with an employer, and have those certifications to be a little bit more employable within our area.

So next is getting to the meat of what Diane was talking about. We use a lot of tools to really make sure that we're getting informed decisions to really look at what are the sectors we want to focus in and within those occupations as well. So we use EDD's labor market information. We also use EMSI Analyst, Want Analytics, and Econovue Services to make informed decisions on how we provide services to our youth and what occupations that we're going to focus in. David?

MR. MIRRIONE: OK. Thank you, Chris. So one of the things we'll be doing next too is with all these great new tools that are being unveiled, we'll be looking at how we can best integrate those into our existing package of LMI tools. So today I'm going to just kind of go over the process that we take when looking at how we actually are using the LMI. So I'll just kind of walk you through it.

So the first step there is starting with a top-down comprehensive approach and looking at all the occupations. So we're using the LMI tools and going through and really looking at the information on the employment openings, the actual hiring, not just projections, but we actually have tools where we can look at the actual hirings as well as current job openings. The employment concentration in certain areas, the hourly earnings, and then looking at the entry level education.

So from there what we're going to do is we're going to look at. Let's look at the occupations that have grown over the last three years or expected to grow over the next three years. So that's our actual employment gain there. What we're going to do is look at the education level of those positions because you may have a lot of your job – your occupation growth may be in areas that require a bachelors or a master and may not be appropriate for the population that we're serving.

What we're going to do is screen by their education level and hourly earnings to look at growth occupations that may be more appropriate for the youth that we're serving. And so we're able to see the growth potential of each occupation through the hourly earnings. So you can look and see on one particular occupation it may have a range from $12 an hour to $17 an hour. We can see the growth potential there, and that's the horizontal growth.

Next what we're going to do is cluster the occupations and to identify different career advancement pathways. So with that we're looking at along the way, does this position prepare you to be in the next position? What's the natural progression? Your career ladder, in some cases your career lattice. So that's the vertical growth.

And what that does is we then look and help the youth set goals for themselves and help them explore the different occupations in those sectors. So each year our board selects target or priority sectors that we focus our efforts on, and as Chris mentioned earlier, we're focusing on four. So we're going to look there to make sure that the youth understand those sectors and the occupations within them.

Then the next thing we're going to do is look at the current job postings and job openings that are out there so we can introduce the youth to the job titles and the demands of those positions and the employer demands. What we use that for too, which is really helpful when we look at the actual positions that are currently open by business, using the tools we can see which businesses they are.

That kind of becomes your to-do list of businesses to conduct your outreach with. So we have many companies in the area, but we can actually focus on employers that are currently hiring in positions that are appropriate for our youth, and that helps give our job developers kind of a good starting point of where to focus their efforts.

So next we then – so now, we figured out based on our priority sectors and the labor market information what type of trainings may be appropriate to help our youth get into those positions. So with that we're going to identify and partner with our training providers.

So we currently partner with the community college partner, non-profit CBO partners, as well as private trainers, and then we work with them to discuss the findings and look at their capacity to develop and deliver those trainings. And then what we do is, based on our partnerships with employers and the WIB membership, we're able to validate that curriculum with the employers to make sure that it makes sense to their current needs.

Again, by validating it with the employers and engaging the employers from the beginning, you have a much better chance of actually placing those youth once they finish the training with the employers that have helped you develop the training or are kind of along with you along the ride.

So with that we also will look at when we graduate a cohort of youth, we set up job fairs for them with specialized recruitment, job shadows, etc. Probably be looking at a lot more in the future years looking at more of work experience, paid work experience, and on-the-job training activities under WIOA.

MR. DONNELLY: And just as an example, as David mentioned with the employers, we had a meeting with manufacturers in southern portion of our county, and we presented them our training curriculum that we want to put forward this year for youth and also for adults.

So we got a lot of input back from those employers really looking at our training model, understanding what we need to be able to provide our youth, be able to find jobs in those areas. But those employers gave us a lot of feedback in terms of some of the training models we had in place that we need to go back and now change them and look at developing a different model for especially youth with entry level positions in manufacturing.

So part of this is also the linkage that we have to have with our adult program. A lot of our youth clients that might come into the youth program that might get the additional training with the [inaudible] as part of our cohort training. But again, after a period of time those youth might come back in. What we want to look at is looking at lattice. We're also looking at stackable credentials for the youth and ensure that those youth get the skill set that they need to be competitive in our labor market.

