**WorkforceGPS**

**Transcript of Webinar**

**Building Leaders for the Building Trades: Construction Training and Leadership Development Integration**

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JENNIFER JACOBS: And now, I'd like to turn things over to our moderator today, Mark Smith, workforce analyst with the U.S. Department of Labor, Employment and Training Administration. Mark?

MARK SMITH: All right. Thank you very much. Once again, my name is Mark Smith. I'm a national liaison for the YouthBuild program here at the Department of Labor, and we're going to go through a couple of the objectives for today.

The first is to learn to assess youth leadership development competencies in construction training through appropriate developmental benchmarks. The second is to learn to identify, integrate, and assess leadership development opportunities on the worksite. The third, learn to prepare and support construction staff to practice youth leadership development, and lastly, a discussion on the challenges and promising practices with peers in the YouthBuild network.

So today's agenda. First, we're going to start off with measuring youth leadership. Next, we'll roll into leadership competencies on the worksite. Then we'll have leadership skills needed in the trades, and lastly, we'll have an open group discussion where you can chime in and ask any questions from our presenters that you'd like.

So now, I'd like to introduce Joel Miranda. He's the senior director of leadership development at YouthBuild USA. Joel?

JOEL MIRANDA: All right. Thank you. Good afternoon, everyone. Can folks hear me OK?

MS. JACOBS: Yeah. We can hear you.

MR. MIRANDA: All right. Perfect. Like he said, my name is Joel Miranda, the senior director of leadership development here at YouthBuild USA, and I want to talk a bit about sort of the basic sort of 101 of leadership development at YouthBuild and then sort of – and how we begin to measure that. And so we know that here at a YouthBuild program we're focusing on program outcomes; right?

So the getting a GED or a HiSET or a diploma, an industry certification, making sure that young people are increasing in literacy and numeracy, that we're reducing recidivism, replacing them after exit, that they're keeping that placement, right, they're retaining that, that they're moving forward in job and school.

And then while that's happening, we're also making sure that we're focusing on their personal development, that they're understanding sort of the challenges and the talents that they bring with them, that they're understanding themselves in the context of a larger group, whether it's their family group, their friends, their local community. Sort of how do they fit in, and how do they impact that and how are they affected by that? And then themselves in the context of the wider world, how the things going on in the world around them impact, benefit them, and how they can impact and benefit the things going on in the wider world because it's mutually beneficial and reciprocal; right?

And so these things are happening; right? We're making sure that we're achieving the program outcomes, that they're focusing on the personal development. This is all happening in the program context, in the classrooms, on the construction sites, right, while we're doing the actual hands-on skill development.

And so the question is, how can we make sure that we're achieving these program outcomes and personal development goals while we're also doing the skill instruction, the vocational skills training, the construction skills training, and that they're learning real world and transferable competencies and skills that can help them be successful and lead beyond the program context and beyond the construction site?

And so we truly believe here at YouthBuild USA that the difference here is that we approach this through the lens of leadership development; right? And if we're doing this, it's really the difference between a young person gaining the skills and being placed in a job, being placed in postsecondary education or postsecondary training, living in the community, and sort of surviving.

And it's the difference between that and the young person building their career, sustaining themselves in their family, earning a degree or certificate, building themselves and their family and the community, and really thriving. And so you see a difference in the – one, the young person, the way they carry themselves, the way they think about the future, and the way they take the skills so that they're not just literate in leadership and in these competencies but they're also fluent and can use these skills to achieve a desired result in life after YouthBuild.

Now, if we're thinking about this in terms of a theory of change process, I like to think about this as young people coming in with leadership potential. There are instances where they may have experienced some negative situations in life, and so they're coming in with survival skill. They navigated difficult situations. They're desiring success and may have had some misguided attempts at achieving it. They have goals, but there's also some anger and disappointment. And all of this means that they desire something better and that there's a potential for great things.

And so if we integrate leadership development into the different components, counseling, case management, community building, education, career readiness, and skill development and the construction and vocational training, what we know is that on the other end this leadership potential becomes leadership in action. And young people have an increased sense of self-efficacy, better healthy decision making, positive interpersonal skills, greater success in the workforce, increased sense of self-worth, increased awareness and responsibility towards the world around them.

And so I compare this to the first law of energy, which states that energy can neither be created or destroyed but it can be transformed from one form to another. And so young people's leadership potential and their talent, their ability, their skill really isn't created by us but we tap into it and it's already there and we do this within the context of the YouthBuild program as we are providing the skill development, the hands on and classroom and construction site skill development, and we are integrating leadership development into this. And there's research that backs this.

A national workforce collaborative in 2005 and actually, they – again in 2012 convened and they found that research links early leadership with increased self-efficacy and suggests that leadership can help youth to develop decision making and interpersonal skills that support successes in the workforce and in adulthood; right? So it's not just something that we say, but it's something that has been proven. And the more that we can expose young people to leadership development opportunities, the more that they are likely to take the skills that they learn and then use them to continue navigating the world beyond the program.

And so at YouthBuild programs we recommend four element pillars of leadership development, and the first one is that leadership development is integrated across program components, that this isn't just something that sits in one department or is taught in one workshop on one day of the week but it really is a theory and a philosophy and a practice across program components.

The second is that there's a policy committee that's elected and supported, and this is a group of young people who are elected by their peers. They represent young people to the program and staff and represent program and staff to the young people, and that those ambassadors and facilitate the communication and engagement across the two and that young people's voice is being included in the decision making in the program.

The third is that leadership competencies are defined and assessed, that there is a set of skills and competencies that we are measuring against and that we're saying, hey, here's how we know that you're starting to understand this competency and then here's how we know that you've mastered it. And we'll be focusing a little more on the competencies later on in this presentation.

And then the fourth pillar of leadership development is that there's ongoing engagement and development of graduates beyond the program, and this happens in two ways. One is we know that there's a follow-up period after they transition from the program, and we want to make sure that they are – that they retain a job, that they're in school, that they're being – that they're following their path towards success and following their goals. And so we provide the ongoing support around that; right?

And so it may be additional services. It may be additional educational support, career support, but then at some point over time this is also represented by us engaging graduates around opportunities that they can provide the program. And so you may have a program that's been around 5, 10, 15 years who now has graduates that have been employed and are leading in their jobs and they can provide job shadows.

They can provide mentoring opportunities. They can provide jobs; right? And at some point they went from consuming the opportunities that we provided to now being able to create meaningful opportunities. And so if we're engaging our graduates the right way, then we're going from providing services to really engaging them as meaningful creators of leadership opportunities to our young people.

To zero in a little more on the competencies, YouthBuild USA has a set of 23 leadership development competencies that are divided into three groups, the three categories. The first is personal leadership. Second is small group leadership, and the third is community leadership. And we believe that these skills and these competencies can be taught, that they can be measured, that you can set up benchmarks that you assess on an ongoing basis, and that these benchmarks can be measured in different components of the program. And therefore, it's important for staff from all of the components of the program to be part of the benchmark design and evaluation process.

