**WorkforceGPS**

**Transcript of Webinar**

**Technical Assistance to Meet Equity Goals in WIOA Youth Programs**

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LAURA CASERTANO: And with that, I'm going to get myself right out of the way. I want to welcome everyone to today's "Technical Assistance to Meet Equity Goals in WIOA Youth Programs" webinar. And I'm going to turn things over to your moderator today, Sara Hastings, the unit chief, Division of Youth Services, the Employment and Training Administration with the Department of Labor. Sara, take it away.

SARA HASTINGS: All right. Thanks so much, Laura. And hi, everyone. Thank you so much for joining us today for this really, very important conversation around how best to implement WIOA youth program services and how we can work towards incorporating and investing equity in everything we do in our work with the young people we serve.

So as Laura said, my name is Sara Hastings. I'm the unit chief within the Division of Youth Services at the Department of Labor, and you're going to be hearing from a few of my colleagues today. So you'll hear from Renee Browne. She is our workforce development specialist in our division, and she's going to be talking through some of our data from the WIOA youth program and connecting that to our conversation today about equity. And also, you're going to hear from Maisha Meminger, who's a manpower specialist also in our Division of Youth Services, who's going to be taking us through a conversation about technical assistance and really what our needs are for the youth workforce system as it relates to advancing equity into our programming.

All right. So we have a few objectives for this webinar today. We first want to start with getting us to a shared understanding of equity and really ground us all in some terms and a little bit of background for why we're being so explicit about ensuring equity in our programming. We also want to provide you with some data, as I just mentioned, about who we're serving in the WIOA youth program and help us think about how we can use data as a tool to advance equity.

And then we want to brainstorm with all of you guys, so we want to really encourage you all to engage with us today so we can brainstorm with you a little bit about some ways in which using an equity lend can benefit all of the young people we serve. So from recruitment and retention to data and decision-making. There are so many ways in which states and local workforce boards, youth organizations, really all of you can incorporate an equity lend or framework into your day-to-day work to make an enormous difference in the lives of the youth we serve. And today, we thought it would be a great opportunity to have all of us really together share ideas about what equity looks like in your work or what it could look like when using an equity lend to think about our program.

So before we get going here, I want to provide one big caveat with all of you and set some expectations because there are about 1500 people that registered for today's webinar. So I really want to be clear about what this is and what it's not. So the webinar is not intended to be a training on equity. There are a lot of great equity trainings and resources that exist out there and we do plan on listing those up for you in the coming weeks and months and really hear from you all on what kind of supports and services you need so we can still have a bunch of resources and bring those together for all of you.

But today, our plan is really to get a shared understanding of what this work can look like and remind you of some of the technical assistance materials that we've developed in the past few years that we think may help you and may be helpful for you in this work. And also, we want to make today -- we want to take some time today really to explore with you all what additional technical assistance may be needed to work towards ensuring that equity. That is really a key piece of WIOA youth programming, okay? So today is about taking a pulse check on where the field is as it relates to this work and how might we, together, build on our existing strength and move us forwards towards a more equitable youth development system?

All right. That's what we're hoping to do today, so let's get started. Advancing equity and supporting underserved communities. All right.

So I think many of you have heard or seen that on the first day the president was in office, which was exactly one year ago today on January 20th, President Biden issued his very first executive order of his presidency on advancing equity and support for underserved communities through the federal government. So the executive order really articulates that the policy of the federal government is to pursue a comprehensive approach to advancing equity to all individuals, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and equity.

It also wanted to say that executive departments and agencies, so that's us here at the Department of Labor, must recognize and work to address inequities in policies and programs that serve as barriers to equal opportunity.

So this executive order has given us in the federal government this really awesome opportunity to work with all of you, the experts in the field, in a really intentional way to do even better by the young people that this order aims to serve and impact. We have a lot of great potential here to build on our ongoing efforts to ensure that we are being equitable, that we're being really thoughtful and truly considering the needs and barriers of all youth we serve, including looking at who we are serving and how well we are serving them.

I know many of us on this webinar have been working hard to improve the lives of the youth we serve and are always looking to find even better ways to help our youth achieve their goals. And by centering equity at the forefront of all of our work we do on a day-to-day basis, we can all build our skills in discerning the important questions to ask ourselves and really ensure that we are meeting the unique needs of all of the youth we serve. So again, we're super excited that the president has made this a top priority for us in the federal government and really has pushed us all to be more intentional about building equity into everything we do.

All right. So I've used the word many times, equity, but let's check in with you, okay? So now you're here and now is your opportunity to share your thoughts. What does equity mean to you? So let's take a few minutes to type into the chat some words or phrases or any ideas that come to mind when we say equity. So we want to really paint a word picture here. So we've got a lot of folks on the line and we want to hear from you. Inclusion, a level playing field, and wow. Value, worth, be fair, opportunities. I see fairness and value, equal access. A lot of access, impartial, treated equally, support to succeed, fairness and impartial. Great. Person-centered. Love that. Empowering, opportunities for all.

Thank you all for sharing all of this. People have to get what they need to achieve the same goals. No focus barriers. Individually-centered, human mobility, same opportunities for everyone. Love systemic barriers. This is so great. And there's some themes in here. Fairness, lowering barriers to success. Awesome.

So keep those coming and what we're going to do now is look at the definition that is in the executive order. All right. So the definition of equity is right here, what we're using to guide our work within the executive order and it is a consistent and systematic, fair, just and impartial -- we heard a lot of people say impartial -- treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment such as black, Latino and indigenous and Native American persons, Asian-Americans and Pacific Islanders, and other persons of color, members of religious minorities, lesbian, gay, bisexual, transgender and queer, persons with disabilities, persons who live in rural areas, and persons otherwise adversely affected by persistent poverty or inequality.

And I think all of those words are so important in this definition. Just I wanted to read all of them. And you know, as you'll see when Renee -- when I turn it over to Renee in a bit, she's going to walk through some WIOA youth data and you'll see that these are the young people in the community that we are serving in our program.

Another definition in the executive order that's important to be aware of is this term, underserved communities. This refers to populations sharing a particular characteristic as well as geographic communities that have been systematically denied full opportunity to participate in aspects of economic, social and civic life that was exemplified in the definition of equity that I just shared.

So again, an executive order that has led the whole of government to really have a clear focus on advancing equity is truly aimed at improving the lives of the youth that you all serve every day. And while the executive order is really aimed at federal government, we know that the federal resources like WIOA youth funds that go to states and local areas to all of you, all have the potential to even further advance this bold equity mission.