But now, based on information that we have for going forward, we're looking at developing some new training models. This is all based on this past year of really researching information from Wanted Analytics and EMSI Analyst to be able to inform us on trainings that we need to be able to put in place. And for us for 2015-'16 we're looking at, under WIOA, certified production technicians, introduction to coding, technical support specialist, pre-apprenticeship programs that are going to be actually – we're working right now with our labor federations here in Santa Clara County or a Prop 39 grant would have funded from the CWIB, institutional culinary arts.

It is really a growth sector here, especially with large corporations like eBay, Google having large campuses where they don't have enough culinary specialists or cooks to be able to provide food for employees. And then the other is a certified nursing assistant. And after the completion of occupational skills training, we're looking at placing youth in a six- to eight-week paid internship.

MR. MIRRIONE: OK.

MR. DONNELLY: Next.

MR. MIRRIONE: OK. Sara?

MS. HASTINGS: Great. Thank you. That was really terrific. Thanks so much, David and Chris, for that helpful information. And that was our step one. So we're going to jump to step two now, which is finding promising occupations for youth served by the workforce system.

So when you're helping youth develop career plans, I think you probably all know that it's really, really important to remember that the goals should really be based on a number of considerations for young people, such as their age, school enrollment status, and educational attainment of individual youth.

And for many youth served by the workforce system and WIOA youth programs, secondary and postsecondary educational attainment is their primary focus. But for a lot of other young people that we serve, particularly the older out-of-school youth, their goal is really to – they want to complete high school or get their equivalency, but they want to move directly into employment. So it's really up to the workforce system for all of you to kind of help them think through that.

And so for those young people who are really interested in entering the workforce kind of right away as soon as they can, you can help them by identifying these promising entry level occupations that require a high school diploma or equivalency, maybe a little bit or no work experience, and up to a few months of training to really get their foot in the door. Other promising jobs may require a high school diploma, some work experience, and up to two years of training.

So the tool that we developed allows you to look at lists of occupations by educational level, which can be a really good way to begin identifying jobs that are promising and appropriate for the young people that you're serving. And a good labor market information source for sortable occupation list is the Americas Career InfoNet, and our tool links you there. And you can find occupations with the most openings based on the educational level.

So let's try to go back here to our tool, and our tool will bring you to this page once you click on it from step two. And you can select an educational level to get a list of promising occupations with typical entry education levels that make the occupations more appropriate for youth. So if you see right here, you can select educational levels; right? So you can find lists that allow young people to come in with some high school or a high school degree, some college, two-year, four-year.

So when you're looking, you might want to kind of take a look at the list for jobs that these are occupations with the most openings, but these are all with an educational level of a high school diploma or equivalent. So you can see that there's a lot of jobs here. You can take a look at sort of the projected annual job openings. You can take a look at the earning here, and this gives you a really good list.

Again, you can go back into the occupation profile here, and it gives you the same information that we looked at before. And there's a lot of jobs here, and I think that is helpful for young people when they take a look to see what's out there for them with what they have and then think about these occupations as they connect to sort of career pathways and what are the sort of stepping stone jobs that allow you to get there. And we'll talk about that in just a minute.

So this is kind of the high level overview of this step two, and I'm going to throw it back to Diane to introduce our next presenter who's going to really talk about what this looks like on the ground for them. And, Diane, I don't know if you're on mute but –

MS. WALTON: I'm back.

MS. HASTINGS: There you go.

MS. WALTON: I wanted to first just say that Cindy Manning from The Job Council in Southern Oregon is going to share her wisdom with us. But before she gets going I want to say that the leader of The Job Council, Jim Fong, is one of those high-flying policy leader guys, believer in community guys, and he is as pragmatic as a human being can ever be.

And how those three things combine from the leadership through the practice has been a really great thing to watch in Southern Oregon. So I'm going to hand it over to Cindy. I think Jen Perry is just patiently listening to us all. She does such hard and wonderful work, but Cindy's going to take it away.

CINDY MANNING: If I take it off of mute.

MS. WALTON: That really helps.

MS. MANNING: It usually does. So hi. I just wanted to talk briefly about a little bit of what we do here at The Job Council. And Jen Perry is not able to join us because she's actually currently doing some of these NCRC certifications right now. And so a lot of what they do with the in-school piece is really providing those connections with staff directly on site at the schools and providing these different resources where they can do the career explorations and really focus on getting into those college opportunities and looking at different career fair opportunities as well.

With our out-of-school program we really focus on a lot of that career opportunity as well, but again we do the GED piece where we do contract and work directly with our community colleges to provide those additional resources to make sure that those happen. Just mostly providing those opportunities for them to set those goals and create pathways into some promising careers.