Our competencies follow categories and align with other competencies across other sectors. Here you see 12 common leadership competencies that managers need to have, and this is coming out of the American Express open forum, which actually takes a survey of different sectors and takes a look at what are the leaders in those sectors doing?

What qualities do they have, and what competencies are they displaying? And therefore, what competencies are necessary for success across multiple sectors? And we see here that these 12 competencies can easily be divided into the personal, group, and community categories that YouthBuild USA's competencies are divided into. And this is – and we see this again across other sectors.

The Society for Human Resource Management has a set of leadership competencies that are divided up into leading the self, leading others, leading the organization, and again, we see this theme here of self, group, and the wider community.

The U.S. Department of Labor and Office of Disability Employment have actually created a curriculum, which they've done after conversations with a number of providers and organizations like YouthBuild, which outline six broader areas where young people can develop competency, and these all align with YouthBuild's 23 leadership development competencies as well. Skills to Pay the Bills was released a number of years ago.

I worked at a YouthBuild program for about 10 years, used this curriculum, at times tailored it to some of the specific needs of our young people, and found it to be a great tool. You can download it at the link there. There's a free download and there's some great accompanying materials and videos that come with this curriculum and it truly is transferable across program departments.

And so there's research that says that this stuff is important; right? It's not just that YouthBuild says it or American Express says it or Society for Human Resource Development says it, but in the study by Campion and Morgeson out of Leadership Quarterly, they've outlined four key areas of competencies. There's cognitive skills, interpersonal skills, business skills, and strategic skills, and what they found is that over time, right, some of these are more important in the very beginning. They're foundational skills.

And then some as you're moving up towards the interpersonal, business, and strategic skills are more important as a person is growing in their field, moving up into leadership roles and management roles. And if you were to look up this study, look up this article, and take a look at the different types of competencies that fall under these areas, you'd also see alignment between these four categories and the 23 competencies that YouthBuild USA recommends.

And later in this presentation we'll provide a link so that you can access these competencies, view them yourselves, and also see some sample benchmarks that we've created in partnership with folks internally here at YouthBuild USA and staff at sites at the local level.

And then it's important that as we are assessing these competencies, we're also keeping in mind that young people, they go through a process of development in the YouthBuild program that can be very linear but isn't necessary and that not all young people experience at the same time.

And so a number of years ago Dr. Ron Ferguson and Jason Snipes at Harvard Graduate School of Education conducted a study of YouthBuild graduates and found that there were these five main stages of development in a YouthBuild program and they called it the stages of youth development in the YouthBuild program, the Ferguson-Snipes Model, which starts with trust, moves on to autonomy.

The young person starts to realize that there are some things they can do on their own. Once they realize that they're able to do some things on their own and do them well, they start to take initiative. They're proud of their work. They then find that, because they can do things well and they're proud of it, they want to be able to accomplish things. They want to be industrious.

They want to engage in a particular activity or a particular career goal and make progress towards it, and over time what we see is this final phase here on the right where they develop an identity as that doctor, nurse, as that construction worker, as that case manager, as that social worker. And what we know is that sometimes trust can take more than the time that they're spending in mental toughness. It can take a few months. Autonomy can take a few months.

No young person goes through these stages at the same time, and so it's important that as we're sitting down with the young person, as we're interviewing them for the program, as we're tracking their goals, that we're doing this with an eye – paying attention to what their goals are, their specific skillset, the skills needed to accomplish that goal, and thinking about what potential life barriers might come up and how to troubleshoot around those and how to overcome those barriers.

And so it's important that construction supervisors and construction managers are part of this conversation that happens very early on during mental toughness and just after mental toughness where you sit down with the young person and members of the other teams, of the education team, of the counseling team, the career development team, and think about the young person's goals, work with the young person to identify their goals, potential obstacles, and ways that the young person can troubleshoot and plan for these obstacles, and then thinking about what does success look like for the young person.

And so what we know is that sometimes construction supervisors are out on the construction site and aren't invited to those processes or those conversations, and it's important that they are, right, because they play such a critical role in the professional, vocational, and personal development of the young person. And so it's important that construction supervisors are there from the very beginning.

I am now going to turn it over to Ted Roan to go over some of the specific competencies that we can see on the construction site. Take it away, Ted.

TED ROAN: Of course I was on mute. Thank you. Of course.

Thanks, Joel. There's a lot of information, and for a lot of people I'm sure there were some things that they had not seen before or maybe had forgotten about. So thanks for going back over that.

Just to reintroduce myself, my name is Ted Roan. I'm the director of green construction with YouthBuild USA. I am honored to be sandwiched in between, as we talk about leadership development, two graduate leaders, Joel and Frank, who you're going to hear from later. So they bring a very unique perspective, a very hands-on perspective to this conversation.

And something that I want to touch on, from being at a local program for 16 years in Austin, Texas, is how this leadership development, how that looks on site when we talk about that 50 percent required in a classroom, 40 percent on the job site, and 10 percent leadership development, how easy that is to incorporate and some very obvious measures that you can incorporate that on the construction site.

So as we think about that, as we think about the leadership development, we think about having these young people grow into peer leaders, so where they're on site, where they're the ones who are taking responsibility and accountability for leadership development, for their curriculum achievement, for the industry-recognized credential.

And so while we provide the guidance and if we follow these competencies that Joel was going over, how the things like – that he mentioned, communication, attitude, teamwork, problem solving, all those things are very easily done with some intentional capacity on site. So as we look at that, some sample leadership roles would be the crew chief or the peer leader, as some programs call it, the safety coordinator. It's amazing for those of you I saw on the list, Adam from Knoxville, Chris Parsons from Vermont, other – Lawrence from New Mexico. It's good to see many more construction people on the call.

I'm glad you're here, but when we develop and provide safety training to our young people where they get the OSHA 10 or we go through the safety component in the different curriculum, how aware and how empowered they are to notice things on site. So having one of the young people as a safety coordinator, as a site steward responsible for calling breaks, cleanup, attendance, taking pictures of the site to document the progress that your project is making. Waste recycling, that's something that has become more of an influence as we provide more green and resource efficient training. The photographer that I just mentioned and the tool captain who signs in and out tools and makes sure that whatever tools we started out with this morning, those same tools are in the toolbox or accounted for when we roll up.

So there's a lot of these intentional ways that we may be doing already, but maybe we didn't think about how we integrate that and what these competencies that Joel was just going over, what those are like and how they align with those competencies. So when we talk of some of the things that Joel was mentioning also, the self, the group, the community, when we emphasize those and emphasize the leadership component of those to our YouthBuilders, how that aligns with the competencies out on the construction site. So just here, how do we create this accountability?

Just with this image here, we say, OK. If we have a potential employer who's looking at hiring some of our graduates and you can demonstrate the organization, the leadership of the inventory of this tool captain that they've done over the course of the YouthBuild program, then that's something that may make a difference as well as the other safety aspects and work ethics that are involved.

