**WorkforceGPS**

**Partnering with Conservation Corps for Out-of-School Youth and Young Adult Outcomes**

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GRACE MCCALL: So without further ado, I'd like to turn things over to our moderator for today, Sara Hastings, unit chief, youth policy and performance, United States Department of Labor. Sara?

SARA HASTINGS: Thank you and hi everyone. We're so glad you can join us today. We are excited about this conversation that we want to have with you guys and we think we've got a great presentation today.

We, if some of you are good WorkforceGPS members and are on our youth connections community of practice often, you may remember we attempted to do this webinar maybe about a year ago and last minute we had some scheduling conflicts and had to postpone it, so we're back. We're back at it and we're excited to have this conversation with you all about partnerships between conservation corps and workforce boards. There's a lot of opportunity here and we're super excited to have this conversation.

So today's objectives. We're going to hear about The Corps Network. We'll learn a little bit about what they do in just a minute and why corps programs can be good partners for workforce boards and vice versa. And then we'll learn how corps programs collaborate with workforce development boards to create meaningful learning and work experience for youth and we'll be talking about that in a little more detail as well.

And then towards the end of the presentation we're going to hear from two local programs that are partnerships between the board, the local workforce boards and the corps in the local area. And we will hear some really good innovation and opportunities for partnerships when we hear from them in just a minute.

So here are our presenters. We've got Conor Rooney. He is the government relations associate at The Corps Network and he's going to be telling us a bit more about the corps. Also today we're going to hear from Mark Johnston. He is the WIOA center manager in Larimer County Conservation Corps.

His partner today, Maelly Oropeza, he is not able to join us but we wanted to keep his picture up and let you know he works very closely with Mark. He is the corps manager in Larimer County Conservation Corps. That this is in Colorado if you're calling. You'll hear more about their work and their really cool partnership that they have going on in Colorado.

And then you're going to hear from Greg Markel. He's the executive director of Operation Fresh Start, a program in Madison, Wisconsin. We'll hear a little bit more about his program and his partnership with the Workforce Development Board of South Central Wisconsin. So Danica Nilsestuen is going to be showing a little bit about her work as a director of business services and how they came about partnering with Greg's organization, Operation Fresh Start. So lots of good information. We're super excited to have you guys hear from these awesome presenters today.

I wanted to just kind of set the stage a little bit. Again, we were planning on doing a webinar about a year ago on this topic and in fact if folks are really good members of our WorkforceGPS family and have been connected to the WIOA program, you know that maybe several years ago, maybe five, six years ago we'd also had a conversation about this.

This continues to be an opportunity for us. It was under WIA. It continues to be under WIOA and we really want to encourage folks if you're not already doing this but, you know, know that there are corps in your local area or know that there's a local workforce board but you haven't really met them or reached out to them. This is the opportunity.

We're thinking about this as like a next.com kind of opportunity where hopefully you'll feel excited about doing some outreach after this discussion today, after this webinar and finding your partners in your community and thinking about opportunities for leveraging repurpose. I always say WIOA youth program resources can't do everything and I know folks wish it could and that's where leveraging and partnerships really, really become important.

So a few years ago, right as we transitioned to the Workforce Innovation and Opportunity Act, WIOA, we in partnership with The Corps Network, so we being the Department of Labor in partnership with The Corps Network and in partnership with the National Association of Workforce Boards did a snapshot that talked about partnerships between corps and workforce boards.

And if you look on your screen you'll see weblinks to, it's a snapshot. That is something you can click on and download and if you haven't seen it it's an older but still very relevant piece that we did with The Corps Network and with NAWB to kind of highlight the opportunities for collaboration.

So let's just quickly get a poll of who's on the line today and listening in. I know it's maybe not a perfect breakdown, but just to get a sense of if you're on the workforce development side, if you consider yourself on the workforce development side, if you're more representing a corps. Maybe you guys do both and there's probably some that do both, but if you kind of fall on one side versus the other, let's get a sense of that. And then there's other folks on the line. I know I saw some community college folks and there's other education partners. Maybe they do some workforce development. We just wanted to have a sense of who's all on the line today.

And it looks like and this is kind of what we were thinking that we had. We have a good majority of workforce development folks but we also have some corps, so please do so. Fill that out but this gives us a sense of, you know, who's all with us today. So those numbers are shifting a little bit of people into their responses, but this is great. Thank you for doing that and that is very helpful.

So let's now just quickly before I turn it over to Conor, I just want to at a high level mention some things you should be listening for as you hear from Conor and from our two local programs. What we really think and what is in the snapshot that I mentioned to you is really kind of the benefits of partnering.

There's a lot of opportunity for leveraging resources to provide the fourteen program elements including helping youth gain work experience and I'm going to talk about work experience in just a second. It helps achieve performance outcomes, right, so we're all working towards helping youth get connected and placed, getting them employment opportunities, get them placed in an education and there's opportunities to do that through partnership. You'll hear a bit more about that from the presenters.

And then creating career pathway opportunities, really thinking about if young people love conservation or love to do work outside or are interested in STEM related employment opportunities, these are great ways to get young people on a career pathway and excited about future employment or future educational opportunities. So think about that. Let's listen to that as you go, as we go through today's session.

So let me just take about two minutes to quickly talk about WIOA youth work experience and our requirements. I think that again there's a lot of workforce development folks down here so a lot of people are aware of this. But under WIOA, work experience is one of the fourteen program elements and it is required to be offered. It's a planned, structured learning experience that takes place in a workplace for a limited period of time, so kind of a broad term. It can take place in a private or for-profit sector, non-profit or public sector and they should be entry points to progress along a career pathway. I know we just talked about that for a minute.

So what falls under work experience? They're paid or unpaid. We hope more so paid if we can. I know it's complicated and tricky sometimes, but those can include some employment opportunities and other work experience throughout the year. It can include pre-apprenticeship and I should also say apprenticeship programs as well.

Apprenticeship programs are also considered an outcome, a positive outcome, but they can fall under a work experience. So pre-apprenticeship and apprenticeship programs would fall under this, internships and job shadowing and on-the-job training opportunities. And so, we said it can be paid or unpaid so wages, stipends, incentives can be used to compensate young people for that.

Part of a work experience must include an academic and occupational education component and that sometimes is the trickier part when you're trying to get young people connected to work experience. This is the key about helping young people really understand what they're learning and connect it to their work experience.

And so, it may, this academic and occupational education may occur inside or outside the work site. It can be provided by the employer or separately in a classroom or by other means and this component may also include learning which is industry and occupation specific.

So here's again thinking about how you might partner with between workforce development and corps. This is an opportunity where you can really help make that connection and offer the work experience with the academic and education component.