So one of the pieces that we do operate is our CareerX where we allow the youth to be able to explore their skills, abilities, and values and different career options in a cohort model and matching these youth with local businesses and different opportunities that would be available to them. It really allows the youth to explore and identify different growth occupations in our local area and assists them in making those connections with the businesses and bringing those youth and businesses together.

We provide different industry tours that focus on what the youth's interests are. For example, one of the youth groups that we had come through recently, we had several that were interested in medical and EMT to CNA. And so we were able to connect with a local business called Mercy Flights and do a tour just giving them some different variety of occupations that are available throughout those industries, as well as we have the Rogue Valley Manor, which is another elderly care facility in our area.

But really highlighting those multiple opportunities that are available to them within that facility. So it's not just direct healthcare. It could be food service within that industry to allow them those pathways and stepping stones into that career field. So really allowing them that opportunity to connect directly with the local employers and make those contacts in person.

And talking about our career in gear piece that we also do, it's an annual event that has grown to include more than 642 youth and approximately 120 businesses, and it's driven from the involvement of the businesses and the youth's interests to really focus from our workforce board. And we had over 250 adult volunteers from 120 different businesses that were able to participate in that this year. And then the primary focus on that is in-school youth, but we also include our out-of-school youth in that involvement.

And one of the things that I would just have to highlight in our area that has worked best is really having that youth involvement from setting up the business tours to creating those job fairs and allowing them the opportunity to make those explorations and finding those occupations through just utilizing the different web tools that Sara already spoke to.

And the biggest thing that I would say again is just providing those youth with the introduction to those possibilities because they don't know what they don't know. So until you introduce them to that option, it's really hard to say where they would go without that introduction.

So I want to talk briefly a little bit about the young lady that's pictured here in our healthcare/caregiver position because she came to our program after working in production at a minimum wage for over two years. She was a young mother that was looking for an opportunity to support her family, and so she participated in our CareerX where she was able to do some of that exploration and really participate in a job shadow at a resident care facility, which helped her to make the decision to go into the health career pathways.

And then she was able to obtain her caregiving certification and then move into a CNA position where then she came back after working in CNA for six months and through the follow-up services was able to obtain her CNA too and is now working full-time at hospital making over $12 an hour with full benefits.

So really identifying what those career sectors are that you want to identify in your area, one of those for us is healthcare. Forestry is another piece that we've been able to identify that has been really helpful for our youth where they can get that hands-on training and it can help them explore a variety of options within grounds, maintenance, landscaping, tree-trimming, wild land firefighting, and even into construction.

And then within those aspects, we're also able to provide additional six- to eight-week training options that we would do to help identify those.

MS. HASTINGS: Great. Thank you so much, Cindy. That was really great information and really making it real on the ground. We're getting some good questions in. Keep those coming in, and we'll get to some of those questions towards the end.

So let's jump to step three, determining occupations with pathways to career advancement. So this step, while there's a number of really fast-growing jobs that require the postsecondary education – this is what we've been talking about for a long time. Everybody is going to need postsecondary training; there are still a lot of jobs – really the majority of jobs with the most job openings right now requires a high school diploma or equivalent or a less, no previous work experience, and short-term training.

So we know that these jobs can help you get the valuable work experience and can really be a good first step into the world of work. But we also know it's really important to help young people make sure that they are entering these occupations, the ones that they're interested in and that they have the ability to be successful in, but that also of course have career ladder potential.

Youth really should be encouraged to pursue and be provided really good information on occupations where there's really a clear path to specialize or to advance in a career. And increased credential attainment may be really one way to meet requirements for more specialized work, as we know.

So credentials that are stackable help a worker progress along a career pathway or up that career ladder, which we all want, and industry competency models can provide information on what skill sets and competencies are required to move along a career pathway.

And so we're going to jump back into the tool, which leads you to our competency model clearinghouse. You can see here – if you have not used this tool, I would highly encourage you all to take a look at this. There is a ton of information on how to build competency models, how to build your own model. You can view demos.

You can build a career ladder or lattice, and then there's some examples of latest industry models here around food and beverage service, geospatial technology, automation. There's really good information here. Take a look at that, if you have not. Also there's a sample career ladder lattice for information technology here, for example, and you can click on the link between the job titles here, which allows you to see real critical development experience that's required to either move vertically or horizontally on the IT career pathway.

And for example or for occupations where there has not been a clear or established pathway, career ladders and lattices can be built using these industry competency models. And so you can see here, if we click on the link in between, it tells you here's the critical development experiences from computer systems analyst to IT manager. You can take a look. You can scroll down.