The natural leadership crossovers in construction, when we look at this image here, is safety first. We have to have all the PPEE on. So long as we're wearing all those when we – when a graduate or a potential employee goes into an interview and they can mention, they can call off what are the – some of the things that are looked for on a job site, that – what the PPEE is, what are some things that are – to be aware of.

And as we talk about that, as I mentioned some of the competencies, the additional leadership roles that some of our YouthBuilders can take, they can learn an overview of the entire construction process.

Some programs, as they – especially when we're talking about very substantial comprehensive project, if it has to do – if it's new construction or gut rehab or something like that, to sit down with the students and maybe do a small charrette and say, what do you guys think about this, and develop those leadership. I mean, no judging. Have it completely open so that they can voice – have their voice.

I did a green charrette in Columbus, Ohio here last year, and it was interesting. As we were doing that, the students spoke up about some of the positioning of the room, specifically the mud room and the bathroom, and they actually created change with the architect and with the lead architect and with the designer on how this was put together. So it was really empowering to see them have their voice. When they had an idea of the complete construction process, they had their voice, and they said, why can't we do this? As it turned out, they could, and they did.

So giving them the opportunity by giving them the whole picture, the big vision, why about green building, why it matters to their community. So again, going back to what Joel said, the foundation, the fundamentals for us, when he talked about the self, the group, and the community, we talk about the green building practices, how that impacts the community, how this is going to impact not only our students but their children, how it impacts their whole community.

Go to contract negotiations with the city and pull permits, how that matters and how they're empowered by knowing how that process happens. The plan, estimate materials, the problem solve with a deadline, material drops, things like that, giving tours to visitors. Most programs have visitors come by and empowering the young people. Set them up – the key is setting them up for success, giving them the information and empowering them to be the ambassadors, to be the leaders that they can be.

And evaluate the performance of construction staff and each other. So constant feedback in the beginning, during the process, and after so that we can all be better professionally for the YouthBuild staff, for the students to know what they need to work on. As we all know, the YouthBuild graduates, only about a third of the YouthBuild graduates go into construction, but if they can gain this knowledge, these leadership skills that can transfer into whatever career pathway that they may choose.

So as we look at some of that leadership, we look at this picture, and if a student who had been through the OSHA training looked at this picture, there would be quite a few. So as you look at this, just take a mental note. I know construction people, we look at that and maybe non-construction people can see some obvious things. So just take a quick visual image of that and think, what would some of your students notice? Would they notice anything? Would they notice these things – the fall hazard, the eye protection, the lack of eye protection?

They make a really good headband there, but they're not necessarily good for eye protection on the head. The trop hazard of the chord. So all those things and again, it's very exciting to see once the students have gone through an OSHA training how empowered they are, how much of a leadership role will they take, and maybe if they don't, maybe appoint or assign someone as the safety person, safety monitor for the site, and then you rotate that just like our policy council. So those people rotate. So does our tool inventory person. So does our safety monitor. Those people rotate to give other people an opportunity to sort of develop their leadership skills as well.

So again, that 10 percent, that minimum 10 percent, when we think about this, YouthBuild started as a leadership development organization. And when we think about these things that we look at on these pictures, how leadership development matters in establishing our career pathways for the students. So when they have those leadership skills, when they go in for an internship or when they go in for a job interview, when those leadership qualities and competencies are demonstrated, then they have a lot better chance at that career pathway of their choosing.

Another image here. Are they set up for success by the construction instructor? Are they intentionally providing that leadership development opportunity? So here's – this was in Columbus, Ohio when some students were – they were facilitating this one project of shoring up those board joists here.

So they were the ones – in one small team they were the ones taking advantage of that. Develop communication skills, not just how this is done but through intentional integration, through going through these competencies that are set forth. I believe those are attached as a resource, the competencies; problem solving skills and developing team building through the initial orientation or just intentional onsite. In the classroom of course that can happen. There's just very easy competencies that can happen.

This is a carpentry challenge that happens with the Mass program – Massachusetts programs, and this just demonstrates a way to assess a skillset, and this is all done without the construction instructors on – well, they're on site, but they're not part of the building process. So when we look at this, that's all the students out there. They get a set of plans, and they build what that set of plans says. So they get to recognize the leadership skills, the construction instructors and the other staff members. The students are judged by how well they do, how accurate it is, and how quickly they can get it done.

So this is a way that they, as the staff members, can assess some of the leadership skills and, for the staff members also, they can observe the not-so-subtle leaders and some of the very vocal leaders who are there and how different people respond to those different types of leadership opportunities. Obviously, there's going to be an opportunity for conflict resolution there too and for time management.

So all of these different things, again, the self, the group, and the community for leadership development that come into play. So as you think about how to incorporate leadership development, when you look at those competencies, where do we plug those in? Of course there's a lot of ways. It's such a natural crosswalk to do that in construction.

I just plugged this in because, not only are these leadership competencies obvious on a domestic policies, this is a site in Brcko, Bosnia when I did some work over in Brcko, and this is a group of students over in Bosnia who took the initiative and that house, that structure on the left was the actual house that the family was living in. Very sad, but they – these young people targeted this family.

They build the house behind them there, and they were able to provide a more safe, sustainable house, durable house for the family that was going to last them for decades. So this is – that leadership is where that came into play. This is the – these are the students who initiated this. They targeted that home. So it's that global YouthBuild policy, that leadership model that transfers. It doesn't matter where it is, the United States or South America or in Brcko, Bosnia. That transfers over, and those competencies matter no matter where we are.

Another thing that we talked about, environmental leadership, the recycling. This is just a way that the students there, some YouthBuild students in Austin, Texas at the American Youth Works program there demonstrating recycling. So how it matters to their community that this not go – that all that cardboard, this was – they had replaced the appliances – that that not go into the landfill, that that go into the recycling component so it reduces the amount of energy consumed for the project and the leadership came into play there. The students were the ones who drove that project.

So as we talk about this, Joel set the foundation for us. We talked about the competencies. I mentioned some things how we can integrate that, and fabulous Frank is going to follow this up with some ways that we can really implement that as the students exit. Frank, it's all yours, my friend.

FRANK ALVAREZ: Thank you, Ted. My name is Frank Alvarez. I'm the regional coordinator for the Construction Academy that's based in YouthBuild Charter Schools of California. We have a focus on the Southern California region from Fresno to the Inland Empire where we're intentionally building relationships with the building trades registered apprenticeship programs. We're utilizing the multi-craft core curriculum to standardize training across the board, and it's provided by the building trades themselves. And believe it or not, about 30 percent of the hours of the 120 hours of training time is dedicated towards leadership skills because the construction worker – (inaudible) – base time doesn't just need to be skilled worker but has to be able to navigate a fast-paced, complex work environment, not only solving work-related problems but challenges that could arise with dealing with people.

So what I want to do right here is just a picture because a lot of folks, when they think about leadership, they don't necessarily think about leadership in terms of uniform. But being able to be in a uniform and represent your YouthBuild program, your trade is a big part of leadership development. When you're working with construction partners or the trades, folks really want to see a standardization or a product that they can rely on and trust. And that includes everything from the training model you're utilizing to your uniform to how you prepare your young people.