Again, folks are aware of this but just in case we're not, there is a priority for work experience. It's an expenditure requirement that at least 20 percent of the local area's funds must be used for work experience and there you have to track the funds. Allowable expenditures can include a lot of things, not just wages but allowability, employability skills or job readiness, orientation sessions, training, staff time to develop the work experience, incentive payments and so on.

So again, this has been a little tricky I think in some local areas to figure out how to implement their work experience and sometimes those opportunities are not as readily available. And so we're really wanting to provide technical assistance around where do you look for those work experience opportunities and we think corps programs may be a good one to, partnership to seek out in order to provide that.

So with that I think I'm going to turn it over to Conor. He will give us an overview of The Corps Network and then we'll hear from our local areas. So Conor, over to you.

CONOR ROONEY: Thanks, Sara. I appreciate that and that's some really good information. Like Sara said, I'm going to be here to give some background on The Corps Network, give a little background on the service in corps, service and conservation corps programs we represent, why corps and workforce development boards should partner and the benefits of partnership and then some, pull out some examples of past partnerships that were very successful, actually pulling from that document that is linked in the resources that Sara referenced earlier.

So first, just give a quick background on The Corps Network. So The Corps Network is a membership association for the 130 service and conservation corps across the country. We represent corps in all 50 states, the District of Columbia and some U.S. territories, some corps that operate in U.S. Territories. We are a D.C. based organization and we support corps by advocating on their behalf, providing access to funding and projects and offering expertise in corps operation and programming. We do that by operating some pass-through grants and some cooperative agreements through our government relation shop and through programming, membership and technical assistance shop.

The work we do we feel helps to benefit and support the corps in the on-the-ground work they're doing, so we feel we're helping corps strengthen communities, address national needs and engage over 25,000 young people annually.

What a service and conservation corps is is a corps is a locally based organization engaging young people aged 16 to 30 and veterans up to age 35 in environmental or conservation related service work. Corps engage young people in crew-based work or individual placements and the work their doing are work-based service learning projects on public lands in rural and in urban communities. So it really can be successful in all types of environments.

Importantly, corps are engaging corps members in a variety of different projects all falling underneath that environmental and conservation work umbrella but kind of tailoring the work that they're doing to the needs that they see. So these are more local programs engaging community members in service projects that benefit the community.

With that, I just want to take a bit of a step back and talk a little about the history of service and conservation corps and where they came from. So modern service and Conservation Corps are actually the descendants of the CCC or the Civilian Conservation Corps.

This is a New Deal program that happened during the Great Depression and put young men to work planning trees and building public lands infrastructure, not only providing employment but also addressing major national needs. So it put, the CCC put about over three million men to work improving public lands and planting trees and they actually built park infrastructure still in use today and planted over three billion trees.

What's important about the CCC is that they not only put them to work in giving them a stipend, but provided education and job training too. So it really was one of the original workforce development programs and that really provided sort of a base for that comprehensive workforce development model that we see with corps today. At the end of the Great Depression and the start of World War II, you actually see the CCC disband. Federal funding stopped but that didn't stop the proliferation of the corps model.

So in the 1950s you actually see the Student Conservation Association or SCA take it up through a non-profit format and then in the 1970s state conservation corps start to proliferate beginning in California. In the 1980s we have the proliferation of Urban Conservation and Service Corps, again starting in California and in New York City as well.

In the 1990s you see federal support, this time through the American Conservation and Youth Service Corps Act and the National Community Service Trust Act. This provided federal funding and posts certain benefits to corps and their participants. And then modern day we have the 21CSC or the 21st Century Service and Conservation Corps initiative. This stems from a form of the White House initiative to get 100,000 young people and veterans in service on public lands.

The reason I'm kind of talking a little bit about the history here and kind of talking about the different forms and so different forms of support for corps. It's just to highlight that the corps model has persisted throughout times.

It was one of the original workforce development programs successful during the Great Depression and successful in every form that it's really taken. Not only has there been state support, local support, federal support both on and off, but no matter what form it's taken and where the support has come from it's really been a successful program supporting workforce development for young people and addressing major community and national needs as well.

I've talked a little bit about the corps model, how it's proliferated over time. I really want to touch on what makes up the corps model. So there's five elements including service and work-based learning, workforce development, education, wraparound support services and compensation. I'm going to dive a little bit into each of them right now.

So service and work-based learning really just gets at the fact that corps are putting corps members to work through service. So they do what we call putting service to work. They're not out there babysitting young people. They're not running summer camps. This is an actual work experience where the young people are getting hands-on work experience doing important projects that benefit the community.

Through that experience they are able to develop technical skills and in-demand skills. So they're getting technical skills to help pursue a career and they're getting in-demand skills or soft skills such as leadership, collaboration, teamwork, punctuality that we know are important to success in the workplace when they go on to pursue a career.

In addition, as part of the workforce development aspect of the corps model, the corps will typically offer credentials or certification attainment opportunities, which again are important as you look to pursue a career. And many corps will offer career development services or different types of career exploration and career transition services that might benefit the young person as they look to pursue employment or further education.

Looking at the education element, corps offer a variety of different educational supports for the young people they engage. If a young person enters into a corps and they don't have their high school diploma, a corps will often help connect them to a GED or opportunities to obtain that diploma. Many diploma – excuse me. Many corps will offer college readiness curriculums through their programming as well. Some operate charter schools. Some connect with their educational partners to provide this curriculum.

Many corps have career development training. This is kind of an overlap between the workforce development and education because that training is also an important education element, especially for someone maybe pursuing vocational training or a vocational career.

And in addition, should a corps member choose to pursue postsecondary education, many corps will provide postsecondary placement and transition supports to help that young person as well. So this can be a variety of different supports, whether it's FAFSA support, application for postsecondary opportunities or even first-year retention and persistence supports.

The other two elements of the corps model, wraparound supports and compensation. So we know that many young people will come into a corps experience with some kind of barrier, so corps will often offer different supports to help address those barriers. That's going to be in the form of transportation to and from worksites, childcare for those that need it, case management addressing individual barriers, mental health services, some of the career and postsecondary education transition and exploration supports that I mentioned as well as other supports that may be necessary based on the community or the young people that the corps is engaging.

Finally, the corps will offer compensation, so it's typically in the form of stipend or a living allowance and we feel this is really important because you can't really ask a young person to give up a year or more of earning a compensation or a wage to undertake this opportunity and get the skills they need to enter into a career or pursue further education.