So you can help a young person really think about what does that pathway look like. If they start at a career support specialist, what is that job? What does that look like? What kind of education do I need? What kind of workforce preparation, work experience? It has all this information, and I think it's really that information that's going to allow young people to make the most informed decisions about where they want to go and how they want to get there.

So all this information is really at your fingertips and can be helpful as you have those conversations with the young people that you serve. So that is the short version of step three, and I'm going to turn it back to Diane for her to introduce our next speaker.

MS. WALTON: For just a little bit of time to wander around in step three and see what a difference it makes, Gerri Brunson and the team at Pima County, Dorothee Harmon, the whole gang are perfect examples of that commitment; right, to really getting the occupations with the pathways to career advancement, and they know how to tell a really good story about it. So, Gerri, it's all yours.

GERRI BRUNSON: Well, thank you, Diane. I hope everyone can hear me just fine. Yes. Here at the Pima County One-Stop, which for those of you who don't know, it's in the Tucson area in Arizona, we find it's very effective really through many of the occupational identifications for these youth with industry involved.

So through the business services team, the outreach effort, we actually get data from employers from a survey-based or communication-based basis. Then we analyze this, and then we find commonality and need through the data analysis that we do on a one-on-one with employers.

And then we discuss the type of credentials that might be needed for individuals coming into the workforce, identify those skill gaps, and then we say to the employers, okay. Let's form a focus group to discuss things further. And through all of this we really do have the ability to identify clear career paths in our local area.

We work along with of course our workforce agency, the businesses, education. We go all the way down to the ninth grade level. We do career events for those individuals. There's one coming up next week that we'll be identifying emerging technology and getting youth on board to those type of career events.

We identify academic pathways through the local community college and our local joint technological district, which is known as JTED here in the state of Arizona. Those academic pathways can start as young as the tenth grade, and they're really coming out of the high schools with dual credits and some credentials needed to then go forward at the community colleges.

We look for articulated curriculum rather than just curriculum that gets them certification and just might go nowhere. It's very important to have things that articulate to higher education.

The career pathways that we are currently looking at and we have identified to our local workforce development board are aviation technology, bioscience, biotech. We do a lot that's regional efforts here in Southern Arizona. We are very aerospace defense minded here in Arizona.

So cyber security is a large one. Machine tool technology, the health information technology, and then down along the border we're – Tucson is 30 to 60 miles in different area from the Mexico border. So there is a program that was been produced down in that part of the region called STEM metromatematicas, which has been identified to be a very appropriate learning system for our youth.

So from that I think you might be interested in seeing this YouTube video that kind of speaks on all our efforts from business to identifying occupational pathways. And if we could play this video, that would be awesome.

MR. GONZALEZ: Great. Will do. So one thing I want to point out before we actually play the video, if you are dialed in over the phone line, you will want to unmute your computer speakers so that you can hear the audio associated with the video. If you're already listening through your computer speakers, you don't have to do anything. But if you are dialed in over the phone, unmute your computer speakers now, adjust the volume to the desired level that you would like, and we'll play back the video in just a moment.

I do want to point out that if you are on a slow connection, the video will most likely be choppy, but you'll notice on that previous slide we do have a link to where you can watch the video after today's webinar. So we're going to sit back, and we're going to play the video now. I'm also going to ask our speakers to mute your phone lines so we don't hear the audio coming out of your computer speakers and back into the phone line.

OK. We're going to mute our line now and play back the video.

VIDEO: You looked at the statistics and there's 50-some-odd percent of the machinists in the United States are over 60 years old. The companies are just now recognizing, Joe's going to retire here; could retire today.

One of the problems that I've had here for the last 30 or 40 years is that when I go out and get a contract, that I'm successful in that contract and I need to expand, as I have no labor pool to draw from.

Raytheon said, we did it to ourselves, guys. We spent ten years not recruiting and not developing machinists. Now, we're behind the curve.

Everybody knew that they were lacking – we were lacking experienced, skilled craftsman.

Scott Stills from Sergeant Control, the president at the time, said that this community needed more precision machinists if it was ever going to develop if the aviation industry was ever going to develop. So we took that little queue from him and we did a survey.

I believe they surveyed about 50 local machine shops, and about 25 of us got together at a meeting and it just kind of built from there.

I said to them, if you want to help fix it, let's get together. So the next step in that process is pulling all these companies together, all with a common goal of fixing a workforce need. And then the next step is finding out what they need to do.

It started with the schools because we knew there was existing program at the one school, at Tucson High School. And so we contacted them about how many students they have in their program, and also we knew Desert View was starting a program. And so they inquired about jobs. Is there jobs available after graduation? And so that kind of led us together.