Now, I boiled down the leadership skills right here, these competencies just to about nine. I think leadership is – can include a wide range of topics, and if you're looking out there to find out which ones are right for your program, I would suggest you take a local approach and begin to connect with industry partners, local industry partners, the contractors who are hiring in your community, the registered apprenticeship programs, workforce development practitioners to really get a sense of what they need. What does your local industry need?

For our region in particular and what's proven potentially anywhere where there are strong registered apprenticeship programs, these nine are generally in need. So culturally competency, communication, public speaking, civic engagement, mentorship, continuous learning, volunteerism, teamwork, and critical thinking.

Now, each of these show up in a YouthBuild program throughout the year, some when you're recruiting folks, through mental toughness to their day-to-day programming, through your graduate engagement. So I'm going to give some examples of how they show up in a YouthBuild program but also how they're related to the trade and a young person's experience in the trades.

So cultural competency is simply the ability to work with folks from different backgrounds and cultures and have a respect for those cultures and backgrounds. The construction industry will be diverse. If it's a young person of color, the supervisor might be an older white gentleman. It might be uncomfortable receiving instructions from someone that doesn't look like them, that didn't share their experiences.

They might have to work on crews where they're a diverse crew. It could be black and brown working together. There will be LGBT folks on the project. A young YouthBuild graduate might be the only woman on the project. And so again, being able to understand how to interact and work with people from different cultures is a key skillset within the construction industry today.

Another part of that is communication and just really understanding that communication is a process. There's a lot of things you can do to build off this and this topic inside your construction and leadership training, but in the work place a lot of the times a young apprentice will be given a task and they're going to ask to go frame a wall. They're going to ask to go prep some material.

Now, if they don't stop and ask further questions, they might potentially just stand around for a moment while they're trying to figure things out. Time is money in construction, and we really want to teach our young people to be able to communicate, to express them self, to ask questions when things are unclear and follow up. But again, in a YouthBuild program there are so many opportunities where you can build that in. I think Ted's given some examples with the – with his slides and how leadership is showing up there, but again, this is a key skillset that you do want to focus on in preparing your young people for the trades.

Another part of it is public speaking. Now, a young person in YouthBuild would have plenty of opportunities to practice public speaking, whether that's making a classroom presentation. If that's going out in public and speaking at your local city hall or city council meeting on behalf of your YouthBuild program, there are opportunities for that.

Another big place where this happens is young people's involvement within the policy council where they really begin to lead, address crowds, lead crowds, and that could happen from the local level to a state youth policy council to the national councils like Voices, the Young Leaders Council, the conference – the Council of Young Leaders. These are all built-in leadership bodies within YouthBuild that a young person can tap into and develop those public speaking skills and at the same time civic engagement.

In today's trades world, a lot of the trades and construction companies are advocating for themselves. They're engaged in local governments to – every time there's a large project taking place, you'll see members of the building trades, members of construction company advocating for the work to go local, for the work to benefit their workforce, our safety concerns.

And so these two skills in themselves kind of do go hand in hand as well, public speaking and civic engagement, being able to be involved in stuff. Now, again, civic engagement is another leadership skill that could be developed within YouthBuild. Everyone does service Saturday. Everyone has some form of volunteer engagement with their programs, voter education, just a number of things that could take place with inside the YouthBuild program.

Now, the reason why I highlighted these two skills right here is that the young lady that you see with the microphone in the first picture and she's wearing an orange shirt in the second, that's Gina. Gina's a graduate of the San Joaquin Valley YouthBuild program, and she's a third period apprentice with the painters local in her area. She was recently appointed to the board of trustees for her union.

Now, I asked her why were you appointed? How did you get that appointment? She said that her business representative knew she was involved in YouthBuild's leadership activities, and he was watching her for a couple months in her time as an apprentice and how she used the skills she learned in YouthBuild in the workplace and in meetings and felt that she had the skills to be a board of trustees.

I believe she's the youngest board of trustees for her local, and she might be the only apprentice to ever serve on the board of trustees because you usually have to be a journeyperson to run for that position and get voted on. But this is a real good example of how the leadership skills, the basic things we do in YouthBuild, prepare young people for success within the trades.

Another big part of it is mentorship. This never ends in the trades. Our young people, if they're going down the track to earn a construction career and be an apprentice in a registered apprenticeship program, for the first two to five years they're going to be matched with a journeyman, and that essentially is their teacher, their mentor, their guider throughout their process. And this is another skill that's built in.

This is one of the six components of YouthBuild. This is another skill that's built into our YouthBuild programming where young people are already used to they're getting experience with mentoring, whether if it's outside mentors, your local program director, a teacher, their construction trainer.

For myself, my construction trainer was one of my first mentors, one of my biggest mentors in really learning how to seed because I used to feel like that I was a crew leader in YouthBuild and students that didn't want to work, I would tell them, get off my crew and go sit to the side and do nothing. It was my construction manager who would pull me to the side and say, that's not productive. You need to be able to get the best out of them. You just can't sit someone down. So again, these are all skillsets that can be developed.

The other piece of that is being a continuous learner and always being hungry to learn, when asked to learn something new, to do something new, being able to step up for that. The picture there is Gina as well with her journeyman, and the second one is a picture of her doing something called schlucks (ph) finish painting. So she essentially made that white wall look lie wood grain with paint. It was a skillset below her – above her apprenticeship level, but her journeyman saw that she was a hustler. She was always asking questions, hungry to learn, and said, hey, would you want to learn this new skillset? And this is, again, another skillset that is helping Gina advance in the trades.

The other part I would share is volunteerism. We do this in YouthBuild all the time, whether if we're working on affordable housing development, rehabbing low-income homes, greening low-income homes. It's all back to service, providing a service to a family or a community that otherwise wouldn't have the resources to do that. Now, a lot of the construction companies and registered apprentice programs conduct volunteer projects every year.

Here locally in Los Angeles electricians hold an annual event once a year where they partner with local community groups to provide service. Last November in Antelope Valley they went to Antelope Valley YouthBuild program and helped provide electrical upgrades to the facility, and at the same time they taught the current YouthBuild students these basic entry-level skillsets for the electricians. They also partnered with the Youth Policy Institute YouthBuild program in Pacoima in the San Fernando Valley, and they provided upgrades to a Veterans of Foreign Wars facility. Now, this was a 100-year-old building that was falling apart.

The YouthBuild program was already working in there helping the vets but were running across some projects that were outside of their skillset. We approached the electricians, and they said, sure. We'd love to do this with you guys. We'll bring our own resources. We'll bring some of our top journeymen out there to work with your youth. We'll teach them a little bit, and we'll help these vets. So again, volunteerism is also another skillset that helps our young people succeed in the trades.