All right. So we're going to ask you to engage a little bit again. Equity work in your local area or your local youth program. So we've established the importance of equity and the context in which we're having this discussion, so let's check in with all of you. So where are you at as it relates to ensured equity in your WIOA youth programs? Great. People are already starting to answer.

We're going to take a poll check here. What best describes where you're at with your work in and around equity? So we have been intentional and explicit about equity in our WIOA youth program for years. I'm seeing a lot of people answering that. That's fantastic. We have not started our equity work but we have plans to do so this year. Sorry. I missed the second one. We've only recently in the last year or so begun to focus on equity in our programs. And then we have not started our equity work but we plan to this year, and we have not discussed equity as it relates to WIOA youth programming.

And we're just getting a pulse check. There are no wrong answers here. The last one is no-one uses the language of equity, but I'm pretty sure it's incorporated in how we do our work. And I see a lot of folks have answered that last one. There are a number of you here that have not discussed equity and this is a great time for us to get started on this. So some folks have plans to do so this year, others have more recently been engaged in this work. And I see that really a larger percent, 55 percent at this point right now have been intentional and explicit about equity in WIOA youth programs for years and that's fantastic.

And a lot of folks are, you know, we're doing this work. We are engaged in working to help our young people in a number of different ways. And so whether we talk about and are intentional about the word equity, there is activity and work happening. And so, this is really helpful to see. Thank you all. I think the numbers have slowed here.

And as I said, there are no wrong answers. It's just to give us a sense of where folks are coming from and I think individually we're in different phases of this work but I think as a field, I think we're just starting to really understand how important it is to be intentional about ensuring equity in the design and in the implementation of our program. So I think this confirms that some of you have already been working on this for years and there's a lot of us here too that have all kinds of exciting opportunities and potential to improve on this work. And as a field, we have so much to learn from the leaders, some of the leaders out there in the field that are doing this work and others.

So let's go to the next slide here, which is another question for you all. All right. So we want to bring up another polling question here. So what parts of your programming do you think integrate equity strategies. So for those of you that said you're not doing much around equity, might be an answer to say nothing at this time, which is that last answer, for those of you that feel like you've been engaged in this equity work and building that into your activities, what parts of your programming are you doing that in? So is it outreach and recruitment, and I see a ton of people have said yes. You're seeing it in service delivery. You're seeing it as you engage with young people and ask them to engage in leadership and hearing how they think programs can be improved with the youth voice. Staff development and training is a big one as well. And only a few of you have said nothing at this time and that's great too. We are working and we are building and we are learning together.

So I think people are still answering and it might be al little challenging to kind of think about what do we mean by incorporating equity into strategies, and we're going to dig into that in just a little bit when I turn it over to Maisha later on. But this is really just a good pulse check to see where we are as a field in working equity into our programming. So thank you all for taking the time to answer that.

All right. So now we're going to shift here and I'll turn it over to Renee Browne, who's going to dive into some demographic data on who we serve in the WIOA youth program, what barriers they have and what they're doing related to WIOA performance measures. And I think you all know data can be a big piece of the equity puzzle so it's important that we understand the data around who we're serving to make sure we're really utilizing WIOA funds in the most meaningful way and that we're doing it through the equity lens. So I'm turning it over to Renee. And Renee, you may be on mute.

RENEE BROWNE: Ahh. You're right. Thank you.

MS. HASTINGS: There you go. Thanks. We can hear you now.

MS. BROWNE: OK. So who is the WIOA youth program serving? Youth funds are authorized for the purpose of providing workforce activities for eligible youth in states and outlying areas and the local areas. Eligible youth are low-income in-school youth and out-of-school youth with employment barriers, including basic skills deficient or English language learners, justice system-involved, homeless, runaway or foster care, pregnant or parenting, and an individual with disabilities. Next slide please.

So what does the performance data say about the racial and ethnic makeup of those served by WIOA youth programs? The data shows that the makeup is quite diverse. Large numbers of the total participants served are 47 percent white, 37 percent black and 28 percent Hispanic Latino youth. Other racial groups are not as well represented among WIOA program youth. Smaller percentages of 3.1 percent, 2.3 percent and .8 percent are American Indian, Alaskan Native, Asian and Native Hawaiian, Pacific Islander. The youth of more than one race also accounts for less than 5 percent. Next slide please.

OK. This breakdown of the demographic characteristics, education levels and employment barriers of youth participants also shows WIOA programs serve youth who are members of an underserved community that faces challenges and barriers to economic opportunity. Two very significant of the demographics and employment barriers in the analysis are low-income and out-of-school youth, accounting for 85 percent and 79 percent of total participants served. A large percentage of out-of-school youth is not surprising because of the out-of-school youth priority. A subset of out-of-school youth, high school dropouts, account for 53 percent of participants. Individuals with disability is almost 20 percent.

Another significant employment barrier that accounts for 63 percent is English language learners and individuals with low levels of literacy or facing cultural barriers. It is particularly significant because black African Americans and Hispanic Latina youth are a racial-ethnic majority of participants served. Other youth with barriers, ex-offenders, homeless and foster care youth account for 10 percent, 7 percent and 4 percent, the smaller percentages you see in the chart. Next slide.

Other performance data shows differences in youth outcomes in employment, median earnings, credential and measurable skill gains measures by race and ethnicity. Looking at this data, it is clear to see that black African American youth achieve the highest employment rate outcomes of 74.4 percent and 75 percent, but have the lowest median earnings of a little over $3,100 and lower measurable skills gains of 44.1 percent than other racial-ethnic groups except American Indians. Another observation is that outcomes of American Indians, Alaskan native youth are lower than the other groups.

Now I'll leave it to turn over to Sara.

MS. HASTINGS: Great. Thank you so much Renee. It's just I always really appreciate taking a look at data. And you know, data can be such a critical tool to help advance our equity goals and just there's a number of important questions you can consider when looking at your data so we wanted to take the opportunity to show you, you know, as an agent what our data looks like as a whole. But what does your data look like? And what are the important questions that you can kind of consider when looking at your data?

You know, some of the questions or considerations might be are you serving who you're intending to serve? Are there data points that surprise you? Are there populations that you thought you were serving but the data shows otherwise? What does the data show when you look at it by performance outcomes by specific groups, and what questions does that raise? Do you have the right or the adequate data to answer all of your questions? I think that can often be a big challenge sometimes when data, accessing data is difficult. And just so many more important questions that you could consider when analyzing your data.