Additionally, the corps member will typically get the opportunity to earn an AmeriCorps Education Award, so this allows an individual who decides they want to pursue postsecondary education the ability to do so. What's important is that this model allow the corps to engage in a variety of different project work and engage a variety of diversity, a variety of young people from diverse backgrounds and diverse sets of communities.

So just a couple of project examples that corps can undertake through this model. They can undertake a variety of different outdoor stewardship and infrastructure, disaster resilience, natural resource conservation and community enhancement, economic development or historic preservation work. There's a lot of project work that falls underneath the environmental conservation umbrella. But what I think is important and what I want to highlight is that corps can often tailor the work they do to the community needs that are there so they can undertake a variety of different projects based on what the community needs.

To highlight quickly some of the positive outcomes that corps work leads to, in 2017 corps and corps members planted over 1.5 billion trees, restored over 2500 miles of waterway, constructed and improved over 13,000 miles of trails. They also improved or built over 7500 community spaces, responded to over 560 disasters and ran education programs that benefited almost a million community members in the communities that they're working in. So they're really leading to positive outcomes for the community that they're working in.

And in addition to that, the corps model allows service and conservation corps to engage a young, diverse population. And I think this is important and I really wanted to highlight this because as workforce development programs we try and connect these, the population that we serve to employers and employers often come to us and I'm sure those on the phone get similar experiences or have had similar experiences where employers are saying they have difficulty connecting to young, diverse employees. So corps have actually reported that corps members repot or – excuse me. Almost half of corps members engaged in corps report being people of color and almost half report being women.

In addition to that, service and conservation corps have success in engaging specific populations that employer might say they're having difficulty engaging. For example, corps often engage opportunity youth. Opportunity youth are young people aged 16 to 24 out of school and out of work.

Corps have successful recruitment strategies for these young people. They offer some of the wraparound supports and education supports as well as the workforce development programming that can help to connect these young people to education and employment and they also have the infrastructure to offer assessments and work experience that may help with different reporting requirements.

In addition to that, they are offering veteran-specific corps. So this is veterans serving with veterans and in a structured environment that may be similar to how they've worked in the past. In addition, they are serving their community and serving their country, again kind of mirroring or not mirroring but similar to some of their experiences in the past.

These corps are partnering with outside organizations to provide veteran specific supports and they will often offer intentional training and credential attainment that helps the corps members to gain employment in fields that build upon the skills they already have. So corps are successfully engaging some of these, a young diverse set of participants as well as engaging specific populations successfully to pass them on to education and workforce development.

I want to move from there talking a little bit about how we, service and conservation corps are successful workforce development programs into why we believe there's a good fit in partnership. So one is the fact that there is kind of this need across the country.

We know that employers are hiring in significant workforce shortages, but there's also 4.5 million opportunity youth, which I said before are young people out of school and out of work. So there's obviously disparity, despite the success of tours in the workforce development system which we know does exist now. But we think that partnership can increase the success and help to mitigate some of this disparity that we see.

Additionally, there is a mutual benefit to partnership and Sara touched a little bit on this earlier. But just to reiterate, corps can help workforce development boards meet enrollment requirements and they can also provide a variety of different educational workforce development experiences.

And then reciprocally, workforce development boards can help corps fund some of their programming. They can help them provide different support services and they can help fund different or, excuse me, help connect corps members to different education and employment opportunities. This makes the partnership kind of a win-win for corps and workforce development boards.

But I also like to add in a third win because I think that the partnership actually benefits the young person engaged in the corps experience or in the workforce development board programming, really helps to improve the outcomes for them. So I think this is really a win-win-win for the programs.

With that, I'll just move on to a couple of the examples that I mentioned that I wanted to touch on. Like I mentioned earlier, these are pulled from snapshot documents Sara mentioned. It was developed in collaboration with The Corps Network, U.S. Department of Labor and the National Association of Workforce Development Boards and highlighted some partnerships under WIA. But you're really just pouring these examples out to give a full and comprehensive view of all the different types of partnerships that can exist between corps and workforce development boards.

So one example of a partnership I want to pull out is co-enrollment. This occurred in Oregon, so the Heart of Oregon Corps in Oregon partnered with its local workforce investment board and the associate one-stops to cover 24 rural counties in Oregon with a co-enrollment partnership.

So if a one-stop connected with a person they felt would benefit from a corps experience, they refer that person to the corps and if the corps connected with someone they felt would benefit from additional support services, they would refer them to the workforce development system and some of their service providers. The young person was then co-enrolled in both experiences and the young person benefitted from this by getting the benefits of both systems. So not only that, but the two programs are able to kind of help each other with recruitment as well as meet some of the enrollment or outcome requirements as well.

Another example I want to pull out before moving on to some of the more current examples is a partnership that occurred in California, San Rafael, California between the California Corps North Bay and its local workforce investment system. So these two entities partnered for the Youth Ecology Corps and California Cops North Bay provided compensated workforce development through the stream restoration and maintenance projects that it had and it also provided a work readiness certificate through a WIB-approved training.

The WIB helped with this partnership by helping to fund some of the programming, some of the core programming as well as providing mentoring and career exploration activities. So through this partnership, both entities were kind of able to leverage each other's expertise in funding to provide a fully comprehensive experience to the young person and hopefully lead to improved outcomes for the young people engaged in these programs.

Before passing it on, I just want to highlight that corps operate in all fifty states and if you are interested in being put in touch with your local corps counterpart, please feel free to reach out to me. My e-mail is crooney@corpsnetwork.org. It'll be listed in a slide at the end of the presentation, but don't hesitate to reach out and I am happy to put you in touch with your corps counterpart.

With that, I'm just going to pass it over to Mark Johnston to give a little bit more about the Larimer County Conservation Corps and partnership with their investment system and some more of the current partnerships that are occurring on the ground.

MARK JOHNSTON: Thank you Conor and thank you Sara both for providing kind of that framework of understanding, you know, the business purpose really in my mind for a partnership with conservation corps and workforce development systems, be it America Job Centers for this example.

So I also want to thank my peers for being in the room. It looked like there was 70 percent workforce kind of develop board professionals, a good stream of conservation corps folks in the room and I feel like I'm your peer in both worlds. So just a little bit about myself. My name is Mark Johnston and I am the Workforce Innovation and Opportunity Act center manager here in Larimer County, Colorado. I'm responsible for administering the Workforce Innovation and Opportunity Act Title I, youth, adult, dislocated worker services. Also, Title III for those of you who are familiar with that, the Wagner-Peyser services. And then we have a unique opportunity that I support which is our conservation corps onsite.

So a little bit about Larimer County. We are in northern Colorado tucked right against the foothills. So as you can see by the map, we are about a 60-minute drive to Cheyenne, Wyoming. We are about a 60-minute drive south to Denver, Colorado and then we're about a 60-minute drive west to Rocky Mountain National Park. So that's a little bit about our geography.

