**RECORDING**

**Q=Moriah Robles**

**Q1=Hunter Griffin**

**Q2=(Maha)**

**A1=(Cindy)**

**A2=(Nadine)**

Q:        Good afternoon. Hey, everyone. Um, we're just gonna give it a couple more minutes, um, as I'm admitting, um, people. Can anybody see my screen?

Woman:    Yes, I can see it.

Q:        Okay. Good. Okay. Um, thank you everybody for attending the technical assistance, um, session today. Um, today we're gonna go over the youth program work expenditure, um, requirements. Um, my name is Moriah Robles and I am the workforce technical assistance coordinator and I work on, um, the - the Workforce Policy and Support Unit. Um, with me, Hunter Griffin will be co-presenting and he works - he's a Senior, um, Fiscal Analyst and he

1. works, um, in the Fiscal Unit. So the purpose of today's work experience, um,

2. expenditure technical assistance session is that the Department of Economic

3. Security has been notified by the Department of Labor that as a state we're

4. not meeting the 20% work experience requirement. Today's technical

5. assistance will be - will provide different types of WEX or work experience,

6. um, including and review of r- requirements for the 20% WEX, um,

7. expenditure requirements. And then also we will go over allowable WEX

8. expenditures that count towards the 20%. It is one of the Local Workforce

9. Development Board's responsibilities to ensure that youth service providers in

10. the local workforce development areas are meeting the 20% work

11. expenditure requirement. The WIOA regulation specified as 20% - so 20% of

12. funds allocated to the youth program, not 20% of funds expended. This

13. webinar will not address how WEX can be provided. If you have additional

14. questions on work experience, they can be sent to titleipolicy@azdes.gov.

15. The definition of, uh, work experience is a planned, structured learning

16. experience that takes place in a workplace for a limited period of time. Work

17. experience is the most critical of the 14 program elements. Um, and it's the

18. only program element that does have a requirement as far as expenditure

19. levels. Work experience, um, should in- should focus on increasing the

20. quantity - or a local board should focus on increasing the quantity of work

21. experience opportunities that are tied to career pathways identified in the use

22. - individual service strategy and in in-demand occupations in the local area.

23. Um, work experience includes, um, different types. And that includes summer

24. and year-round employment opportunities, career apprentitish- career

25. apprenticeship programs, um, registered apprenticeship programs. And that

1. will - that type is unique because registered apprenticeship programs is a

2. training, uh, activity under the occupational skills training program implement

3. and it also meets the definition of WEX, so it can be counted as, um, both

4. services. And both services can be added to or should be added to the FNT

5. plan in AJC when a registered apprenticeship is provided to you. Um,

6. additionally, um, community service could also be counted as a work

7. experience if it meets the definition of work experience. Um, otherwise it is

8. normally reported under the leadership development program element. There

9. are applicable laws that apply to providing work experience to, um, in the

10. youth program and that include that, um, youth who are under 17 years old

11. are subject to state and federal child labor laws and that labor standards

12. apply in any work experience work where an employee - employer

13. relationship exists as defined by the Fair Labor Standards Act or applicable

14. state law. Work experience can be provided to both in school and out of

15. school youth. It can be paid or unpaid. However, if it is unpaid, the worksite

16. must be prepared to show how they are not benefit - benefitting from unpaid

17. services. This is explained in the FAQs sheet, um, from wage and ho- hour

18. that's included in the resource page on the very last slide of this presentation.

19. Work experience can be provided year-round. If your local board is currently

20. only providing work experience in the summer and not meeting the r- work

21. experience requirement, you may want to look for employers who are

22. interested in providing WEX at other times during the year. Work experience

23. can be provided prior to occupational skills training to see if the youth would

24. be interested in, um, working in that specific occupation or during or after to

25. learn practical skills in a real life environment. Uh, for work experience to