So you know, we could spend a whole day talking about data and how that can help advance equity, but we're going to switch gears here so we can hear from you about what equity looks like on the ground in your world, or what it could look like. So I'm going to turn it over to Maisha right now to talk us through the rest of our slides and engaging in some really good sharing with all of you. So Maisha, turning it over to you.

MAISHA MEMINGER: Thank you, Sara, so much. And thank you, Renee, for sharing those numbers with us to give us a landscape of who we're working with right now. And now we're going to look at how we can improve those outcomes for the people that we want to work with and for the people that we are looking to serve.

So a couple of questions we want to ask, I'm looking at incorporating equity into your program and we want to hear from you so I hope your fingers are ready to type in some solutions. We're going to spend some time on recruitment and retention, and we want to start asking you a couple of prompts and having you respond to us in the chat about how do we recruit and retain intentionally for our young people who we are bringing into the program?

So who do we want to recruit? Do we know the demographics of the community that we're serving? Can we do better in that area and do better with training? Who are we trying to serve? Where are they? A lot of times we say that we can't find young people who make up varying different demographics and we struggle with maintaining them as well. So what are we doing with the young people that we do have? Are we training them to be ambassadors for our programs? Are we able to use them to work with our recruitment efforts and how are we best using youth voice in our recruitment efforts as well? What challenges do we face when we are doing recruitment and retention and we're applying equity into our programs, and how do we break down some of these barriers?

So I'm just kind of giving you guys some prompts. I see people starting to type and I want to hear from you about recruitment and retention and equity. And Sara, do you want to add anything else to that conversation as people are typing in?

MS. HASTINGS: Yeah. I mean I think we just want to hear kind of what are you doing? When you think about equity, what kinds of questions do you ask or what kinds of strategies do you use when thinking about recruitment and retention as it relates to equity? You know, who are you serving? Yes, Maisha. Who are you serving? Who are you not serving? When you're thinking about recruitment, are you able to access all the young people that you hope to serve?

MS. MEMINGER: Yeah. So we see that, [inaudible] is telling us that our providers or returning citizens are finding it difficult to locate youth. Giovanna (sp) is telling us that we expand the partnerships, which is a really important part. We're going to cover partnerships in a second. Unable to serve undocumented youth. How do we best do that? So we have a lot coming. OK. This is a lot coming. So again, I see partnership here. Taking surveys of the program participants, right, to identify barriers. I like that idea. When you recognize and remove barriers. Asking our people. Again, youth voice is very important here. So do you see anything? This is coming in fast from my end. How about you?

MS. HASTINGS: It is coming in. [inaudible] Focused on networking.

MS. MEMINGER: Building relationships. Again, I think that one thing that I'm seeing across the board in these responses -- and thank you guys because we'll get a transcript of this and clean it up for you guys. But I think what's important here is the partnership piece. We cannot do it by ourselves, right? And also, the youth piece. I see that, you know, we're talking about transportation. A major challenge is transportation, especially for young people. Getting them to the program, retaining them and if they can't come, they can't get there safely, that's going to be a challenge for the equity piece as well as recruitment and retention, right? Sara, do you see anything here that's sticking out to you.

MS. HASTINGS: Yeah. I'm seeing a lot of -- one thing that I think is key and that you mentioned was that transportation, but supportive services. I mean we know our young people need the supportive services and oftentimes, even just to get them in the door. So you know, what are those questions that we need to ask young people about what they need from us to really help them reach their goals?

And you said it, Maisha. Youth voice, and I think that's going to be our next prompt, is a key piece of that, like really engaging young people. I see more about partnerships, time spent between intake and programming start date, so yeah. Really thinking about your program model is key to make sure they come back. And again, thinking about their unique needs and how we can serve these youth individually and meeting their individual needs to help make them -- help them make their goals.

MS. MEMINGER: Well, I see Norm is talking about this and Glenda (sp) brought this up about community mapping, knowing your community that you're serving. And there is a great tool I want to share with you guys all to use and it's a community mapping tool. I have to give that link to you guys. I can't do that and moderate at the same time but I'll get that link to you guys. Basically, it is a tool that the federal government is using with all youth programs that are in your neighborhood that's federally funded and you can run your zip code. And community partners are very important, so there's another federally funded program in your neighborhood, in your area, starting to partner with those folks.

Knowing what's already available to our young people who are within the proximity or locality of the program and seeing what they can get access to. Again, a lot of times we talk about transportation and distance. What can we get accessible to as far as child care is concerned, as far as healthcare is concerned, as far as food? Are we in a food desert? All these things are affecting the equity of the young people participating in our programs and we also see here Sara advertises. I see this advertising piece, so I know a lot of you are using social media.

We've been talking about -- Brenda, I see you. Social media. I see you right there. So yeah. Social media. How are we using social media? How are we using the tools? I mean who's on TikTok? Is anybody using TikTok? I did not know what a TikTok was until COVID and I know that a lot of our young people are getting our messages about their programs, about how to dress for success, how to interview. Snapchat. Thank you, Laura. I see you there. People are using TikTok all over the place, so I see Laura talking about fliers on pizza boxes, right?

So anywhere where our young people can get their eyes on things and using them as well to help circulate that information. Are we using our young people on Tiktok? Are we using our young people on our Snapchat? Of course, with their permission. Of course, with all the things that come with that. So making sure that you -- I see Bernadette budgeting a line item to support young people in using their barriers and also engaging them. Angel, thank you so much. We have to be mindful of language differences, right? Are we doing things in Spanish and English? Do we have a large maybe Chinese population in our neighborhood that we want to make sure that they have those translatable documents, so thank you. Thank you. Yeah. TikTok is huge. I keep seeing TikTok so thank you guys for your feedback.

Let's go to the next one. You guys, keep on typing. I appreciate that. Next is going to be youth voice leadership development and those items, so we're going to talk about how are we incorporating youth voice, decision-making and leadership development in our equity, right? So how are we bringing -- and you guys all know me very, very well. I am all about youth voice, so we want to ask the question how do we bring our young people to the table to help us design the best program for them, right? They are our customers. They are driving us to learn what TikTok is. Over COVID, how to use all of these social media tools that we may not have been comfortable with, they are driving us to learn new ways of communicating.