And if I could take a deeper dive into kind of our conservation corps structure, we are again operated and supported out of the Larimer County Economic and Workforce Development department. We are accredited through The Corps Network which Conor spoke about. We're also accredited through a larger state system called the Colorado Youth Corps Association.

What's maybe more fascinating is our start began in 1988 when Anheuser-Busch moved into town. So they were expanding their brewery operations, moved into northern Colorado and wanted to make an investment in workforce development programming. They found us and we were essentially birthed through that investment of dollars. And since then we've essentially established resources across a wide myriad of funders that I'll tell you a little bit more about, one of which is our Title I Workforce Innovation and Opportunity Act programming as a 14-element provider.

So a bit about the conservation corps additionally. We are in our 27th year. We really feel like we are one of what I call the best work-based learning workforce development programs around and really our program model, I want you to imagine crews of young people. It could range anywhere from six to 10 young men and women age 14 to 25 and in our unique model, one of 130 that Conor mentioned, we operate six distinct programs. Many of them are summer-related when our young people are out of school or, but we also do offer year-round programming and you'll see that that's a really good match for also our disconnected youth.

So we do an AgriCorps program. It's a four-week splash for 14, 15-year-olds and it really just gets them working in the field developing work readiness skills understanding local food systems and it's a part-time volunteer service that can be a really great entry model into work.

We also offer a land and forestry program. You can see by the slide there summer 10-week work-based learning models. Think of in the land program working in your public land spaces. Maybe it's your city. Maybe it's a county land manager. Maybe it's a federal land manager, but essentially we're contracted to have these young people go out and do a variety of conservation-related projects, trail maintenance projects.

And then forestry really implies some of the photos you've seen in Conor's presentation where we're running chainsaws and we're teaching these young men and women how to operate a chainsaw which is an industry-recognized credential. It really creates fantastic entry-level career paths into the forestry system.

As I mentioned earlier, we are fortunate to have Rocky Mountain National Park in our backyard and as a result we have a contract the Department of Interior which funds crew to help maintain trails in our park. But also a construction-related crew this last fall where young men and women were learning, they were essentially refurbishing park housing. Think cabins. Think tiny homes. Those types of things.

And then last but not least in our menu of service we offer a water and energy conservation corps where we employ young men and women to go out into our community homes, oftentimes our residents living in poverty, our public housing and they are working with these residents to help them reduce their utility and water footprint and also it creates a really fantastic work-based learning experience for these participants.

So that is our menu of programming. To reiterate we will oftentimes sponsor Title I youth as part of that 14-element into the corps, but here's also an example of a variety of other funding streams over our 27 years we've been able to work towards. And maybe a few of these seeds will help prompt some of you in your local areas to connect. So your traditional local state and federal land agencies, but in our water and energy model for example we're working with our utility partners and they are actually fully funding our corps model where we're out doing these energy and water assessments.

We also work through some different foundations supporters. We have some corporate sponsors, both locally and nationally and then some additional funding opportunities out there. Obviously WIOA as I have mentioned but think of your community services' block grant. That could be something to uncover in your local area that may meet your needs.

So really why, what's the business purpose? Why does it work? You will hear this reiterated a bit but the corps as an employment and training model offers some very rich work-based learning and leadership opportunities for first-time workers. It is, the corps that I've experienced and on behalf of ours, there's a real diversity strength.

We are built to work with some of our most vulnerable kids in our communities, disconnected often from systems and corps can really help bridge young people into a sense of community, into a sense of a cohort family. We see some amazing things happen with these young adults over their time with us.

What's nice about our model is we're located in the organization that supports WIOA, both Title I and Title III. So you can imagine our corps leans on our America's Job Center to help with recruitment activities and post-corps activities where we can wrap services around these young adults to help them transition to either other work or maybe pursuing different types of education and training after the corps experience.

As Sara alluded to early in her slides, corps are a really good way of kind of chipping away at that 20 percent WIOA Title I spending requirement and my experience as the WIOA center manager is that corps are really strong models to help achieve the common performance metrics that we're all held accountable to in our own states.

Specifically I would iterate that second and fourth quarter or education rate and then in some of our corps, they're built so that these young adults are leaving the experience with industry-recognized credentials and even in our pre-apprenticeship and apprenticeship model that you hear about in our second presentation, it could help move that needle on your measurable skills gain.

Outstanding entry level career development. That's really what probably a commonality most of us have on this call is we're all about helping these young adults connect to first time or second time career pathways and corps provide a really great experiential work-based learning component where these kids can fail too. Also, it goes without saying they acquire work readiness skills and I've already mentioned our Title III wraparound services.

So that's a bit about our conservation corps. I'd be happy to follow up with anybody and I think my contact information will be at the end of the presentation. So at this point in time I'd love to introduce Greg to speak on behalf of his organization.

GREGORY MARKLE: Thank you. This is Greg Markle. I'm executive director of Operation Fresh Start and thank you for the opportunity to speak to all of you about what we do here in Madison, Wisconsin. Operation Fresh Start partners deeply with our local workforce development board and that partnership goes back probably about 15 or 20 years before my time with the organization.

Our vision is that all youth in our community are assets and our mission is to provide disconnected or the current term we're looking to switch our mission to is opportunity youth a path to self-sufficiency. So we really focus on those youth aged 16 to 24 who aren't connected to education or meaningful employment in helping them move forward.

We actually started over 50 years ago and we started it when a local police officer was engaging with the youth, sometimes in a very professional way, sometimes just on the street corner and was talking with them about what are they doing? What's their future like?

And so, he got a small group of those youth together. He got a bus or two together to buy a house and then he put the youth to work fixing up that house and then sold that house and was able to run it forwards. So we really started as sort of a YouthBuild model before there was YouthBuild, so we started in 1971 doing this type of work and focusing on youth.

And through that experience and through our experience since then really that whatever that work platform is, either construction or conservation and we do both is really sort of the platform, the basis from which you can help a youth figure out their path forward. So the work is important. That work experience is important. Learning how to do that specific work is important. But it's really learning how you function as a young person in that workspace and how you can succeed in the career choice that you have moving forward.

So we currently have a few different programs. Legacy is sort of our deep dive program and in that program, that young person is an AmeriCorps member. They're with us for about 1,000 hours, so four days a week for eight hours. They are able to achieve a high school diploma. This program is specifically for young people that haven't achieved a high school diploma.

So they're able to get a high school diploma through our partnerships with local schools. They're AmeriCorps members. They get a bit of a stipend and they get their work experience onsite. Their time is split between some classroom activities here in our building and that onsite work experience doing conservation or construction work.