First year that I was here we had about 70 students involved. Right now we're pretty close to 220. If you have a well-trained student at the high school level going into your company that you know that now is going to stay with your company, by all means you would want to probably pay or fund more that student's education. We have the students that are training in this program right now trying to get the CNC certification through NIMS and as soon as that would happen, then we're looking at going directly to industry making the choices for the students a little bit better where they can either go straight into industry with a certification from the industry or they can go to PCC.

So do all your calculations. Put the thread relief in first, and then turn your major and start to thread. So then we come over here, and we check our compound. The compound is set right. You need to set this to zero; right? But you first want to back it off at least a full turn. Then we can set it to zero so that way we know we have enough for forward travel. We have GTM 105 math classes. We have the inspection classes. We have the metallurgy classes. We have manual machining. We have CNC machining and then the CAM as well so that we can take someone and get them a job. There's been a couple students who have been hired this semester.

So part of this program that we're looking at is to have internships where you will be in fact working with employers on a part-time basis, hopefully during the summer pretty much on a full-time basis. And then once you start to college in a couple of years, then you'll be working part-time with the employer as well as while you're going to school. So it's actually a pretty good deal for you. It's a good deal for the employers, and as you – if you qualify, and many of you will qualify for the grant, you'll be funded and your tuition will be paid for.

Educators, industry, and the government working together, and it's just kind of unheard of because most people don't want to have the government involved. But really the government gets workforce money, training grants, and they're kind of the orchestrator. They're kind of the middle man between us and the educators.

The involvement by Pima County One-Stop has been successful because they're not leading the group. They're facilitating the group. What kept me coming back to the SAMP group was that we were trying to do things. So here people were willing to take action, and I think we were well-moderated. The Pima County One-Stop did a great job of moderating and keeping us together, and we had some industry folks in there that were able and willing to do something and step up and start an internship program. So we had something that we could do and move forward, and so the ability of the group to take action is what kept me coming to it, participating.

MS. BRUNSON: OK. So are we back on? Excellent. So I'm hoping that should give everyone an idea of how getting industry involved and really working down through the high schools up through the community college level, that it really can be a big success.

If I had any advice to give to other organizations out there working with youth, I believe I would just go with the bullets of I just think that it's engaging all. So we can't figure this out on our own. We need to engage all. I believe that's the end of my presentation.

MS. HASTINGS: Thank you so much, Gerri. That was awesome. Thanks for sharing that information. Thanks for sharing that video. Really helped tell the story of what's happening in your area.

So let's jump to step four, discovering credentials needed for identifying promising occupations. So to find out which credentials are needed for the promising occupations that we've been talking about, the ones that young people are really interested in, you can go back to the tool and it takes you back to that step one and the career report. And you can search for the occupation that you're interested in. So we're going to go back to the tool here.

So the link will take you to the career report. You can see I chose computer user support specialist. Again, we looked at this report a little bit earlier, but here in the career report you can click on find training. And then you can find certifications by state or zip code, and so we can go ahead and select a state and take a look at – let's see which state. Let's do Wisconsin here. See what we pull up here.

And so the certification link on this page will take you to the certification information for the specific occupation. So this is on the computer user support specialist here. And you can see for computer support specialist there's information such as the certification name and certifying organization and whether the certification is provided is common or entry level, advanced specialty or specific to the product equipment that's also shown here.

So you can take a look at the different information. You can click on the name of the certification to find the certifying organization. A description of the certification, details about accreditations and endorsements, and whether exams and renewal are required. And this page also has the link to the certifying organization that will offer more information about the certification.

So you'll find links to websites with information about certification examinations and whether the credential has third-party endorsements, if they're career and technical education career clusters, if they're offered in a job corps training program, and whether the certification may draw on training or experience that's gained in military occupational specialties.

So let's see if we can take a look here. OK. It's taking a little bit longer, but this takes you to the training that's offered in this area within Wisconsin. Let's see if we can go back here.

You can also see here's where I was talking about the find certifications. This has the information about the different certifications. So you can see A+ certification here, and then these little codes that are next to the certification, if you scroll all the way down, it tells you what that is. So this certification is accredited by ANSI. You can see here this is the CTE career clusters, if this is a certification related to the military occupational specialist.

So you can see over here is Job Corps. So you can get a sense of what kinds of credentials, how they are seen by the different industries and programs here. You can click on the certification. It gives you the organization information, description, details about the test, which I was just talking about before. So lots of really good I think information. This kind of takes you one step to the next on each of the credentials. So this is really where we get down to what are the credentials that I'm needing for the occupations that I am in.