The trades is not just looking for somebody who wants to just go in there and earn a paycheck. They want somebody who's going to put their good eight hours in for – a good hard eight hours of work in for an honest eight hours of pay but also step up when the opportunity comes to help the community and serving, give back, whether that's upgrading the veterans facility, doing voter engagement. These are – this is what they're looking for in their apprentices.

Now, something that's done early on with the YouthBuild is teamwork; right? Mental toughness is all about team building and working together, and those of us who have worked in construction, we know that nothing gets done at a job site on your own. It involves a team. The electricians will work as a team. The carpenters will work as a team. Drummers, pipefitters, everybody's – (inaudible) – work – all are going to work as individual teams to get their specific portions of the project done, but nothing happens unless everyone's working as a team, all these different classification of workers are all working together to get this project done and on time.

This is, again, another important skillset that goes back to – it does tie into the cultural competency piece, is really being able to work with diverse groups of people. And actually, this is key within the – within construction now as it's diversifying. It's no longer this space for white males only or you have to have a family member who's in the trades or in construction. They're opening up their doors now and encouraging more minorities and more women to join these trades. So teamwork, cultural – and cultural competencies are very important in today's trade world.

The last thing I would share is just critical thinking. Our young people are going to be faced with different challenges in the work site, whether that's reading a set of blueprints and being able to perform their duties, whether that's working with the jerk who was just giving them no slack and they have to deal with this person every day, whether that's working with different personalities, challenging personalities on your job site.

There's different challenges that could take place, but a bottom line is that critical thinking and our young people's ability to solve complex problems is needed. Again, the example that Ted provided around the carpenter's build off is a perfect example of how young people have to – they're given a set amount of time.

The construction trainer and the manager has stepped back, and they have to work together to read those blueprints, build that shed, make sure work is being done safely. At the same time they're competing with other crews, and so without this ability to critically think, to think on your feet, you'll be slow. And if you're slow, you don't make money. If you aren't making me money as the contractor, I'm not keeping you on.

So that's my piece right there. I would end it with suggestion that we boiled down these competencies to nine in L.A. through an intentional effort to build with industry partners. So we have an industry advisory panel made up of registered apprenticeship programs, the sheet metal workers, painters, and allied trades, roofers, – (inaudible) – workers, electricians. We have contractors at the table with us like – (inaudible) – who are helping bring in other folks to the table.

We're engaging with a group called LCP Tractor, which they do construction management or they do construction data tracking and they can really track out why someone's successfully working in the trades. We also have our local WIOA agencies at the table with us. So we're constantly getting all this feedback around what are the – what's the skillset needed by these different partners, and we're using that to align our construction training, our employability, and our leadership training to ultimately feed the industry quality apprentices.

And then the last two years we've placed over 40 young people into the building trades in Los Angeles County, and they're having success and moving up their apprenticeship from stage one to stage two. That concludes my piece.

MR. SMITH: All right.

MS. JACOBS: Okay. We'll be moving into the open discussion session. So in this everyone will be able to type into this chat box. We will be discussing six different questions. You also have the opportunity to hit \*6 on your phone to unmute your line, and you can voice any question or comment that you do have. And we're definitely encouraging everyone to do that. So I'm going to hand this over to Mark, I think.

MR. SMITH: Absolutely. So as Jen just said, if you have any questions for any of our facilitators, Joel, Ted, or Frank, feel free to type it into the box below, and we'll be able to answer your questions right on the spot. I just want to say it was some great information from all of our presenters. I felt like I learned a little bit, but I do want to hear back from you guys and want to understand any questions that you have that our facilitators may be able to answer.

MR. ROAN: We do have some pre-prepared questions that we're going to get into, but if anyone has some specific questions that you want to ask before we get into those, feel free, whether you want to type it in or just unlock your phone, unmute it and just ask. I think all the lines are live now, if you want to ask it verbally.

MR. SMITH: Ted, I did want to just ask a question. I see we have some folks that are typing in, but I had a question. When you were going over the piece about the program in Ohio when they had sort of a mini charrette, could you – for those that maybe don't know, could you explain a little bit of what a charrette is and sort of what are the steps in planning a charrette?

MR. ROAN: Sure. Thanks. So a charrette is like a workshop. It is a brainstorming workshop where – in the YouthBuild format where you can get the students involved. You can have a set of prints or maybe even before you have prints and just have a free form, no holds barred putting ideas out there and have some ideas from students, from all participants, from all parties involved about how they can influence the project.

That particular one we had a set of prints, but the project wasn't started yet. And so it was interesting to see after – what we did was we established some base knowledge, some very fundamental knowledge about green building, about some other projects they'd worked on, and then we looked at their prints and said, OK, how can we implement what we've learned through those fundamental practices, knowledge, skills, and ability into what you have here? And as we looked at it, there was a bathroom and a mud room and a basement, and they kind of questioned why it was there, considering the money that would be spent to put that in there. That money could be spent to implement some other strategies – some other green strategies.

So basically, it's a workshop to brainstorm ideas to see what are the best practices for a particular project, and I encourage – we would do that at our program in Austin. I know other programs do that. I would encourage sites to get students involved, and once they break through and start to participate, it is a fabulous way to get them opened up and start sharing their ideas where they may be a little reluctant at first.

But provide them the opportunity to have a voice, and I think you'll be surprised at how many of them are willing to share and have some ideas that some of us, being in the construction, may think that, well, this is just the way we do it and that's the way it is. But maybe coming from a fresh minds on why couldn't we do it another way? So it's very, very eye-opening to see some of our young people and how aware they are of the projects and of some of the new strategies, so the green building strategies.

So that's one way that we can encourage them for leadership development. And Andrew Ray, "We're a new affiliate with the Refine – (inaudible) – project. Director making progress towards recruiting and selecting our first cohort. Which affiliates do you recommend looking for best practices and good mental toughness and team-building activities?"

Andrew, there's so many programs doing – let's see. I don't see any other – where you're located. I'm sure there is a very successful program in your area that we could point you to. So if you have contact information, at the end of this webinar and so you can get ahold of us, any of us, whether Joel if you're looking at something particular, Joel or myself or Frank, and we can point you – we can point you to a program maybe that you can get some best practices from.

And we all – (inaudible) – team-building activities, but all three of us have a good library of those that you can do and mental toughness. We all have some of those mental toughness best practices that you can do. So yes. Get ahold of all three of us and we can also point you towards a local program and you can visit their mental toughness and see how it looks in practice before you implement it.

MR. SMITH: All right. Thanks a lot, Ted. And we have another question in from Jennifer, and she's wondering if a 17-year-old are allowed to use power tools under the YouthBuild program, and is that sort of based on the state law or is it just a national thing? Ted?

MR. ROAN: So, Jennifer, this is Ted again. And yes. There are some – it's kind of a slippery slope there. Under 18 years old falls under the young worker statutes with the OSHA compliance regulations. So this means that they can't use certain power tools. If a rotary tool goes faster than 5400 RPMs per minute, then they can't use it. They can't be above six feet off the ground ladders. There's certain stipulations.