And so, how are we bringing them to the table? Do we have youth counsels? Do we have -- Giovanni, I love it already -- ambassador program? How are we using them as ambassador programs? Yes. Survey Monkey. Are we asking them tell us anonymously how we're doing, what we can do better? Pre- and post-surveys. Thank you, Audrey, about that. Thank you so much. So how are we training them and what are we using them for? So again, we don't just want to use our young people as tokens, right?

We want to engage them to -- David is talking about youth governance models, right? Hiring youth in staff, right, using those as a part of maybe they would be the administrative assistant for the day, training them up in those ways, right? I see Audrey is talking about the beginning of an African American ambassadors group, specifically on a specific equity group to really see what the needs are for that particular group and how to communicate better with the community. Native Americans in the community, I mean we want to talk about what that's like coming into these services. So we can partner with our DINAA program, our Division of Indian and Native American Affairs program to see how we can best do that as well.

And so, again, I like Kate O'Sullivan (sp). Kate was talking about co-ladders in the program and engaging your people. So yes, persons with disabilities. I mean language is important, using plain language. Thank you, Leslie, for that.

So again, youth voice is very important to us as we look at what this administration is trying to do, we have to make sure that all young people are at the table to help us bridge the gap for equity. Sara, do you have anything in this area as well?

MS. HASTINGS: Yeah. I think you captured a lot of it and I know, Maisha, you and I had talked about this before. And I thought a few times of having youth advisory boards. I saw Robin (sp) say youth advisory boards made up of past and current served youth. I saw Bernadette about faster floorwork. They created a project-based leaning work experience in health that allows youth to learn about policies that affect them and equips them with the skills to become advocates. Yes.

I think the strongest thing we have, the strongest asset in our program is our young people. How are we engaging them and having them share what they think is needed? When we say they're just not coming in the door, did you ask them why aren't you coming into the door? What is it that this program does not have for you that's not meeting your needs, and what can we do, and what can we do together to make you feel empowered?

MS. MEMINGER: And I like what Bernadette said about the forward piece because if you think about it, we just had that new document that comes out about civic engagement. We're going to share it out with everybody today, you know, getting people educated about policy and being advocates and voting, right? Having them be part of the solution and having them educate themselves on what's real and what's not real, right? So we want to definitely encourage young people to be advocates for their programs and for their communities as well, so that's really important.

I think another thing, Sara, that I haven't seen -- and maybe it is here. So specificity, group discussions, but also if we want our young people to train up on some items, right, some of our young people -- we talked about TikTok earlier and I had to have a young person sit me down and show me what it was and that is an opportunity for leadership, right? So they can sit and have the staff learn about the tools that they're using and what they're using them for and actually giving them a presentation. That is a skill that's developing -- thank you so much. I appreciate it. I'm just thinking from the top of my head, right? So that is a skill that they're using that we need to know too. Why not have them train us on that and they can put that on their resume as a part of their development?

So I think that there's ways that we can engage them and use them in ways that are positive and ways that they will develop their career development. So Sara, anything else you've got there.

MS. HASTINGS: No. I think you've covered it. And so much great -- so many ideas coming in. this is amazing.

MS. MEMINGER: Thank you. Thank you. Thank you. And invite them to attend a meeting with you. I think another thing that we don't do sometimes, when we go to these really important meetings with important people and we don't invite our youth ambassadors to join us. And we don't want them to be tokens in these meetings. We want to prepare for these meetings. Some of these meetings that we go to, why don't we invite them to learn about what's going on in the community, how we partner, how we build and how we development? That too can be a part of their leadership development and their career pathway as much, so thank you so, so very much.

And Kate, you just -- I'm going to have to hit Kate right there. Schedule meetings when youth can be there please, everybody. I know that we struggle in this area a lot of times. We talk about equity. Some programs are looking at different days to open a little bit later in the day. I know a lot of us have family as well but there may be staff that can stay a little later because young people may be working. They may have families themselves.

Sometimes having a meeting at 9:00 in the morning may not work, especially when young people are transporting themselves multiple busses, multiple trains to get to the program and still struggle with being on time. So maybe having meetings where young people are already there. Maybe after lunch, during lunch so they can participate in some of these meetings maybe will be best for them, so exactly. Compensating them, you know, making sure they have what they need.

So next one. I'll hit the next one, Sara. I'll get it. Work experience and employment. Now we, as we look at this work, we want to really emphasize quality jobs and I know many of you guys are knowing that this administration is really promoting and really emphasizing quality safe jobs and career pathways for all of our workers, all Americans.

And so, especially our young people that tend to get entry-level jobs that sometimes are amazing and sometimes are a little bit challenging for them and may not be the safest or may not be more engaging. They may be doing work that's not going to get them on the career path they want. They're still at entry-level jobs. These show them some responsibility, but how do we work to ensure great work experience and employment opportunities that are equitable for our young people? Are we putting them in place, are we partnering with jobs that are paid, which is important, right? Are we partnering with jobs that represent the community? Are they seeing people that look like them? Are they working with people who can represent where they live and the city that they live in?

Looking at, again, tightening up the career skills and mock interviewing, your resume techniques. Look at the summer employment opportunities, right, on the job training. So again, you guys can share your thoughts in there. I love job shadowing, Amber. You're talking my language. You know, even with a job shadow, it's unpaid but you can have a participant spend a day at a local business to see how that even looks, if that's even where they really want to be. And a lot of our young people pick jobs they see on TV but don't have a lot of background on until they get there, like I don't really like this. So job shadowing is a great opportunity to kind of show them and now that we're in this virtual world, job shadowing is a lot more easier [sic] when companies can show videos and interview these kids online and show them what they do in an average day. Absolutely.

So Sara, do you see anything that's coming up to you?

MS. HASTINGS: Yes. I'm trying to read all of the -- one thing I saw and Maisha, you can speak to this, is the opportunity around apprenticeships. Pre-apprenticeships and apprenticeships. I mean we just heard yesterday from the Women's Bureau about how young women, particularly women of color and young people of color generally are faring so much better when they get into pre-apprenticeship and apprenticeship opportunities because those lead to -- those are paid opportunities and they lead to paid careers. So I don't know, Maisha, if you want to share anything more about apprenticeship but that I think is just one model, but it's a really great opportunity for young people to get into apprenticeships.

MS. MEMINGER: And apprenticeships -- I'm going to just jump in here. Thank you, Sara, for that. Apprenticeships are now changing, right, so when we talk about apprenticeship and pre-apprenticeship, there are now apprenticeships for teaching. There are now apprenticeships for nursing, apprenticeships for even governmental jobs. There are different types of apprenticeship.