So that is it for my step four here. I'm going to turn it back to Diane to introduce our next speaker who will really get in a little bit more into the weeds about the certifications and credentials. Thank you.

MS. WALTON: Thanks, Sara. When we were talking about how to put this together and how to have people who represented each of the activities, because we all know lots of organizations who do bits and pieces of it, Lori Harris in our Chicago office, when this one came up, said, are you kidding me? Of course. There's not even a question. Debbie Dowell, Burlington, Iowa. Just skip – just go to the next question.

So without further ado, here's Debbie.

DEBBIE DOWELL: Thanks, Diane, so much, and thanks, Lori, for the great kind words. In Burlington, Iowa we're a little bit unique here. We're on the river. We are a rural area. We serve four counties in southeast Iowa, and our youth program is administered through Southeastern Community College. Our economy, what we really try to do is look at the industry sectors that are best suited for our youth but also have opportunities to grow. And so we focus on four major industry sectors, manufacturing, construction and trades, health occupations, and then the business and service industry.

I was really happy to hear Chris and David talk earlier about some of the credentials that they use that every student gets, and I especially with business and service, the customer service skills through the National Retail Federation as well as some of the OSHA training, those are all things that can be used in many industries because of the fact that safety is important. Customers, you're going to meet customers in every way and food handling as well.

What we've done in Burlington, we have an integrated One-Stop center. Our youth can participate in all the local workshops that we have available here, and we did meet with our employers in each of these sectors in a focus group and said, working with our youth, what are – what's the best way? What can we do to prepare them from the center so that they can go right in and then make them stand above everyone else when they're coming to apply for jobs?

From those discussions and we developed pre-vocational programs that are offered on a monthly basis at the center. We have an intro to manufacturing, and with the input from our local area manufacturers, they said you have to talk about workplace safety. You have to talk about the reading and the math skills that are involved with manufacturing. You need to talk about quality and process. And so we put together and hopefully worked with our community college to identify maybe an instructor that might be from there, but we work with a lot of our businesses too to say, do you have someone from your organization that would be willing to come in and work with us on really explaining some of these training opportunities?

In our health occupations every student who's interested in health – and assessments are so, so important. Our healthcare opportunities, every student interested goes through, again, workplace safety, but they also get certified in first aid, CPR. They also have math and reading and writing for health occupations and get to explore different paths or different careers that they can take and grow in the field.

Our current youth enrollments now are comprised about 50/50, and I don't see us ever having a problem with really having a total focus group on out-of-school youth. We do have those strong distance relationships, and when we say to our business partners, we're going to be training them, but in order to train them we put every one of our students also on an internship of some type, a paid internship. And so those are our key employers that we look to for developing those career paths and the training jobs.

An important part, and I know this is supposed to be credentials, but I really would like to emphasize the fact that in addition to industry-recognized credentials, it's important to build skills and have small successes with our youth, whether they're in or out-of-school youth. And just on this slide I outlined some of the things that are available. Each time a student participates in one of these small workshops that many are offered right here at our One-Stop center, they are building upon their career portfolio and no one leaves without having some certifications. Might not meet the definition of a credential, but everyone will have something to show the skills and that they offer to an employer.

In – I thought it might be interesting for you to see because I know some of the questions that we've seen were related to, well, where do you get the curriculum or whatever? We're lucky enough in Iowa that most of our WIA programs, our youth programs, are operated by community colleges. So we do have an advantage with that, but in our constructions and trade programs we use the NCCER Introductory Craft Skills Certification, which includes an OSHA 10.

So any student who gets this has a credential, certified and accepted in that definition. Health occupations we have two that besides going through that basic intro to health occupations course at the One-Stop center, we have certified nurse aide and direct care worker support professional.

We use the MSSC Certified Production Technician if people are interested in exploring and learning more about manufacturing. We have the Microsoft Office Certification which is recognized, and we find that many times our employers are saying people come in. They have computer skills, but they can't pass some of the tests that we offer and use for our assessments. And so that's been very, very helpful.

Advice that I would give to anyone working with credentials, please just continue to develop and maintain those relationships with your local businesses. They will support you. They will help you with continuous improvement. Make sure that you are offering a wide variety of career counseling opportunities, work-based learning opportunities, and partner with your training providers to try to help meet those needs and look at it as not a one size fits all.

We have to get credentials now. So we're going to put everybody in nurse's aide. It's very important for students to keep them engaged, to find something that they really like to do and have opportunities to work in that field. And that's about all I have for you today.