That all being said, there are some exemptions. If we are a training program and you are in immediate proximity to a young worker in a training program, then that's allowable. So I would encourage you to look at your state laws and see if they have a young worker because, like any code, the local laws supersede the national laws. So look at that, and if you're unclear, get with me and we can go over it specifically and individually and we can go over that. But there are – they're both ways.

MR. SMITH: All right. Well, thanks a lot, Ted. I see that Andrew is still typing. Oh, OK. Good. We'll make sure to – if you can – we have the contact information for each of our presenters, and it will be at the end of these slides. So you'll be able to contact any of us and ask us directly based on sort of your area and we'll find a program that could sort of help you out in that area.

I did have one more question, though we do have some questions that we pre-populated. But sort of when we talk about leadership, what are some of the best practice – we talked a lot about leadership and how to integrate it throughout the program, how to implement it on the job site, and even after the program.

But what are some methods of accountability for a student sort of in these leadership sort of modules in that we don't want to say discourage them but we want to sort of uplift them through these things but of course, if you're in a leadership, what happens if your responsibilities are unfulfilled or if you make mistakes? Are there some best practices from either of our presenters to talk about sort of accountability?

MR. MIRANDA: So Joel here. I will – so I'll start by sharing that I mentioned that it's important that construction supervisors are part of the goal planning and goal conversations that happen early on because as these happen part of a team approach where the members across different teams in the program are meeting with the young person and that this is a youth-centered conversation where we're discussing with the young person what their goals are.

We're also sharing with them what our expectations are of them, outlining the competencies, outlining the expectations for the program, and then thinking about what we're going to need to reach and when and how and how to strategize around the best approach to achieving or mastering those competencies. And then what happens if we don't quite master them? What are some things that can come up along the way, and how can we begin to plan for that in as best we can; right, because there's sometimes – sometimes some things pop up; right?

And at the end of this presentation there's a slide that has a few resources that we will be share – that will be uploaded to the CoP, and one of them is a life and goal planning document. This is an Excel workbook that begins early on during mental toughness, taking a look at the different areas of the young person's life, personal goals, professional goals, educational goals, some of the things that they're facing in their personal life, and starting to map out what success looks like and what success doesn't look like.

And the way this document works is that it's reviewed every – depending on your program cycle, every two months, every three months with the young person present. And in this document is also designed to record progress along the way, so scores on tests, scores on the TABE, GED scores, literacy and numeracy increases, competency skill attainment.

And then once you meet with the young person, if the young person has not met that skill or is not quite on track, this is a moment to strategize with the young person to think about what the obstacles have been and to plan around how to achieve that competency; right? And so this doesn't replace any day-to-day accountability measures, but this is a way of reflecting with the young person in the room so that they understand what the process looks like and that they're part of the design process for their success.

MR. SMITH: All right. Thanks a lot, Joel. So we do have some – I still see some people that are typing in, but we do have a few sort of pre-prepared questions. And I'd like – Joel, would you like to lead that off?

MR. MIRANDA: Sure. So we have six questions that Ted, Frank, and myself put together, each around construction and leadership but each with a bit of a focus based on the different parts of the presentation that we led. And so the first two I know that Ted had designed and so, Ted, I'll actually leave it to you to ask those questions and then I'll pick up with mine right after those.

MR. ROAN: Okay, Joel. I think mine were five and six. I think Frank has the first one or two. So I think –

MR. MIRANDA: I got that backwards. My apologies. Frank.

MR. ROAN: That's OK. And I think Jen is going to – there we go. The first one's up there at the top. Frank, are you still with us?

MR. ALVAREZ: Yeah. I'm still here.

MR. ROAN: Okay.

MR. ALVAREZ: This is Frank Alvarez. Just wanted to ask, do folks have an industry advisory panel? So I want to put that question out there first. Are folks familiar with the role of an industry advisory panel?

MR. ROAN: Okay. Hopefully, everyone can see Adam's response. So do you want to go – you want to walk through that, Frank, while people are answering and maybe –

MR. ALVAREZ: Sure. Sure. Well, again – well, I just want to state the importance of this, of an industry advisory panel. It's really helping you get really solid information around the needs of your local industry. What is a skillset that folks are looking for?

Also, too, it's also a way to get deeper involvement of those local partners into your training program, whether if it's providing mentorship opportunities to your young workers, job shadowing opportunity, internships, getting your construction crew out to visit a large-scale construction project, setting up tours of local apprenticeship programs, and then ultimately being able to get a young person hired or placed into a registered apprenticeship program.

If you can successfully design and implement an industry advisory panel, those are the folks that you will ultimate rely on to help get your young people placed. So the goal is that throughout their involvement, that your trainees are their trainees.

So as they're going to interview for an opportunity to work on a local project for a registered apprenticeship program. The folks that they're going to be asking – (inaudible) – with along that interviewing process are already going to claim them like these are my folks and then set the young people up for greater success, if they're not.

But I would throw this out there. Does anyone have any questions about the role of an industry advisory panel, how to get one started?

MR. ROAN: And just to remind everyone that you can answer or ask questions verbally also. You can hit your \*6 button on your phone that you're listening to and ask them verbally, if you don't feel like typing this out.

And maybe you could, Frank, is go through their maybe best practices, especially for the new grantees who maybe don't have an advisory panel set up or if an existing program, Jeannine or Adam, if you want to talk about what you went through. What's the best practice for setting up that advisory panel that you put the legwork into with some best tips, some tips that you would advise new grantees?

Q: Hi. This is Adam with Knoxville Leadership Foundation, YouthBuild Knoxville. Can you hear me?

MR. MIRANDA: Yes.

MR. ROAN: Yes.

Q: Oh, good. I'll be glad to speak into that real quick. We have a workforce development program in house with our organization as well, and our advisory committee kind of fortunately just fell into place. One of the additional initiatives we offer through our parent organization is a workforce investment program targeted specifically at those in Knoxville here in our local city.

That panel was originally set up out of a need from our workforce development initiative way back before we even set up our YouthBuild grant, and it was done in coordination with Knoxville Chamber. We had some industry partners as well through some of our local major commercial industrial contractors where we've used them on previous projects.

We reached out to them and said, hey, here's what we're doing. Would you all like to provide input to help us identify potential projects, to provide training opportunities for those that are coming through our workforce development program through – for adults, in particular?

And just kind of – it's just kind of like a natural thing that just took place. But the local chamber was instrumental in setting up some of those initial contacts. So that will be what I would suggest to start for those that are needing assistance in establishing that.

So we've also got some good contacts with local temp agencies as well where they've reached out to us saying, hey, we coordinate with these contractors and these agencies doing construction work and they're looking for this type of general laborer. So I'd reach out to some of your temp agencies as well. It's not necessarily a long-term placement for graduates of the YouthBuild program, but it's a potential placement in the construction industry to where they could get hired on long-term.