The other program which ties most closely with WIOA is Strive, which is a program which is industry-specific in either healthcare in which a young person achieves a CNA or construction and we'll talk about that pre-apprenticeship path in a little bit. But it's an eight-week program specifically for folks who want to go into those career fields and then we move them into those career fields after that.

About five years ago, we started a youth reengagement program called Options, which is reengaging youth who have left high school without a diploma back into some form of high school. And with everything, we give a high school diploma to age 21 or through our partnership with Madison schools up to age 24 in that Legacy program.

So we actually get the list of folks who haven't completed by 18 from our local school district and we reach out to them in a number of different ways to connect them with the best path to complete high school. It might be through that legacy program but if they're only missing a credit or two it might be some other path because we know a high school diploma is the single greatest qualifier used by employers here in Dane County so we know that that's an essential step towards moving forward.

Another program which we started more recently is called Drive. The number one qualifier by employers is a high school diploma. The number two qualifier by employers in Dane County is a driver's license. So our school districts here in Dane County as in much of the nation aren't really doing driver's ed any more so for young people who are coming from a situation of poverty, they are not graduating with a driver's license.

And it is a detriment as they go forth trying to seek employment and as importantly trying to seek career employment rather than that part-time job at the local fast food place. So we've started a program working with young people at the point of turning 18 to get that driver's license because although it might not be recognized within some circles, on the ground we know that a driver's license equals a better opportunity for employment.

Those are our programs. Really the Strive and Legacy programs connect most closely with workforce development. The other partnership we do with workforce development is they actually fund a position housed at Operation Fresh Start but also working at our local job center and at the (met college ?) working with these out-of-school youth on these basic needs. As Pavlov said, there's a hierarchy of needs and if you want a person to move forward towards sustaining employment, oftentimes as they're in training programs or working in that direction, there has to be a focus on those basic needs.

So this is a resource specialist position connecting those young people with housing, food, health, mental health, AODA issues, all of those issues so that those are taken out of the needs category hopefully for that young person so that they can focus on that WIOA programming and focus on moving forward. Our partner with workforce development board, Danica will probably talk a little bit more about how that's been effective in helping all of their programming be more effective with the young people.

But specifically, for those young people in the Legacy and Strive program at Operation Fresh Start, they are engaged in a pre-apprenticeship training program. So it is a registered pre-apprenticeship program registered with our Bureau of Apprenticeship Standards within the state, so for those people who are in the corps network programming, the conservation track, it's a pre-apprenticeship in arborists and we've actually worked with our local tech college to develop the apprenticeship in arborists along with a local arborist group and our county which uses a lot of arborists to develop that apprenticeship track within the tech college.

And then our program is a feeder to it, a pre-apprenticeship program specifically dedicated towards that apprenticeship. We also have a pre-apprenticeship in carpentry for those young people who are more of in the YouthBuild carpentry track.

So what works great about it is it changes up work experience and it achieves a recognized, Department of Labor recognized credential, that pre-apprenticeship credential. The actual curriculum is competency-based, so the supervisors and instructors are working with the young people to achieve competencies.

We partner in some aspects with it with our local Audubon Society, who provides some greater technical assistance in some of the nature stuff, so they're able to provide a lot more assistance in that. And it's that step towards that apprenticeship. The next thing we're working on is with our college, Madison College, our local tech college on how that pre-apprenticeship can actually go towards that first year of that apprenticeship program so that they can get sort of a step up into that apprenticeship program.

The other thing about the credential is our county and our city are recognizing it as a desired credential for parks and engineering and forestry jobs within those local governments, so they're actually onboard recognizing this pre-apprenticeship which really we're the only one who does it here in the county as a desired qualification. So it puts our young people at a desired space as they're going through their hiring process for the Madison County. We've had some really good opportunities for placement and success in placement into those jobs.

In addition, the young people in each of these programs again focus on that high school diploma if they need to complete that. We do OSHA-10 certification, first aid, CPR and driver's license attainment.

Now while they’re doing this, the work that we're doing is really what we would consider as pro-social work. So they're young people who often come from a background where they didn't feel welcome or appreciated by society and as such they've often acted out against society.

About 20 percent of our young people are people who have a corrections background, while 35 percent are housing insecure. All meet the WIOA qualifications for being impoverished so it's a population which is truly disconnected in many ways. Within that Legacy program, they've dropped out of school so they're aren't actively engaged in education anywhere.

So they're building trails, they're building fishing piers, clearing invasive species, doing restoration of shoreline. We actually built a whole park for Dane County which included transitioning the 1870s farmhouse into a welcome center so it's actually some historic restoration work which was really cool to be able to be part of that as well.

So the important thing for the young people in this is they are doing something where once they complete it they can look back and see that they've achieved something good and that they've achieved something good for their community. And through this, we're able to change their perspective on themselves, how they value themselves as assets to the community and how the community values them because the community gets to appreciate all the good work that they do.

So how do we put this all together? WIOA is a central part of it, but some of the other funding sources that are included is AmeriCorps. All of our corps members are AmeriCorps members. There's a stipend included in there. There's also an education award for going to college after programming. Local school districts help fund for those young people who are achieving a high school diploma.

City and county community resources for those works on parks and engineering areas. Corrections funding and also food share 50/50 funding. So this is a neat opportunity to partner with any sort of food share 50/50 funding in your area and try to create better cohesiveness between the sort of two employment and training areas.

What this means in the end is a lot of things. One, it means that our enrollment paperwork is about 80 pages long. It's a small novel, so if you're going to partner with a corps it's important to make sure that they understand some of the complexities of WIOA and perhaps other funders and to fund them appropriately so that they have staff to take care of those aspects of the programming. We know programming doesn't happen without good paperwork, so we work hard to make sure that all of our data is good and all of our paperwork is maintained well.

The other thing that happens is my signature line on my e-mail is literally seven lines long because you have to list every partner in it so I have the longest signature line I think I've ever seen, which is sort of fun.

But more importantly is the outcomes for the young people, they succeed here and they succeed going forward into employment. We look for about an 80 percent success rate not only completing programming but succeeding in transitioning into employment or postsecondary education. And the WIOA partnership is central to this because our missions are so in line as far as helping that young person move forward and there's that help in placement, help in training and help in follow-up. So again, we're able to track those, that data and report on it well.

So that's from our perspective as the partner with our local workforce development board. I'd like to now introduce Danica, who is with the Workforce Development Board for South Central Wisconsin to sort of give you her perspective.