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| 1. | | occur, there needs to be a worksite agreement, um, that is signed by the |
| 2. | | employer, um, the Title 1B program, as well as the participant. And |
| 3. | | requirements for the worksite agreement are included in the WIOA Title 1B |
| 4. | | Youth Program Policy in Section 204.03C. WIOA Title 1B funds - youth funds |
| 5. | | cannot be used to directly or indirectly aid the filling of a job opening due to a |
| 6. | | strike, lockout or labor dispute. Now, um, with - Hunter Griffin is going to |
| 7. | | explain the 20% work expenditure - or work experience expenditure |
| 8. | | requirement and go over, um, each area's current expenditure level. |
| 9. | | |
| 10. | Q1: | Good afternoon. Can everybody hear me? S- getting into the 20% of the WEX |
| 11. | | expenditure requirement, that does apply to the allocation, not to the |
| 12. | | percentage of, uh, expenditures. Uh, so you really do need to plan on meeting |
| 13. | | that. If you don't believe that you're gonna meet, uh, and fully expend your |
| 14. | | youth program allocation, you still need to plan on making that 20% of the |
| 15. | | WEX, though. So it does not apply to the youth admin portion. It's just your |
| 16. | | youth program allocation and it does not apply individually to the in school |
| 17. | | youth and out of school youth requirements. So the WEX is just gonna |
| 18. | | separate from that. Um, it'll be across the categories. Please note, too, that |
| 19. | | the WEX expenditures - it does not include supportive services. Uh, so those |
| 20. | | will not be included in the WEX percentage threshold. Additionally, y- uh, the |
| 21. | | State is required to track and report WEX expenditures as well as the local |
| 22. | | AAs. Um, so that is something that, if not being currently done, will need to be |
| 23. | | implemented. Next slide please? Thank you. So the w- WEX expenditures, |
| 24. | | (unintelligible) and employer orientations. So any of the staff time developing |
| 25. | | those and the materials to develop those, um, if there's associated space |

costs, that can also be included, uh, for any of the orientations. So tracking

the time spent on that, uh, is pretty important. Uh, wages and stipend

penance for the WEX will obviously also be included. And then if there are

any employer skills and job readiness training to prepare you for WEX, uh,

those associated costs will also be included as WEX expenditures. Uh,

additionally, if there's any classroom training and academic education

components, whether they're contracted out or provided in house by staff,

um, any of those costs for time or, uh, the contracts will need to be included

as well in WEX, uh, as well as any incentive payments that are tied to the

completion of WEX. And just to reiterate, the supportive services are not

allowable to work. Meaning the 20% WEX per- experience requirement. Next

slide, please? So here's the other bit, uh, that'll need some estimations done.

Um, but staff time associated with WEX is also gonna be included towards

that 20%. So any time s- spent by staff identifying and developing the WEX,

uh, working with employers to develop those, managing participants during

that and evaluating their experience with work expenditures. All that staff time

needs to be estimated. Um, you know, we encourage you to do that on a fairly

regular basis, whether it's bi-weekly and monthly. Um, but time spent by staff

working the words WEX, uh, those costs will be, uh, contributing towards that

20%. Next slide, please? So here we can see a breakdown. This is the PY18

funding stream for youth. Uh, the counties and the City of Phoenix. The gray

bar here is that 20% threshold of the allocation and the blue bar is the WEX.

Um, so this is just to provide kind of an overview of where areas are

performing. Um, and we understand, too, that, you know, as you roll out WEX,

um, we'll get a lot closer to meeting that 20% threshold. Uh, so that's kind of

| | | |
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| 1. | | really one of the purposes of the day is to provide additional examples of |
| 2. | | expenditures that would count towards the WEX threshold. Next slide, |
| 3. | | please? So here is the PY19 funding stream, which is still open, uh, |
| 4. | | compared to 20% of current expenditures reported by the local area, uh, if we |
| 5. | | compared just to the 20% of the allocation, it might not have been as |
| 6. | | meaningful because that funding stream is still open. So here you can see the |
| 7. | | gray bar is 20% of the current expenditures and WEX is the green bar. Um, |
| 8. | | so the areas do seem to be doing pretty well in regards to the PY19 |
| 9. | | expenditures. Next slide, please? And now we have, uh, tribal breakout. And |
| 10. | | this is in PY18 funding stream a- as well. Um, so this is 20% of the total |
| 11. | | allocation. And with this funding stream being closed, uh, that's the |
| 12. | | comparison there. Uh, the gray bar is the 20% and the blue bar is the WEX. |
| 13. | | So you can kind of see across the tribal entities, uh, how they've been |
| 14. | | performing in regards to the 20% threshold. Next slide, please? And here's |
| 15. | | the PY19 comparison of WEX for the tribal entities. Um, so this is compared |
| 16. | | to the current expenditure, uh, due to the fact that the PY19 funding streams |
| 17. | | are still open. So the gray bar, once again, is that 20% of current expenditures |
| 18. | | and WEX is the green bar. Next slide, please? |
| 19. | | |
| 20. | Q: | Okay, everybody. |
| 21. | | |
| 22. | Q1: | So we can... |
| 23. | | |
| 24. | Q: | This ta- oh. Go ahead. |
| 25. | | |