And we are also fortunate in that we have a carpenters local here in town, a chapter of International Brotherhood of Electrical Workers, and an apprenticeship program in town called The Tennessee Valley Resource Center. And all three of them have registered apprenticeship programs that our program feeds into, and all three of those organizations also have spots on our board as well. So for those looking to set up those advisory panels, I'd really just consider reaching out to any and all sources like that that you can find.

MR. ALVAREZ: Great. Great suggestions. I would also say too when you develop your approach to the trades and the registered apprenticeship programs, really try to start – it doesn't have to – you don't have to go and asking for we want 10 slots. We want you to hire all our young people. If they're willing to offer one slot, if they're willing to offer you a tour at first, set it up. Go after that low-hanging fruit first and establish the relationship.

A lot of times, if you're a newer program, you're going to have to establish the relationship. You're going to have to start off on the lower hanging fruit and then work your way up. And as the industry partners, contractors, registered apprenticeship programs, as they become more familiar with your program and you're having success, they'll vouch for you, and that brings other people to the table.

Would anyone else like to share their experience working with an industry partner – industry advisory board or panel?

MR. ROAN: Derek, I like what you have – what you said there. I think it's really important to connect there. And what Adam was saying, I think sometimes maybe we're hesitant to reach out to those folks. And, Adam, I'm not sure if you're still on, but just some feedback maybe from any of you, from Derek or Jeannine or Adam or anyone else about the feedback that you get from local community partners when you put the ask out there.

Even like Frank said, if you just go into the low-hanging tree or if you're asking for an MOU or partnership, what that sounds like. It sounds like from Adam's experience that they were very receptive, and I think in general that's probably going to be your experience once they find out what your program's about.

Okay. You want to go to the next question, Frank?

MR. ALVAREZ: Yeah. I think we're good on my two. They were both kind of –

MR. ROAN: Oh, OK.

MR. ALVAREZ: We've already addressed the two. So I think it would be good if we move on to the next slide. It sounds like what I'm reading, folks on the call have panels set up. They got some experience with it. I would just put the – (inaudible) – out there, any folks having challenges with revamping their advisory panel or board, looking to start a new one, feel free to reach out to me. I love to help provide whatever assistance I can.

MR. ROAN: Thanks, Frank.

MR. SMITH: All right. Well, thanks a lot, Frank. Joel, would you like to move on to the next question?

MR. MIRANDA: Sure. So my two questions are more around so the – how construction staff and the construction component are integrated into some of the very early processes around planning with the young people. And so first I'll ask, how – are the construction components and staff integrated into mental toughness planning, and how? Does this happen at your site? And please share some ways that it happens.

MR. SMITH: All right. So I see a few participants typing in the box to answer the question.

MR. MIRANDA: All right.

MR. SMITH: So we'll give them just a few moments, but also, as a participant I do want you to remember that you can press \*6 and unmute your phone and you can talk directly in the chat.

MR. ROAN: So, Brendan, if you're comfortable hitting the \*6 so we can talk about that, I want to answer Brendan Davidson's question also.

Q: Yes. Hello there.

MR. ROAN: Hey, Brendan. This is Ted. So I see what you're asking, and I think Joel and Frank can chime in on this as well. I think during that period after students have been through however many months of the program, sometimes they get a little bit of burnout and maybe they're ready to exit. But some things I – do your – does your program offer internships as well?

Q: Yes. We do through the YOU program, Youth Opportunities Unlimited.

MR. ROAN: Okay. That was going to be one thing that I would suggest is internships kind of lets them see maybe what that job would look like and kind of a test run for both parties, for the student and for the potential employer, and sometimes that keeps them motivated where they see this put – there's the potential for meeting other community partners. So internships and maybe also what curriculum to do you use?

Q: For – well, we actually created one.

MR. ROAN: Okay.

Q: (Inaudible) – program.

MR. ROAN: Okay. So something that I was going to mention there as well was maybe those stackable credentials; right? If there's something that they're interested in in a particular trade, to go to the next level with that particular trade to keep them engaged and keep them interested in what the next opportunity is and just try to up their portfolio and their resume so that they can be a little higher on a hierarchy when they exit the program.

Q: A lot of times we'll have job fairs, huge job fairs and we'll let them know but they won't show up or have an excuse. So I'm just trying to figure out different ways to just keep them motivated and to never settle and keep striving and trying to find something out there, use the opportunities that are given to them.

MR. ALVAREZ: This is Frank. I think what I've found successful when I was working within the local program was the transition plans that started at least three, four months before the young person was going to exit.

Q: Okay.

MR. ALVAREZ: And really geared towards what are their next steps and having those next steps clearly lined up and have them moving on them before they graduate. Also to schedule check-in calls, whether it's – (inaudible) – graduate – (inaudible) – their case manager, the person who's doing graduate services, a job developer.

Q: Okay.

MR. ALVAREZ: Somebody should be following up with them, and then I think space is important. The young person being able to feel comfortable enough to show back up to your YouthBuild program and have a dedicated space they can go to to access resources, not have to say, hey, I'm focused on this goal right now. You need to wait.

But really, even if it's a corner with a couple of laptops set up and there's a printer right there and they all got WiFi and they're already – the home screen is a job search site, a college search site or financial aid, just something along those lines where they feel like they feel supported so they could go back after graduation and still move on their goals.

But I think most importantly it's the staff. Where is this written in the job description? Whose responsibility is it to follow up with graduates? I think what programs can fall into – the trap they can fall into is that you graduated. Who? I get my data, but I need to start focusing on this current cohort while the young person is just out there.

And I think that being intentional about whose role and responsibility it is to follow up, maintain the space here and – (inaudible) – and having that transition plan, all those things go together to help keep a graduate engaged after they complete the program.

MR. MIRANDA: Yeah. If I could just piggyback on –

MR. ALVAREZ: And then – yeah. And then when they start working, bringing them in to be guest speakers and involving them in some ways as they're working. Highlight their success. A graduate's support, a graduate's success moves that are – fill your hallway up with pictures and stories to show graduate success so that, when you recruit a new class, they can already start seeing, whoa, this program works. They didn't just sell me a bill of goods.

Q: Okay. I appreciate it.

MR. MIRANDA: If I could just piggyback on that – thanks, Frank. One of the things I should add is that I – so during my time working – I worked at a program for about a little over 10 years before working at YouthBuild USA, and one of the things I saw early on was that we planned. We did life and goal planning – (inaudible) – through the other program.

And if you think about it, with the follow-up period, this is not just about the time that they're in the classroom and the construction sites – (inaudible) – during the program year, whatever the program term is. It's about the time beyond that, and so our conversations early on during mental toughness, during the goal and life planning process also need to become – need to include planning for the 12 months post program; right?

And so that it's not like the end of that goal plan is graduation and placement but it's also the placement, retention, and strategizing around obstacles and challenges that pop up along the way once a young person is placed.

And while we can't always foresee the exact situation that's going to come up, we know, right, we know from our experience working at the programs and from seeing this happen with previous cohorts of young people that there is something that will come up, that there's a personal issue that tends to come up, that at times life's pressures grow so big that they find themselves wondering whether or not they need to stay at this job or need to do something else.