DANICA NILSESTUEN: Good afternoon. Thank you, Greg, for sharing some of your time with me. I'm super excited to talk about this partnership on this call with everybody. So as Greg mentioned, our organization has been partnering with Operation Fresh Start for a really long time before Greg and I were in our roles and I've been here just about nine years. And like Greg said, our missions are so well-aligned that it makes for an easy partnership but I want to talk specifically about this partnership and a couple of the reasons why this came about.

So there were two factors that really drove us to figure out a way to fund these particular programs of Operation Fresh Start. The first was a renewed emphasis here in Wisconsin on registered apprenticeship as a workforce strategy.

So in my role as a director of business services, I focus primarily on meeting with companies, learning about their workforce needs entailing gaps and obviously there's a workforce shortage all across the country so we need to figure out ways to get workers in, skilled up and into jobs more quickly and also recognizing that the folks that were able to serve right now are in different situations and in a higher need than we've seen previously when we were coming out of the recession.

And so, we don't have folks who can – (inaudible) – time off of their retailer types of jobs to go to training. And so, what makes the most sense is to bring the training to them which is registered apprenticeship.

The other factor that lead us to pursue this other partner, this funding partnership with Operation Fresh Start is the switch under the WIOA funding of our youth money. So as you guys all know, we made that switch from 25 percent out-of-school youth, 75 in school youth to the opposite which is now 75 percent out-of-school youth, which for our organization in our region and maybe across the state been a more difficult age to not only recruit and find but then retain in program and be able to serve them throughout the duration of which we're required to serve them for WIOA metrics.

So we approached Operation Fresh Start a couple of years ago to see if they would be willing to get their programming approved as a certified pre-apprenticeship program here in Wisconsin because the programs that they offer are leading young people directly into registered apprenticeship programs.

They're having, they have amazing metrics. They have a rich history of being able to build trusting, long-lasting relationships with this population. And so, it made sense for us to figure out a way to get them certified, work through that process and get them on our eligible training provider list so we could fund their programming through ITAs or through tuition.

And it's been really successful so far, a win-win for everybody I think because Operation Fresh Start is able to really sustain and continue to grow their program and serve young adults, while our workforce development board region is able to obviously get great metrics by serving the out-of-school youth population Operation Fresh Start is serving because they're building those great trusted relationships and have such a rich history in having success that we're able to piggyback on that success while providing them funding and also staff support to do a lot of that paperwork, do all the data entry that is required for our state system, fill out the financial paperwork and make sure that the money gets over to Operation Fresh Start for their tuition.

We're also able to help with support services, transportation. Once in a while we end up needing to pay, you know, first month's rent or for a car repair. If they need tools or boots, we're able to help support the students that way. We can also do work experience and on the job training funds when appropriate for the young adults.

And so, we're able to provide additional wraparound services if the Operation Fresh Start team needs us to step in and do that. So of the things that can be kind of tricky is we don't want to confuse the young adults with having to work with too many grown ups through their process. It can be really overwhelming, and so our team supports the Operation Fresh Start team kind of behind the scenes so that the OFS team can really focus on the young adult in making sure they're successful. And our team does a lot of that behind the scenes work in making sure all the technical aspects are taken care of.

So we're really looking forward to continuing to grow this partnership with Operation Fresh Start. We're creating, there are new apprenticeship programs being created like forestry for example. And so, we're just seeing other new alignments for Operation Fresh Start to hopefully grow some of their pre-apprenticeship programs as we continue to grow registered apprenticeship programs in Wisconsin as a workforce strategy to get more people access to really great career pathways.

And let's see. I'm going to turn it back over to Greg to finish talking about his work.

MR. MARKLE: Really, this just goes into again how we work together as far as the collaboration and how it all works together.

MS. MCCALL: Greg, I think you might be muted right now? This is Grace. Greg, are you there?

MR. MARKLE: Hello. Yes.

MS. MCCALL: All right. We can hear you. Sorry about that.

MR. MARKLE: Okay. Sorry about that. I think it was a technical error on my part. So just following up on what Danica said, it's a great collaboration where we're both focusing on our strengths and what we're able to bring to the table.

We gained that expertise from the board as the youth transition into employment in that partnership and we're able to engage in that broad array of services which the board is able to provide for us. So it’s a neat partnership and through it we also partner in tracking the young people because in addition to the board, many of our funders are also interested in those outcomes and where can this go from there.

So that's really what's happening in Dane County, Madison, Wisconsin. So I'll turn it back over to others to complete this.

SARA HASTINGS: Great. Thank you so much, everyone, for presenting. This is Sara Hastings again from the Department of Labor. Really, really awesome information. Lots of rich program models and funding mixes in there. A lot of really, really good information and hopefully a lot of people, they had some ideas sparking for them about how they could potentially leverage partnerships or increase or strengthen their current partnerships been their corps and workforce boards.

We have a handful of questions and so let me just facilitate that and ask our presenters to respond and I'm going to just start from the first question that we got and I believe Mark, this was a question for you. You had mentioned about work readiness certificates and the question was where can we learn more about the work readiness certificate? So if you wanted to talk about that, that would be helpful.

MR. JOHNSTON: Got you. Yeah. So I may have been misunderstood. We are not providing kind of a local work readiness certificate. I think we've always found that to be challenging and then to be recognized, you know, at a minimum at a state level. So I think what I was implying that the program, the corps program is just really a great place for young people to stretch themselves to learn those essential work readiness skills.

MS. HASTINGS: Great. Thank you. That's I was thinking that that's maybe where you were going, but that is helpful to clarify. Thank you. And then I think Conor, this question is maybe for you. It says do corps cover a specific geographical area or do they serve all areas in a state? Wondering because I am in a rural area of Florida.

MR. ROONEY: Yeah. So the quick answer is it depends. Each corps kind of serves its own geographical region depending on the capacity and the need, so we have corps that operate on a national level. We have corps that operate on a regional level, corps that operate on a state level and corps that operate only in specific geographic areas.

So in regards to Florida specifically, I'd say the best way to find out if a corps, if you could partner with a corps if there's a corps serving in your area would just be to follow up with me after this and I'd be happy to put you in touch with the most local corps and they can coordinate partnership from there just because each corps is a bit unique and the corps in generalizing can be a little bit difficult.

So I think my contact information is listed on a further slide but as I said earlier, feel free to reach out to me at crooney, that's c-r-o-o-n-e-y@corpsnetwork.org and I'd be happy to put you in touch and figure that out.

MS. HASTINGS: Great. Thanks, Conor. And this question goes back to Mark. How many participants of LCCC are out-of-school youth without a high school diploma?