| | | |
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| 1. | Q1: | Oh, no, you - it's okay, Moriah. I was just about to give an overview of the |
| 2. | | resources. But I'll hand you the reins again. |
| 3. | | |
| 4. | Q: | Okay. Thank you, c - uh, Hunter. Um, so these are some resources that have |
| 5. | | to do with the youth program. The first is our youth poli- program policy and I |
| 6. | | did provide the link here, um, and that covers all of the 14 program elements |
| 7. | | including the work experience element. Um, we also use the, um, US |
| 8. | | Department of Labor Training and Employment Guidance Letter 21-16, um, |
| 9. | | which has, uh, requirements for the youth program and also discusses in |
| 10. | | length each of the 14 program elements. The next resource is, um, Training |
| 11. | | and Employment Notice 22-19, um, which is a technical assistance resource, |
| 12. | | but I did wanna point out for that resource, there is an - there is an |
| 13. | | attachment, um, m- to that pin, and it includes common, uh, monitoring |
| 14. | | findings from the Department of Labor as they monitor local boards across |
| 15. | | the United States. And one of the, um, common monitoring findings is that |
| 16. | | boards are not meeting that 20% work experience requirement. So, um, I |
| 17. | | would recommend that all local boards r- review that 10 as well as that |
| 18. | | attachment, um, to correct any, um, findings that po- or issues that your local |
| 19. | | area may be experiencing. Um, and so that it - it can be corrected before, um, |
| 20. | | sooner than later before any audits occur. The other - the next one is, uh - uh, |
| 21. | | USVOL Stat Sheet #71, um, which provides guidance on, um, the employee - |
| 22. | | employer relationship and how to determine that for the - to determine |
| 23. | | whether the Fair Labor Standards Act applies to, um, the work experience. So |
| 24. | | at this time, um, we will be reviewing, um, or we will take some questions and |
| 25. | | answer. Um, and I'll leave, um, this slide on the screen for a second, um, so |

| | | |
|---|---|---|
| 1. | | that you can, um, write down our contact information. Um, both Hunter, um, |
| 2. | | and contact information as well as m- (Maha)'s, um, contact information since |
| 3. | | she is the finance manager, um, for the WIOA program. So if - if you have any |
| 4. | | questions, um, we would prefer that you send them to Workforce IT |
| 5. | | questions. Or, sorry. Um, that is incorrect. Hunter, can you please - can you n- |
| 6. | | we prefer that you send questions directly to Hunter as far as ques- uh, fiscal |
| 7. | | questions. And then if it's any policy, um, WIOA Title 1B policy related |
| 8. | | questions, they should be sent to title1policy@azdes.gov. And this, um, |
| 9. | | technical assistance session, um, will be posted, um, on our technical |
| 10. | | assistance webpage, um, for DES as well as the transcript of today's event. |
| 11. | | So, um, you will have access to these slides after, um, we complete today. |
| 12. | | |
| 13. | A: | Moriah, this is (Cindy) in - in Coconino. |
| 14. | | |
| 15. | Q: | Hi, (Cindy). |
| 16. | | |
| 17. | A: | Hi. Um, uh, i- I had asked Hunter a question and - and it wasn't real clear, I |
| 18. | | guess. So I understand what a WEX is. We've been doing 'em for years. |
| 19. | | What I'd like to know is what, um, activities he would identify that are |
| 20. | | appropriate iden-, uh, activities under the heading, um, identify a WEX. So |
| 21. | | what activities could be encompassed under the definition of when we identify |
| 22. | | a WEX? |
| 23. | | |
| 24. | Q1: | Hi, Cindy. That would be - sorry, I was getting some feedback. Uh, that would |
| 25. | | be any time somebody's spending time to, you know, perform outreach to |

|   |   |   |
|---|---|---|
| 1. | | employers and develop, uh, some of the WEX activities. So that's really what |
| 2. | | would fall under identifying WEX. |
| 3. | | |
| 4. | A: | Okay. So identif- uh, development of the WEX a- activities and outreach to |
| 5. | | employers, uh, who may be a - identified as WEX, uh, participants. Or who |
| 6. | | may support a WEX participant. |
| 7. | | |
| 8. | Q1: | Correct. |
| 9. | | |
| 10. | A: | Okay. Thanks. |
| 11. | | |
| 12. | Q1: | Yes. Any additional questions? |
| 13. | | |
| 14. | A1: | This is (Nadine). Can you hear me? |
| 15. | | |
| 16. | Q1: | Yeah. |
| 17. | | |
| 18. | Q: | Yes. |
| 19. | | |
| 20. | Q1: | We can hear you. |
| 21. | | |
| 22. | A1: | Okay. Um, m- my question was, is there a, um, a template or something that |
| 23. | | we can use or that you can develop to - so that we can record or document, |
| 24. | | like, staff time that has gone to visit an employer or staff time to do an |
| 25. | | |