And so there are conversations that we should be having around that that are involved in the goal planning process and so that we're not just thinking about how to make it through the program but about how do we strategize about that critical period where their role in the world outside of YouthBuild is solidifying. And so how do we support that process?

And just another plug for the goal planning tool that we'll share at the end here and will be uploaded to the CoP – sorry, to the workforce one, which is that this will help you plan for during and beyond the program, and I highly recommend that you use it.

MR. ROAN: So I know we got off in the weeds a little from your original question, Joel, but I think that was really good dialogue and just going back to – Adam had a really good answer here of your original question. So I want to just make sure we circle back around to that too.

MR. MIRANDA: Yeah. So, Adam, I'm reading through your response. If you want to press \*6 and share, we'd love to hear that as well.

MR. ROAN: And, Jeannine, don't be bashful. You can jump on too.

Q: Yeah. This is Adam again. Sorry about that. I guess my word count cut off. A big thing we've incorporated just recently is, as I mentioned, assigning four hats to four different students, red, blue, yellow, and orange. Each student is selected at random, and they get to wear that hat for the entire week.

So any project we're on, whichever student starts with the blue hat on Monday, he's got it all week. And as we progress through the projects, students have the opportunity to show leadership by meeting with our instructors, our site supervisor, and our site foreman; will meet with our instructors before anyone sets foot on the job site.

They'll go over the plan and the tasks for the week at that particular job site, and it's their responsibility to take it back and implement a plan of action with the rest of our students. In addition, it's their responsibility as well to coordinate with our quartermaster, if you will, who takes care of our tools and materials to know what tools need to go in the truck for that week and also to coordinate with our safety supervisor to make sure that everyone on the job site is practicing appropriate safety.

So the big thing that's really helped our students really just excel in developing leadership is that, as we've progressed through the program as the owners of the project, if you will, we kind of take a back seat and we just – to be honest, we just stand there with a cup of coffee in our hands and just take pictures, and the students are the ones that are actually responsible for completing the work.

And the past few weeks we've actually started allowing the students, as I mentioned, three questions. That way our site manager and our project foreman are the ones who have to anticipate, hey, I realize that we're probably going to be digging sewer laterals this week.

Did we make sure that we had someone out here with an excavator? Did we make sure we pulled permits to do so? Did we coordinate with the local plumber who's coming out as well and inspect and such? Stuff like that to where it really makes our students focus on what they're doing, the task that's been assigned, and it really allows them to just step up and be leaders.

MR. ROAN: I love that.

Q: The last thing we got cut off on my response is that this is – this changes every week. Every week we're rotating. We're changing out so every student has the opportunity to serve in one of these four tasks every week.

MR. ROAN: Fantastic. That's great. So something that I want to ask you, Adam, while you're there is that Joel mentioned earlier. So I love this layout that you just mentioned. How integral are your construction staff during the mental toughness course end of the program?

Q: Yeah. It's funny you mention that. I was just drafting another short dissertation, but our construction trainers, they take the lead in mental toughness. Our mental toughness is very simple. It starts off first day is in our warehouse, our training location.

We'll do a one-day crash course. Hey, guys, here's the program. Here's our staff. Meet your staff. Staff, meet your students. Here's how it's going to work. Here's the potential schedule. We'll do some teambuilding exercises on the first day. A lot of the stuff we do is – it's just like youth games like you play with the church or something like that. Very simple stuff on the first day.

Day two is split in half with our case management team, days two and three, to where we'll take half the students and our construction trainers, we take them out to a local park, local community somewhere here in the neighborhood, and we coordinate with our local community development department to find a project for our students. We'll take them out – there's a neighborhood park that's a couple blocks from our warehouse.

We'll take the students out and, hey, guys, today we're picking up trash. We're cleaning up the park. We're residents of the city. We're going to respect the property that is given to us. We're going to help out. So half of our class is out doing that, and the other half of the class is completing all of the paperwork, documentation, and such with case management, going over the service strategies, taking the TABE test, the CASAS test as well. And then day three of mental toughness is essentially flipped. So all the students have all their paperwork done during the first three days of mental toughness.

Days four and five of mental toughness, if the students make it that far, is a little bit more rewarding. We'll go out and actually – we'll do – incorporate a few – a little bit more teambuilding exercises and activities, and we'll also take them out to another community service project that's a little bit more hands on than just picking up garbage and cleaning up a park.

MR. SMITH: Well, fantastic. Thank you so much. And we have time for I think none more, and, Ted, do you want to take that last one?

MR. ROAN: Absolutely. Thanks, Mark.

MR. SMITH: No problem.

MR. ROAN: So we don't have a whole lot of time, but I do want to think, as we talked about this – we talked about the different components of YouthBuild, and the question I want to ask is, are the construction staff and other staff, whether it be classroom staff or leadership or job placement, are they collaborating on leadership development activities?

Adam just gave us a good example of walking through mental toughness. What are some other ways that multiple departments in your program are collaborating to intentionally integrate leadership development activities? Jeannine, jump on. Jump on the phone, Jeannine. She's – I know she's –

Q: Can you hear me, Ted?

MR. ROAN: And there you go. Yes. I can hear you.

Q: Okay. This is Jeannine. Well, we make it a very pointed exercise every Friday during our meetings just to make sure everyone knows what's going on in the classroom, what's going on on the construction site, what's going on with career development that week, and we make those connections and make sure that we integrate as much as we can so that students move from one area to another and still maintain that consistency in their programming.

MR. ROAN: And the different departments are communicating on what leadership opportunities the different students are having –

Q: Yes.

MR. ROAN: – within whatever it is, classroom or –

Q: Yes. And we do a – we have a leadership opportunity in the classroom for classroom attendance, and we have a computer lab attendance, construction site, photographer, and different leadership opportunities like that where they get just a little bit more in their pay for that type of work.

MR. ROAN: Fantastic.

MR. SMITH: Well, I'd like to take a little bit of time out to say thank you to all of our presenters, and I do see that we still had a couple questions within the chat. But I want you to know that I guess you can see that all of our presenters have a really – a passion for the field, for young people, and this work in particular. So I'd like to move on to close it out and give you their contact information.

Well, I'm sorry. First, are some resources that we have provided. So this is about leadership development, workplace, and postsecondary readiness competencies. The next is about life goal – a life goal plan template and soft skills to pay the bills, mastering soft skills for the workplace success. So all these available through the links and will be available in the PowerPoint that's attached to the webinar today.

And then next, we have our speakers' contact information. So that's my contact information there, but you also see Joel. You'll see Ted and Frank, and all of them are accessible. And if you send an e-mail or phone call, they'll get back to you and make sure that your concerns are met. So with that I'd like to thank you and make sure you have a great day.

MR. MIRANDA: All right. Thanks, everyone. Great being with you.

MR. ROAN: Thanks, everyone. Appreciate everybody participating and joining on audio as well. That makes a big difference.

(END)