And I think apprenticeships have gotten a very bad rap in our country over the years because of trapping people, especially people of color and poor people into these kind of blue collar work that doesn't pay well, doesn't grow over time. But that has changed so drastically over the years. Apprenticeships -- persons who are going into apprenticeships are coming out making $60,000 to $80,000 after two years of training.

And so, we want to look at apprenticeship. We definitely want to look at apprenticeships for young women as Sara just mentioned. We also are partnering -- we're looking at relationships with HBCUs throughout the country, other small colleges and minority-serving institutions on -- thank you Nicole -- on how to partner and get some of those college students who are fairing well in their academics and may want to partner that with an apprenticeship opportunity as well.

So looking at career pathways that are multiple ways to engage people and they can get paid, earn while they learn. So that's exciting for us when we talk about work experiences and apprenticeships. You know, getting young people in unions. This administration is very strong union support and getting them unionized and get them trained. So absolutely we want to find something that they're passionate about and trying to link it to them because we're the professionals. We're supposed to connect them with the jobs they want to do, and that's a challenge for us, right? Finding those types of jobs and people who will hire a young person, possibly under the age of 18 for that experience.

So thank you, thank you, thank you for all of that that you guys are bringing in. And you guys will be hearing more from us about apprenticeship over -- yes, that campaign Leslie. I think OA, which is the Office of Apprenticeship, they are definitely working on that. They are really, really trying to find a way to promote apprenticeships. It's been several ways of trying to find out ways to talk to parents.

I mean I think the hardest thing about apprenticeships -- and I guess I'm still talking about apprenticeships but one of the hardest things that has been a challenge with apprenticeship is talking to the parents, right, because our country, our system has really promoted four-year college education as the be-all end-all, which is slowly change -- our culture is changing. But truly talking to parents about possibly an apprenticeship for their daughter and apprenticeship is kind of a hard sell. But you know, why can't they go to college? Why can't they go to college? And you know, maybe college -- four-year college is not for everybody so yes, Judy. Thank you. Include the parents in this conversation. That's very important for a degree alternative. I like that, Nicole. It is, right? It's multiple pathways to go somewhere else. Thank you so much.

And Kate brought it up. If the employer will pay for college courses as well, so yes. Thank you. Oh yes. Go ahead. I'm going to get the next one but yes. You guys are on fire today.

So target populations and partnerships. So we're already talking about target populations. When we emphasize this area, you know, and someone brought up homeless youth. Trying to find and maintain homeless youth who've maybe couch surfing and moving in and out of the area. So how do we incorporate equity into this conversation of target populations and also partnerships, because I think we've been talking about partnerships throughout this entire conversation. I think in the beginning we talked about recruitment and retention. Everybody was bringing it up. We've got to partner with the right folks. We've got to get them to the table. I think some of you guys who've been with me for a long time know -- thank you Avalon (sp) for sharing that podcast with us so folks can get that link there. Appreciate you.

You know, when we -- I talk a lot about how we showcase. Have we invited community partners to our doors and show them what we do? Giovanni is bringing it up. Churches and non-profits. Who is in our community? Are we visiting them and are they visiting us? We need to show them what we do. We need to show them what they have and we need to partner to serve the same, nine times out of 10, common population. Chamber of Commerce, this is very important. I think earlier someone said there is a black business bureau in Rhode Island. If someone could type that back in that. I forgot the name of that. Partnering with different groups that service different types of populations and brining them in. Ticket to work, TAACCCT, COB (sp). I mean exactly.

Churches. Churches are so important. I see churches repeatedly. I know that we have separation of church and state but churches is where the businesses of many of these communities get done. A lot of the registration for voting, a lot of blood drives, a lot of COVID testing, a lot of feeding for our community members. And those are the folks that we want to bring to the doors too. Hey, this is what we do. This is what you do. Sometimes churches, if you get on their program for the Sunday and do an announcement about what you do, you are going to get more young people because grandma is in that audience and she wants her grandson to get a job. That is what we need to be working with, right? So youth groups too as well, so absolutely.

Grandma is right. Thank you, Amy. If you all know me, I always talk about grandma. So grandma is the most important person in this whole thing because grandma's phone number rarely changes and if you've got to find your young person, one tool that I have heard throughout the years is get grandma's phone number because -- and aunties too. Thank you so much. Grandmas and aunties. Get their phone numbers because they will find their babies for you. That's a follow-up tip for everybody else.

Sara, do you see anything out there?

MS. HASTINGS: I think this is great. I'm seeing a ton and I think, Maisha, a lot of the connections and points you were making about partnerships is so key and making sure everybody knows who you are and what you do in the community. And I think some of the systems too, right? So like if you're looking for homeless young people or if you're looking for youth engaged in the justice system and figuring out who those systems are and making sure that you're partnering with them, which I know a lot of folks on this call already do. And how do you build and strengthen and then really leverage.

And I think someone mentioned this before and I think you mentioned this, Maisha, is that we can't do this alone. It's too much. It's too much for one program to do alone, and so thinking through of all of these ways in which we can help support and wrap all of our resources and supports and arms around our young people is what's needed to help them achieve their goal. So I think this is awesome and I'm loving all of the pieces in here. I think we will try to pull all of this out and try to highlight this in some ways that we can share because there's so much that's come through.

MS. MEMINGER: I know, Sara. I'm already envisioning -- you know me. I'm already seeing the cheat sheet.

Someone typed in COB. I know what a CBO is. It's a community-based organization. Whoever typed COB, can you clarify what a COB is? I don't know if you meant to say CBO so just please let me know what a -- oh, it's Amy. So you meant CBO, right? Community-based organization I'm assuming. I just want to make sure. Thank you, Amy. Thank you for clarifying. I just wanted to make sure to ask what does that mean?

So okay. So CBO is community-based organization so I see all the partners here. We are going to -- I'm going to probably work with -- we have a great student intern who's going to help me with creating a system for you guys. Regional centers. Thank you so much, Debbie, for that.

So partnerships are important. Let them know. Do open houses. I do participate in a virtual site visit, which was very exciting for me. I went on a virtual site visit for youth focus during COVID. We may not be able to go into these other businesses, but that was a great opportunity where we participated in a classroom activity from my desk with the students who were onsite. So UV Nav (sp) is a tool as well, a virtual site visit if you're not able to get people in the door because of COVID restrictions. So please by all means do that.