MR. JOHNSTON: Sure. Let me take a step back on that. So our Title I program here in Larimer County, we are almost 100 percent out-of-school youth but that is probably a different webinar. You know, specifically then related to our conservation corps, I would estimate 20 to 25 percent are what we would think of as this Title I disconnected, barriered out-of-school youth.

I would put it in that neighborhood and then there are some youth who are out of school, but they may be high school diploma recipients already. And with those young adults, that's where we kind of sprinkle in the community, the CSG dollars where maybe that out of school, disconnected part isn't as important. So hopefully that helps.

MS. HASTINGS: Great. Thanks, Mark. And then this question I believe is for me. It says please expand on the statement that apprenticeship is a youth work experience including how the costs count towards the 75 percent using work expenditure requirements.

So I'm glad folks are listening because I did say that and I know that that may be somewhat of news to some folks. We have gotten questions on this over the last year or two, especially since we've been focusing a lot around apprenticeship and pre-apprenticeship here at the Department of Labor. And we in our regulation 20 CFR 681.600(c) said the type of work experiences include the following categories.

And so, it includes the following categories, which lists summer and year-round pre-apprenticeship, internships and job shadowing and on the job training. It is not an exclusive list and so what we should, what we say is state and local areas should keep in mind that this list of types of work experience is not all-inclusive.

As long as your activity meets the definition of the work experience at 20 CFR 681.600(a) that work experience is and I mentioned this in the first couple slides that I went into a planned, structured learning experience that takes place in a workplace for a limited period of time, then any activity may be considered a work experience. But as you guys know, apprenticeship also counts, they can count further things, right? So a registered apprenticeship and industry-recognized apprenticeship can count as a type of work experience because it can meet that definition.

Registered apprenticeship is also considered a training activity, so this is getting into the weeds a little bit. But so for local youth programs, you should be recording your registered apprenticeship both as a work experience and a training since it has kind of both components.

And then as I mentioned before, a registered apprenticeship may also qualify as a successful outcome in the WIOA core indicators of performance so the second and fourth quarter employment education training indicator. So hopefully, that is helpful so I'm glad. Thank you for asking that because I know I mentioned that and for some folks that might be kind of newer information or you may not have looked at that that way so thank you for that.

The next question is for Operation Fresh Start. What does the corrections funding cover? So Greg, if you could answer that one.

MR. MARKLE: So corrections funding, they actually fund per hour a young person is in programming. So it is then funding which then goes into our general fund and we tend to use it to fund things which other programs aren't funding. So we provide all of our young people breakfast and lunch because it's impossible to work on an empty stomach and we have a nurse onsite, a halftime nurse so we do a health assessment with each young person and provide some basic healthcare services so that's where we tend to end up using the corrections funding.

MS. HASTINGS: Great. Yeah. Thank you so much. And just another really good example of why, you know, partnering and leveraging of multiple funding sources and trying to be strategic about the resources that come to bear because often, you know, there are restrictions on certain types of funding and by being smart and strategic in the way you bring your resources together can really allow you to do a lot and that's awesome. I didn't know, Greg, that you guys also had a nurse onsite. That's really fantastic.

Another question for you speaking of funding, Greg, is food share. Is that the Wisconsin name for SNAP? And I assume that it is because it's, you referred to the 50/50 funding. So is that SNAP E&T funding or what is your food share?

MR. MARKLE: Yeah. So it's SNAP funding. We just talked a little weird here.

MS. HASTINGS: I think it's called different things in different places so we got it. Good. Thank you. Thanks for clarifying that.

And then this question I think is, it'll be different probably for everybody just depending on your program but it says what are the youth eligibility criteria for the conservation corps? So maybe Mark, you can talk about how you guys look at eligibility and then Greg, you know, if you want to jump in as well.

MR. JOHNSTON: Sure. Yeah. So this is Mark. I would say it's really driven by the resource that is supporting the individual team. So because we are a collection of a whole variety of different resources we have some resources where there's very little eligibility. Title I would follow Title I rules. CSBG would follow poverty rules. And because our model also is a fee for service model, so we actually receive contract dollars from some of our land managers, that really opens up the opportunity to serve really any young adult.

And I say that because I think it's important to reiterate that sometimes the beauty of a corps is bringing together what I would say is young people that when they walk down the street they would never look at each other. They wouldn't connect, but you bring them together, higher-income kid, lower-income kid, barriered kid, college-bound young person. There's some magic that happens as that peer group as they start to see the diversity of who's in the team. But really the funding stream drives the eligibility.

MS. HASTINGS: Great. And then Greg, do you want to jump in as well is you have a different approach to that?

MR. MARKLE: Sure. Yeah. So we focus specifically on low-income kids. So they have to be under 200 percent of poverty, them and their family if they're under 18. So it's that population of the Legacy population program.

They have to be young people who didn't complete high school or aren't on a path to complete a regular high school, so they have to be credit-deficient and not on a path to complete a regular high school. Strive they have to have completed high school but aren't involved in full-time work and aren't involved in education. So we look for young people who have some significant barriers and then we also look for readiness to want to change and achieve success.

MS. HASTINGS: Great. Thanks, Greg, and I'm going to go to you for this next question. How long is the participation duration in your Legacy and Options program?

MR. MARKLE: Yes. The Legacy program, it is about 900 to 1100 hours, so it's pretty intense. That can be anywhere from nine months to, well it can be like a year and a half with really poor attendance, but ideally within a year. So and then we're continuing with them for really the year after that after we've helped them placed into employment and helping work through any sort of employment barriers they might have had. So it's we're developing a relationship, a long-term relationship with them.

Options is the high school reengagement program so that can be pretty short-term case management to get back into whatever you need to complete that high school diploma. The Strive program is about an eight week program for high school completers which is more of a seminar-type program headed towards construction or healthcare careers at this point.

MS. HASTINGS: Great. Thank you, Greg. And then this question is for Conor and I'm guessing there'll be some follow up with this person asking the question. But the question is for states without an active conservation corps, what would be a good first step to get one started? Thoughts on that?

MR. ROONEY: Yeah. Sure. Like Sara said, I think the great first step would probably be reaching out and following up after this webinar. The Corps Network actually has some materials and guides that could be used to help assist anyone to looking to maybe start a corps, especially if they're in an area without one, so yeah. I think the best first step is really just follow up with me.

Like I said and I keep saying, my contact information is listed afterwards and I can put you in touch with our membership coordinator here at The Corps Network as well as provide you some of the materials and documents that might be able to help assist you to setting up that corps.

MS. HASTINGS: Right. Thanks, Conor. Well, I think just looking at the time here I want to move on. We've got a couple other things we wanted to chat with you guys about today so thanks for all those questions.