MS. WALTON: And that was fantastic. So this is an amazing thing where we actually made it through the tools, and we made it through all the stories. We have a couple minutes for a couple questions. I want to ask each of the speakers to speak just for a minute about partnerships with Job Corps and/or with apprenticeship. Both of those questions have been often asked while you guys were talking.

So, Chris, you want to go first?

MR. DONNELLY: Sure. Regarding the Job Corps, we work very closely with the local Job Corps center. We have our – the executive director of the Job Corps center on our board, and two of the Job Corps member staff are on our youth council. In the past we've worked very closely with regards to co-enrolled youth into WIA programs, looking at opportunities for us to have youth placed at our One-Stops as work experience, and we've also looked at how we could be able to develop training programs.

We had a pre-apprenticeship program. It was a masonry training program where it was a great opportunity where the WIB and the Job Corps worked together where the Job Corps provided the tools and materials and the site for training and where we provided some of the funding and the youth to be co-enrolled in the program. So that is a great example of how we work closely with our local Job Corps, and we continue working with them as well. Great partners.

MS. MANNING: And here in Southern Oregon we as well work very closely with Job Corps. Often we'll help a youth complete their GED and then move into Job Corps and then come back to our area for their job search and additional training.

MS. WALTON: That's great to hear. How about let's ask Gerri one of the other questions that's been asked several times is about the role that wages play in career decisions. How does that happen at your site?

MS. BRUNSON: Well, that's interesting. The wages, you mean the expectation of wages? We really don't find that a problem when it comes to youth. They see in their future that there's a career path and they can grow. Our programs with the youth do entail an internship. So that internship nears an apprenticeship per se.

Each of our student interns – and I call them students because they're going into the local community college – each of the interns do make a livable wage while they're receiving their machine tooling certificate at our local Pima Community College, but not quite understanding the question. If we haven't any – seen any youth say I don't want to do that because it doesn't pay. I mean, they're certainly good wage in becoming a future machinist.

MS. WALTON: And it looks like the information was always present in the materials that were presented to the kids who were learning about the different jobs. In some of those charts, the wage piece was reflected.

MS. BRUNSON: Correct. Correct.

MS. WALTON: So I think that we just want to be sure that people have reasonable expectations is probably the smart one there.

Debbie, did you want to talk about apprenticeship a little bit?

MS. DOWELL: Yes. I would. Thank you so much, Diane. We're excited here to work with and have a great partnership with our local labor unions who provide apprenticeship opportunities in the trades.

Just last Friday we hosted a trades expo, introducing students to seven different career opportunities, heavy equipment, carpentry, pipe fitters, sheet metal workers, iron workers, and they had an opportunity to have some hands-on learning, working with folks who've been in apprenticeships, who talk about those options. And this is a first step because in Iowa we've received a Department of Labor grant that focuses on apprenticeships. And so it's getting the word out and educating folks.

We found out that 40 percent of the people – one of our counties – 40 percent of high school graduates had no plans on going on to college. So what were we going to be able to do and what could we assist them with and assist the schools with as far as introducing trades and apprenticeships? And so I would recommend that you partner, you talk with some of those folks that have that and talk about the options and advantages.

MS. WALTON: That's great. Another question that I think runs right into that – and it's kind of a great one – which is, "What skills do staff need to involve businesses in these efforts?" And I would say willingness, but I'm sure there's something far more technical to say.

MS. BRUNSON: What skills would staff need? This is Gerri from Pima County. I would just say good customer service skills. I mean, if you're talking to an employer, you've got to also understand to get them on board you have to listen to their needs and know what they are and understand it's their future workforce. So that's – other than that, I don't see any special training needs to get employers on board.

MS. WALTON: Yeah. Some of the presenters addressed it a little bit in that it's just so important to get them in early. And so I think there's also some skill in not needing to solve the problem ourselves and in making sure – and you spoke to that earlier about just get everybody in on this, and it's going to – you're going to get a lot further.

Another question that came up a couple times had to do with the role of entrepreneurship. Do any of you deal with entrepreneurship?

MS. DOWELL: This is Deb again. Just tomorrow we are going to be having an event called The Next Big Thing in Iowa, which is introducing entrepreneurship in a competition. We have students, over 100 students registered where we're working with our local Chamber of Commerce. They have an entrepreneurship committee and Southeastern Community College.

But students are going to be coming from all over the region, juniors and seniors, and they're going to be competing in a shark tank like setting. It should be a very, very exciting day for our students. We're modeling after something that has happened in our Sioux City youth programs in Iowa. So it's something that can be easily replicated and a very fun event for students to start thinking about what they need to do to bring their ideas to reality.