Kate, what do you mean by pets? Are we using pets now? Can you explain a little bit more for me? I don't know what pet means. (Inaudible.)

MS. HASTINGS: Above it says everyone should have pets that are residents at their programs that the young people might come to visit.

MS. MEMINGER: I love it. OK. I missed that. That is great. So Sara Hastings on this call has a resident pet. His name is Agatha (sp). Is that what the baby's name is? He's our resident pet. We see him every day. He's a great dog but he's our baby. So you're right. I love to see him every day with Sara. So important, right?

MS. HASTINGS: Actually, Maisha, what that reminds me of and really getting at and I think we have been talking about this recently and we are going to be talking about it more is partnerships around mental health.

MS. HASTINGS: So I think a connection that young people have and maybe need the support, especially right now during COVID and the impact that has had on young people's mental health has been really challenging. And so, we have talked to our partners and we're going to be doing more around mental health in the coming months. And so, look out for some webinars here. But with the substance abuse and mental health administration stance at the Department of Health and Human Services, we are going to be doing more around how to help and support young people, but those partnerships in your community are critical.

So do you have partnerships with local mental health organizations and your community health organizations, and how are we supporting young people in that way? Because you know, we might think it's fun to talk about the pets but it's real and I think pets are therapeutic and the mental health state right now of our young people is pretty dire and I think you all probably have been seeing this. And so, what do we need to do to really support our young people and help them with mental health issues, and that just reminded me of that.

MS. MEMINGER: And also too, art. Art therapy is a great one too. That is a great virtual activity that you can do with young people. If they're home, you can send them home with some paint and a canvas or some paper and maybe do a virtual engagement opportunity with art therapy or in a class as part of a bonding experience or have them share, you know, their art piece and give the students some local art schools involved as a part of their initiative there. So thank you so much. Yes. Thank you guys for sharing these amazing opportunities for our betterment.

Especially around mental health, we've been planning some TA on this and somebody told me we had to add wholeness and wellness and healing to our curriculum as well as we talk about this. We look forward to working with Samsung, HHS and all of our colleagues here at the national levels to get that information to you all about what we're learning up here and what some tools are and trauma-informed care course. We have a whole page of trauma-informed care on our community of practice. Thank you.

So here is some great resources fully reset on WorkforceGPS. And I'm assuming that all of you are registered on WorkforceGPS and if you are not, please go to workforcegps.gov and please register on WorkforceGPS. And these are some very, very recent pieces and one thing I want to bring up that Lucinda just brought up, we have a trauma-informed care page that's not listed here, but we do have a trauma-informed research page that we have done some critical research on with our colleagues with HHS so please check that out if you want some tools and resources on that. And these are some really great opportunities.

We have a page on recruitment and retention. We have a great page on ISS. Many of you guys participated in webinars and webcasts we have on our sample ISS. Again, there is no standard individual service strategy, ladies and gentlemen, but what we did is we took 39 different forms and we created what we believe was kind of the high standard. I don't want to say the gold standard, but what you should have in your ISS form as you are interviewing young people, as you are creating your form or as you are improving that form. And some -- we learned when we put this together, some programs went back and revised and edited their ISS, revised and edited computer systems to kind of integrate some of these suggestions.

We also have a whole piece on youth assessments, some tips on youth assessments. How to again engage young people in conversation about a piece of what they need in life. We have a brand new tool, our civic engagement for youth leadership development. I just posted that on Tuesday. We have a student intern with us, a virtual intern who's at Emery University, and he wrote this piece. We are also using youth voice in our work as well and we're so proud of him. He put this link sheet together. Great links, great tips. I totally encourage you guys to check that out as soon as you get an opportunity on how to engage young people in civic engagement.

We have a ton of things on work experience. We did some stuff in COVID on work experience. We definitely talked last summer about how to still engage young people in work experiences when they're virtual. For some of the folks that we had on the panel, young people were doing a hybrid program at the time so they were going into some work experience and doing some work experiences on the computer. That is some good -- that was a good webinar. Check that out from last year.

We also have some tip sheets on serving court-involved youth. That was actually a training and employment notice from many, many years ago. We had it updated from one of our other student interns who's about to graduate from the University of Indiana. We're very proud of him as well. So he updated that for us, checked that out, again using youth voice, getting young people to help us promote our work.

We have tip sheets on -- no, excuse me. I apologize. Court involved students was done by our student from Emory, and the homeless and runaway was done by our student from the University of Indiana, so check those two tip sheets out.

We also did a collaboration with our colleagues with apprenticeship, how to best engage our people with apprenticeship programs as well, and we also had another one of our -- we had some great -- Sara, we had some amazing interns. I want to let you know that, right? Youth entrepreneurship, one of our interns wrote that as well.

So we've got a lot of great stuff. You guys asked us to do some TA in these areas and we have worked diligently to get this done for you all. And so we -- if you go on WorkforceGPS all those tools are there. And of course, this PowerPoint is available in the download share area. I believe it's in the bottom half of your screen here. And it's also available on the registration place. You guys can actually click on these, get these resources and use them immediately.

Next, I'm going to -- thank you for that, Laura, for sharing that. So I'm going to ask the question here. Again we want to hear from you. What TA is needed in advancing equity. So I just gave a list of what we've done in the last two years. During COVID, what we've done, right before COVID. What are we missing? You know that's my favorite question to ask you all so start getting to typing. What can we do better with the TA that you guys need in order for you to do your job better, so go ahead and let us know in the chat what can we do for you all here at the national level to do TA for you?

So I don't know if anybody is typing yet, but Leslie, you're asking do we have any resources or data on outcomes for youth with disabilities and success rates? Do we have any of that, Sara? Do we have any?

MS. HASTINGS: Yeah. We can look for that. And then I just changed the slide, Maisha, too to help kind of guide this conversation about what current TA needs using an equity lens, as it relates to some of these topics that we've talked about already. And we have some great ideas. So what are some TA needs as it relates to outreach and recruitment, as it relates to program design? So here's where we -- I think folks can start typing in and you can type it in related to one of these ideas or just any ideas. But these can kind of give you examples.

MS. MEMINGER: Thank you, Sara. And this is going to be -- this is a great prompt. I know Emilia was talking about sharing best practices. Can you be a little bit more specific about what aspect of best practices because we definitely love panels. We love peer-to-peer sharing, so there's specifically something in mind you may have that we can do some best practices sharing, we would absolutely love that. So thank you for that. I could use some more details on that.