What we wanted to do now is just get a sense of, I mean and really jumping from that last question that we got, the next slide here is a polling question. And we wanted to ask so for the person on the webinar who said that they were kind of from the workforce development side representing workforce development, what is your current relationship with corps? I mean right now some of you already have some great partners and leverage resources really well. Some do maybe a little bit of partnering but are interested in doing more. And then, you know, a lot of folks don't, maybe don't partner with corps at this time but would like to.

So we just want to get a sense of where folks are in this webinar at least with your level of partnerships and we'll do this. The next question will be for the corps, so folks on the phone for the corps. So this is just for the workforce development professionals.

How would you describe kind of your relationship with corps? And we're seeing a lot of, the majority of folks saying that they don't partner at this time, but they would like to. So let's just give another 15 seconds or so to let people respond to that. All right. Good. Well that's super helpful to know.

So same for the folks on the webinar that represent kind of the corps side. So what is your relationship right now with workforce development? For those, I know we didn't have a ton of folks on the corps side but tell us are you already great partners and leverage resources with the workforce boards.

You do some partnering but are interested in doing more. And then we don't partner with the workforce at this time, but we would like to. And again, I think we only had not a huge number, so thank you for those few folks that are responding. So we have a little bit of partnering going on and maybe some interest in doing a little bit more, so great. That's really helpful.

And I think the reason why we wanted to really ask that question was because we were curious to see if people are interested in continuing this conversation. And like I said in the beginning, you know, we were thinking about doing a little match.com bit here where we could try to help make connections or encourage connections and partnerships. And if needed, The Corps Network and Conor have offered to kind of facilitate some ongoing conversations, so lovely to turn that over here.

Conor has mentioned his contact information, so Conor do you want to just share a little bit about your thoughts in terms of next steps?

MR. ROONEY: Yeah. Sure. So what we're trying to do is just make sure this isn't kind of like a one-off webinar that you get thrown a bunch of information and then nothing else happens from that. We want this to actually be something where we kind of identify why partnership is beneficial and then workforce facilitating partnerships at least from The Corps Network standpoint. So we're looking at having some follow-up conversations.

We haven't exactly ironed out the details yet, but the way we see these conversations going is engaging interested individuals from both the workforce system and the corps system in some conversations around some challenges that may exist around partnerships and ways to address those challenges.

So the first step we see to kind of getting these conversations going is really gauging the interest from the people in the room and so that was a big reason we had those polls. And if people are interested in having those conversations, we'd love to engage you. So for those that are interested, we'd like you to, again I keep saying this but I'll say it again, reach out to me. My contact information is right here.

Ideally, we'd like you to reach out to your counterpart on the other side. So if you're corps, reach out to your workforce development board or if you're workforce development board, reach out to your corps and jointly reach out to me. I understand that there may some barriers and lack of information for some folks. If that's not a possibility, you are, I'm more than happy to hear from just you and then I can facilitate some connections from there.

But really just trying to gauge interest so we can get some conversations around this going, build some potentially some technical assistance and facilitate some partnerships. So again, just reach out and I'll be looking for those e-mails.

MS. HASTINGS: Great, Conor. And I think you were hoping maybe by the end of this month maybe for folks if they can do some of that outreach and then reach out to you in the next couple weeks so then you can have a sense of who might want to continue with this conversation.

MR. ROONEY: Yes, Sara. Yeah. 100 percent correct. But if by the end of the month, that would be fantastic. I'd appreciate that.

MS. HASTINGS: Yeah. Good. And of course, you're always there so people can reach out at any point. But you know, if there's like a small cohort of folks that really want to dig into this a little bit more or a larger cohort, that would be great. Like Conor said, you know, we try to not just have webinars be a one-off thing and then we move on. You know, really digging deeper where people might find it helpful is sort of our approach here.

Let me just, Conor, before we move on to the next contact slide, I see a question. How do we find out or find our local corps? And so, Conor, you had shared some slides but do you want to respond to this question?

MR. ROONEY: Sure. Yeah. So the slides I shared earlier list all the corps operating in different states so that can give you a good sense because the slides will be sent out afterwards. I know it was a bit small when we were presenting but I think the best way to do it would be to reach out to someone at The Corps Network.

We have information on some of the best contacts to reach out to at the corps and who the primary contacts would be for this kind of thing. So I know I sound like a broken record at this point but please do reach out to me and I am more than happy to put you guys in touch. If there's any kind of lack of knowledge or anything along those lines, I'm happy to fill in the gaps.

MS. HASTINGS: Great. Thanks, Conor. So the answer to every question is reach out to Conor. I think we can, that's safe to say. Reach out to Conor at this point, but you can also reach out to our other folks that presented today. So Mark Johnston, thank you so much for presenting today. Here's his contact information. Maelly couldn't be with us today but he is an awesome representative of the work that can be done in partnerships between corps and the workforce boards.

So there's their contact information. Here's Greg's and Danica's contact information if folks needed to reach out at all and thank you again to Greg and to Danica for presenting on your great work that's going on in Madison, Wisconsin. We love to hear from you guys.

For those of you who want to reach out to me or to our tech here at the Division of Youth Services within the Department of Labor, this is for any issue at any point in time. We always do love to hear from you. It's youth.services@dol.gov and that's how you can reach any of us about any topic and we're always excited to hear from you, whether you have ideas, best practices, challenges, questions, clarifications needed. We are here and we love to hear from you as I said. So thank you for folks there.

I just wanted to end quickly on some resources. I talked about work experience. Again, you know, we've got a requirement around work experience expenditures and we developed some resources and we hope that you use them.

One of them is the WIOA Youth Program and Work Experience Activities brief and it kind of defines work experience. It talks about what can count towards a work experience. It connects you to the training employment guidance letters, which you can see here. There's a link to our TEGL 21-16 that defines the work experience program and has some information there.

We've got a work experience program element webpage where it's got lots of ideas and details and examples of work experience resources that might be helpful. You can see in the top right corner, it's a snapshot document. That is the link there to what we were talking about earlier and what Conor went through. Some good examples there.

And then the last resource is we had a TA series called "Enough is Known for Action" early in the WIOA days. So in 2015, early 2016 we did a webinar on implementing effective work experience models for youth that have some other good examples of what work experiences can look like. So those are some, just a handful of technical assistance resources that might be useful for you guys.

And with that I think we just want to say thank you. Thank you for taking your time out today to listen to us and to engage. Please feel free to reach out to us if you have additional questions or if we didn't get to any of your questions. You can reach us at youth.services@dol.gov. So thank you to all of our presenters again and thanks to all of you listening out there today. We will talk to you all soon. Thanks again.

MS. MCCALL: All right. Excellent.

(END)