|       |       |                                                                                                  |
| ----- | ----- | ------------------------------------------------------------------------------------------------ |
| 1.    |       | orientation for the participants or employer? Is there something out there                       |
| 2.    |       | that's already been developed?                                                                   |
| 3.    |       |                                                                                                  |
| 4.    | Q:    | Um, not at, um, n- not by the workforce policy t- team. Um, Hunter? Is there a                   |
| 5.    |       | tool for the fiscal team?                                                                        |
| 6.    |       |                                                                                                  |
| 7.    | Q1:   | No. Uh, that's really gonna be up to each local area's preference on how they                    |
| 8.    |       | prefer to track that time and effort. Um, so we have not developed a template                    |
| 9.    |       | or anything like that. If any of the other areas do have a template that they                    |
| 10.   |       | use or they found or a way to track it that's been pretty successful and they                    |
| 11.   |       | enjoy doing it, um, it would be great to kinda pass that along.                                  |
| 12.   |       |                                                                                                  |
| 13.   | A1:   | The reason why I ask that question, because when it does come down to                            |
| 14.   |       | monitoring, um, with - we want to be able to, you know, meet - meet the                          |
| 15.   |       | requirement with our documentation and not be - make it a lot easier if we're                   |
| 16.   |       | all consistent.                                                                                  |
| 17.   |       |                                                                                                  |
| 18.   | Q1:   | Yeah. Uh, we understand that bit of a concern. As long as, you know, it's                        |
| 19.   |       | documented fairly clearly, um, you know, there really wouldn't be concerns.                      |
| 20.   |       | And we do wanna provide you with the flexibility, um, to develop, you know, a                    |
| 21.   |       | way of tracking the time and effort that really works well for you. Um, so if you                |
| 22.   |       | do start working on one and you do have questions about it and you want us                       |
| 23.   |       | to kinda do a primarily review of the template just to make sure, um, that, you                  |
| 24.   |       | know, it's detailed enough, um, we're happy to take a look at that for you. I                    |
| 25.   |       | would think...                                                                                   |

1.

2.    **Q2:**    Hi, this is (Maha). Um, (Nadine), I just wanted to add some more, um, content

3.    to what Hunter said. So I would assume that you would use the same, uh,

4.    due diligence in documentation that you would use for time charges that are,

5.    you know, from a full-time employee. Um, just make sure that it's approved.

6.    It's appropriate. The activity has been verified. So just to start off, I think you

7.    would use the same template or due diligence, um, then you track and

8.    approve a full-time employee's time charges. I'm - I'm not seeing why a WEX

9.    participant's time charges or tracking should be any different.

10.

11.    **A1:**    Okay. 'Cause I'm thinking that - so if, um, if I were going out to an employer, I

12.    would have a time, date and sort of an agenda and n- so maybe the

13.    orientation for the employees can take two hours. So I would just use that

14.    documentation - or I would use that as documentation to show that I spent

15.    two hours with an employer on such and such a date and - and I would add

16.    that to my, um, documentation of the time that I spent?

17.

18.    **Q2:**    Right. As long as it's all documented and you have sufficient inter- internal

19.    controls in place to justify that amount of time spent. Um, yes. That would -

20.    that would be adequate.

21.

22.    **A1:**    Okay. All right. Thank you.

23.

24.    **Q:**    Is there any more, um, questions related to, uh, the 20% work experience

25.    expenditures? Um, I just did wanna show you, um, one thing before we end

1. our presentation today. Um, see if I can share my screen again. Um, I just -

2. this is the DES webpage and I just wanted to show everyone where, um, our

3. past technical assistance sessions ha- are posted, um, in case, um, you want

4. to review them or you have colleagues that missed today's session. You can

5. lead them, um, to this direction. Today's, um, technical assistance session will

6. be posted here, um, and the transcript will also be posted as soon as it's

7. available. And with that, I - I really wanna thank everybody for participating,

8. um, in today's technical assistance session. If you have any, um, WIOA Title

9. 1B adult dislocated worker or youth, um, program or fiscal questions, um,

10. please send them in and - so that we can provide, um, written responses to

11. your questions. Um, thank you, everybody and have a good rest of the day.

12.

13. Woman: Thank you. Thank you. Thank you. What happened? This is not...

14.

15.

16. The transcript has been reviewed with the audio recording submitted and it is an accurate

17. transcription.

18. Signed_____

19.

20.

21.

22.

23.

24.

25.