And we've talked about -- Sara, we've talked about almost all of these things including mental health, right?

MS. HASTINGS: Yes. So we are -- yeah. I'm trying to read to see their questions. We're going to have to do some tool kits. Mental health, first aid training. Yes. That is -- Debbie we are hoping to do that soon and have a webinar where we can try to identify all of the kind of available resources related to mental health for young people to try to help you all in your programs feel like you're more equipped to handle this, so that is coming. And that is really --

Maisha Meminger -- mentioned up here, we have a page on mentoring and we've had -- we have a partner -- an informal partnership with Mentor, the non-profit organization. So there's a page on WorkforceGPS on Mentor. If you want more information on that, let me know. E-mail us and let me know.

Pre-apprenticeship in rural areas. We are working on that right now. We have some tools. There is a -- goodness. This is going to fast. There is a community of practice called Yard Youth (sp), community apprenticeship grant. They have some tools on there. I can get you connected to that.

Badges. Evelyn (sp) is talking about how we reward our young people I guess in the beginning setting up.

Gi (sp), you are talking my language. Transportation and digital engagement. We are working hard. We have a whole team on that, on digital engagement. And when we talk about accessibility, when we talk about DEIA, diversity, equity, inclusion and accessibility, accessibility is not just for persons with disability but getting people connected to the internet as well is part of that. You know, the infrastructure bill had a major part of that to do with that as well, so we definitely need to engage in that and get that better and get some more resources to you guys.

MS. HASTINGS: Maisha [inaudible] it says what do you mean by technical assistance, so I think this is a good time to jump in real quick to say when we --

MS. MEMINGER: Sorry.

MS. HASTINGS: No. No. That's a good question because we sometimes assume folks know what that is. But when we say technical assistance, we're often talking about webinars, listing up best practices and sharing kind of what we've heard other local or states doing in these different areas. So it's, you know, we have tip sheets. We've got documents. We can share a number of, you know, tool kits and things and that's how we think about technical assistance. Maisha, would you say anything more about that?

MS. MEMINGER: That's technical assistance. What we're doing right now is TA. This is an example of TA. We're sharing best practices, we're reading comments and we're also going to get this back to you to turn this over. You guys are educating us on what we need to do for you all so you can be successful.

Sharon, we have a webinar on the 20 percent expenditure mandate and a tip sheet that's on the workforce -- everything I'm going to tell you guys is on our workforce community of practice. So Sharon, I don't know if you've seen it but we have -- we just did that last year so please let me know if you find it. It is a webinar and there is a tip sheet on the 20 percent expenditure mandate.

So technical means digital. No. We can do tip -- sometimes we do tip sheets, we do PDFs that print out. A lot of times we do rely heavily on webinars. So you, if you have a suggestion on how we can deliver TA, within reason we're going to try to make sure that we do that for you. So if you have some suggestions, please make sure we know about that and we'll try and make that for you, okay?

MS. HASTINGS: One thing I'm seeing is I see a few people say like what do we do if youth move away? And I see Michelle and [inaudible] talked about it, but I think I saw some other folks mention, like how do we transfer youth to other programs? And so, I think that's helpful information we can look at and figure out who to look up in terms of good examples of how folks do handoffs and support referrals, and how do we continue to ensure young people are working towards their goals if they leave our program? And that's helpful to think about and we will add that to our list for sure.

MS. MEMINGER: Yes. Absolutely. Absolutely. We also talk about police, law enforcement engagement. Thank you for that. We are looking at ballast prevention, gun prevention. We are also looking at -- I'm going to add that. In fact, I'm going to add that to my list, interaction with law enforcement, because I didn't have that on my list and now, we just presented on technical assistance ideas for the team yesterday and I will add that to my list. So thank you, Vivian, for that. I'm going to add that to my list.

OK. Co-enrollment. You're going to see co-enrollment I promise you. Co-enrollment is the order of the day, so I promise you you're going to see lots of stuff. There's some tip sheets on co-enrollment as well on the community of practice. We will get some more co-enrollment information to you.

Costs and calculated use, Giovanna, we're going to definitely get that to you. We're going to be working on that. You know, we have in our division of youth services our re-entry office. And so, we work very closely with our colleagues as well. We'll get some tips on that as well. There is a community of practice on re-entry. Please check that out. There's a ton of good resources on there as well, and again that's within the division of youth services, okay?

OK. So we're -- Amber, I'm hearing you about our tribal, Native American students. OK. So how do we get them more engaged? We can definitely work with that with our colleagues at [inaudible] and work with that as well.

Anything else? Let's see. I'm going to scroll a little bit. These are all doable. I'm seeing things that are doable, so I think all this is doable.

MS. HASTINGS: Yeah. And I just moved us to the next slide. Are there any other technical assistance needs related to equity that we haven't really touched on? And I'm seeing -- oh. We shifted. There we go. Outreach, material templates.

I saw Erin posted something and it just scrolled up here. Let me see it. Accessing and identifying sources outside of census and ETF. OK. Formally sponsored care. So maybe more technical assistance around data and accessing data, that's helpful to know.

MS. MEMINGER: So I think it's Dylan or Dalan. I'm sorry if I mispronounced your name. I apologize. Learning about disabilities, so we're going to work with ODEP on that. ODEP is our Office of Disability Employment Policy. They have a whole youth -- they've been doing -- they have a great youth chat session learning with young people who have learning disabilities and have their ed for action in the workplace has been. So we can probably partner with them and see what lessons learned in that area because they just -- when was that? Was that October of last year? They had that huge chat session. Remember that?

MS. HASTINGS: Yeah. I think so. Yep. That's right.

MS. MEMINGER: So yeah. I can get that. That should be on our community of practice as well. I promise you it is, but I can get some best practices to you. I'm definitely going to get that to you. Yes.

Equity language. Sara, do you want to tell them what your colleagues asked or what training we asked for? Equity language just came up so we want to make sure we have that.

MS. HASTINGS: Yeah. I think there's -- my hope is that we wanted to have this conversation with you all to help us understand what it is that you all need in order to advance equity in your programs and we're getting some good ideas here. And so, I think once we can look through all of these and see what everybody has put in, we're going to develop a work plan to help us think through what kind of resources and supports we can provide you over this next year. So this is helping us inform our work to support you all in the field over the next year, so as it relates to ensuring equity and thinking about equity and thinking about our programs through an equity lens.