MS. WALTON: Fabulous. And one last question from the questions that were asked is about options that are provided for youth with disabilities. Does anybody have a great example to offer on that front?

MS. MANNING: I know in Southern Oregon – this is Cindy – we have a lot of options that we provide for our youth to allow them some accommodations. We do have connections with vocational rehabilitation that's right here within our office in our One-Stop, and we do provide extra labs as well as one-on-one job coaching, if necessary, to be able to provide what's needed to help them be as successful as possible.

MS. WALTON: That's great to hear. So there's a couple more questions, I got to tell you, because for lots of people and lots of questions. But we have to bring this sort of toward a close. Sara, you want to talk about the Grads of Life partner directory, some other resources?

MS. HASTINGS: Yes. Absolutely. Well, yes. So we'll talk about the What's My Next Move? And then I'm going to get to the Grads of Life, which is that next slide. So this is – we have a number of resources that we think are really kind of cool and may be helpful for you all. The first one that I wanted to talk to you about just real quickly, if you haven't heard about it, it's What's My Next Move?

If it sounds familiar, it's because it's based of of the My Next Move tool. And this is really geared towards the young people that we work with, and it's designed for high school students to manage or those out-of-school youth that are coming back in to manage their career and employment path.

And it's a seven-step guide. It walks you through what are my career interests? Which careers do I want to explore? What are my career goals, etc.? So it walks you through, and then it links you to a number of those online technologies like a career – online career interest profiler, which is kind of fun to walk through.

And then it comes out with a number of reports that you can then take and kind of do some work with the young people, and they can walk through and sort of figure out what their path is. So that's a great one. The link is right there on the bottom of that slide. Take a look at that, if you have not seen that.

And a cool thing about that actually is we're trying to develop an app. We heard from some students. They said, it's cool. It seems helpful, but we actually could really use it on our phones. We need things to work on our phones. So we're working right now on building an app for that. So we will keep you all posted on that.

The next resource that we really wanted to make sure you saw, we've been trying to promote this a lot. I'm hoping that people have now heard of it. It's the Grads of Life campaign. It's a National Ad Council, PSA campaign, and I think folks known Ad Council, Got Milk?, all those different campaigns that we've heard over the hears.

We're hoping that this will be a big one, and it has an accompanying employer-focused website. This launched in September, and the goal really of this campaign is to transform employers' perceptions of opportunities or those young people that we all work with who are out of school, out of work.

And it's a call to action for businesses. Take a look at this. The resources I think are really great for employer engagement activities. There's TV, radio, print, outdoor, and digital ads that are really trying to drive employers to the gradsoflife.org website where they can find information and tools that they need to create these pathways to work within their company. So it's a tool really for employers as a way to get them engaged.

A critical part of this website is a national partner directory, which is populated with best practice workforce development organizations so that employers can then type in their zip code and easily find and connect with partners in your local communities. So if you are not on here and you do this work, which I think most of you are on there, you – or most of you do this work, you should look at this and see if you can become part of the partner directory.

We're really doing some outreach with all the workforce system to get on there. We want to build this up. We want employers, if they are interested in hiring our young people, they should know that we have a system of supports and organizations out there that will help them make sure that it's a successful placement.

And so I think it's a really incredible opportunity right now to get our organizations in front of employers who are really seeking their services. So please go to apply to be in the partner directory today, and then encourage other partners you know to do as well. We're trying to spread the word on this.

So a number of other resources, many of you probably have seen these. If you have not, please take a look. Lots of good resources that the Department of Labor has put out, My Next Move, mySkills myFuture, O\*NET Online, CareerOneStop, all of these to kind of occupational training, credential kind of information that you all need to know to do your jobs. So those are the resources that we wanted to share with you today. I'll turn it back to Diane for some last –

MS. WALTON: I'm just thrilled. Sara, I just think the tool everything through, and what people need to know is we're not going to stop doing this.

So in May, at the end of May we're going to do youth committees, end of June serving in-school youth, and then youth with disabilities in July. Any ideas you have about this, we're all more than willing to take it. Tiffany Thomas in the San Francisco office, Sara Hastings in the national office, there's contact information scattered through the presentation and it will be up for you.

But most of all, just thank you. Thanks a million. Fill out the evaluation. I'm being told to say that, but it does matter because we just need to know. We need to get to you what you need to make a difference for those kids.

So keep telling us how we can improve, and go out there and get it done. Thanks, and thanks to all the speakers. So great.

(END)