And so, this is all very helpful for us, and then what we hope to do then from that is also develop a page that -- a web page that would pull together a number of resources to help you all. And so, we're going to be working on that in the coming months to provide you with some additional resources and training. And as someone had written, we're hoping to keep folks posted on equity language, the conversations that we're having. I mean it is an evolving conversation and we're always learning. We're always learning more --

MS. MEMINGER: Always. I mean that's what we're too you guys. I mean we're always learning every day and I think there was a couple of comments about employer engagement. We have a page on WorkforceGPS and they use connections about employer engagement, especially as youth we have pulled from other agencies and other divisions within labor about employer engagement. And in fact, Sharon, I think there was someone else above you who talked about employer engagement.

We actually have a business engagement community of practice on WorkforceGPS that you can connect to. And there's tip sheets in there, great ways to engage employers and businesses, so please, please, please check that out. Brianna same thing. We have a partnership and employer engagement section. Check it out. There's some webinars we've done. There's some tip sheets we've done and some webcasts.

You know, [inaudible] so training right? So I think I've seen several times staff training and staff development and for them to be successful in what they do with working with our young people because our young people come with different situations and issues and challenges and successes. And how can our staff be engaged with that? And we have -- there's some great resources on youth.gov and I can kind of pull this up as well. We're going to be learning like Sara said with Samsung and HHS and some of the tools that they have and we're going to share those with you guys as well.

So keep them coming, guys. I think that this is great. I think we have -- and this is what happened. I just want to share. April of 2019, we asked you all the same question and we got a massive list of TA ideas. And I think Sara if you can correct me if I'm wrong, I believe we addressed all those TA needs within those two years, correct? I think we --

MS. HASTINGS: Yeah. We developed a number of resources to try to address it. And we know that one tip sheet is not enough to address all of your needs related to these specific topics but we will try to continue to build on what we've developed over the past few years. And we know even if we've done some work that there's probably more work to be done. And getting ideas from you all as well as figuring out where in the country the good things are happening, really good examples and best practices or effective practices of these kinds of partnerships and service delivery strategies. So if you've got good stuff going on that you need to tell the world about, we want to hear it so do reach out to us and we will share our --

MS. MEMINGER: Yes. Go ahead, Sara.

MS. HASTINGS: No. That -- no. I think you'll give the e-mail address for folks to share but that's one thing and one way in which we can have some peer-to-peer learning and sharing of what you all are doing. But we want to continue to build on the work that we have done in the past and continue to develop additional resources and tools and supports that can help you. And we're looking for your ideas. What do you all need? What works best for you to learn and to then turn around and implement really good service delivery for our young people?

MS. MEMINGER: And I have a clarifying question. Viviana (sp), you said something about culture screens. I am not aware what that is, so if you could put in the chat what a culture screen is, that would help me out tremendously what that means. If anybody knows what a culture screen is, please -- I think it was Viviana who added that in there. Can you let me know so I can be aware and get that done?

So I'm going to share some of the resources we already have. I've been touting the community of practice. We have a youth community of practice. Many of these things are already on there. We can re-promote them, repackage them, get them out to you guys. And again, within WorkforceGPS here is over 40 different communities, everything from farmworker, business engagement, LMI market information. There's information on re-entry. So you can click around WorkforceGPS which community you want to join. There's a community college community of practice, right? So please by all means, join GPS. Get those weekly e-mails. Find out what we're talking about because this is a library.

I was actually in a meeting this morning, ladies and gentlemen, with our colleagues from HHS and we had justice there. We had HUD there. All these great TA folks there. And we were bragging about our WorkforceGPS and they kept saying that's amazing. You guys have a library with all that stuff on one site? Because other agencies, they have stuff all over the place, right? So you guys in the labor field and the workforce field have this great tool. Please use it because they were surprised that we were able to get all this stuff on one site and we're very impressed that this works. So please by all means, use WorkforceGPS as much as possible. That's the best way to get all that we're doing out to you guys.

There's a lot of resources. Those are ever-changing. Please check those out. The department -- that's actually a department page so we do have folks that update that as we get more information from the administration and from other agencies about how to best deal with Corona. And we have a summer jobs community of practice. Check that out. We have tip sheets on there. A lot of the resources are on both the youth and the summer jobs, but we do put the summer-specific information on that community of practice as well.

So one thing that I want to say that I'm actually going to stop here. Sara, do we have a slide with our e-mail address on here? The next one?

MS. HASTINGS: It's the next one I believe.

MS. MEMINGER: OK. Good. Thank you. What I would like to see is if you still brought up a really great point, if you have a question that was not answered today, if you have a suggestion, if you have a best practice, if you have a challenge, if you have a tool that you want to share with the rest of the world, please e-mail us. And this is actually manded by me and Sara and the whole team so we actually do look at this account. It's youth.services@dol.gov and we look at it. We answer questions. We get questions from you guys. We give programmatic clarifications. We have a team of people to answer your questions as they come up, so please use it as a tool to connect to Sara, myself, Renee and the rest of our team if you have any outstanding questions. We want to hear from you guys.

And please don't forget if you have -- and I just want to reiterate this one more time. If you have a best practice, how we better align and one thing that kept coming up in the notes is peer-to-peer sharing, getting information from other programs. You guys are other programs, right? If you have a practice that's really working for you, especially my folks in the rural communities, we're always hungry for rural best practices because that is a unique challenge in our country that folks are always hungry to find out how folks are succeeding in our rural communities and working with our young people and providing services to them and connecting them to opportunities. Please share that with us and we will definitely work with you. And maybe just give a couple of tips to us and maybe participating in some future technical assistance, so please, please, please brag on your programs. If they are working well, we would love to hear from you.

And of course, lastly -- mostly but not lastly, join our community of practice. And I think, Sara, that is it for me. OK.

MS. HASTINGS: Yes. Yes. Thank you. Thank you, Maisha, for facilitating that great dialogue with our community and thank you to all of you for joining us today in this super, super important conversation.

And I said earlier, but you all are working with these youth who are underserved and doing this really critical work every day and we just want to take this opportunity to thank you all for that. And we're excited to continue this conversation with you all in the field about how we can build our skills in this area and continue to advance equity in our youth programming. And so, we will take everything that you share with us today to heart and think about how we best can support you all in this work. So continue to communicate with us and join us in our webinars. And thank you, again, for showing up today and engaging with us, and we look forward to talking to you all soon. Have a great day. Thank you everyone.

(END)