**Workforce 3One**

**Transcript of Webinar**

**Act Now: Customer Centered Design**

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*Transcript by*

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BRIAN KEATING: – with the Employment and Training Administration with the U.S. Department of Labor. Byron, take it away.

BYRON ZUIDEMA: Thank you and good afternoon or good morning, as the case may be across the country. As you've heard, there are a lot of people listening today. We're very excited about that. Well over 1,000 people we expect that are listening to this webinar.

It's really an honor and a privilege to kick off this event on behalf of the Department of Labor and all of our federal partners here in Washington. We know we have your interest by the number of people that have signed on today, and we also know that we have the White House and the secretary's interest as they encourage the innovation and talk about the skill super highway, and you're going to hear more about that later.

Over the past year we've discussed the law. We've anticipated the NPRM. We wrote the NPRM and we reviewed the NPRM and you sent us lots of comments back. And the Department of Labor and all of our federal partners will issue the final rules next year. We have issued and will continue to issue interim guidance and conducted numerous TA activities about meeting compliance and getting ready to serve customers under the Workforce Investment and Opportunity Act. We will also soon release a One-Stop TEGL from all the federal partners amplifying our mutual interest in extraordinary customer service.

This is another in our series of Act Now technical assistance products that we rolled out over the past months. And you can access all those materials I just mentioned on our Innovation Opportunity Network on the ETA page. We've also given you direct links to that network and a variety of technical assistance products. I'm confident you know where it is and that you have signed up and you are part of the Innovation Opportunity Network. And it's a network for all the partners engaged in the American Job Center System across the country.

But today we're not actually talking about compliance. Now, don't get me wrong. Compliance is required for you to be in business. In the same way that a software company will be in compliance with their investor strategies to make sure the investment continues, you need to be in compliance with the Department of Labor and Congress as we've outlined in the Opportunity Act. But compliance is not your business. You're in the workforce business, which involves serving workers, learners, and businesses as your customers, and this is very much a team sport and requires all the partners in the Investment and Opportunity Act.

Today we're going to talk about putting your customers in the center of how you meet compliance, but importantly develop a singular focused culture of customer-centric design. And that impacts state agencies, the board room, administrative policies and procedures, and even the service scape. In other words, what's the physical look and layout of your American job centers, including how does your technology look and work? Does it embrace and use customer-centric technologies, and does it carry out customer service?

So with that I'm going to toss it over to Virginia Hamilton. She is the regional administrator for ETA in San Francisco and before that really has a lifetime of work in the workforce business. So Virginia is your moderator. Virginia, take it away.

VIRGINIA HAMILTON: Good morning and afternoon, everyone. Just so happy to be on this call. I'm going to be the facilitator for this webinar, and it's really a different kind of webinar. We're not going to just teach you something in this 90 minutes, but we're really using this webinar to launch a project in which you and your team will really learn some new skills that you can use forever. So this is how it's going to go. I'm going to outline the agenda.

I'm going to turn the webinar over to the really cool White House guys, which is their official title, Jake Brewer and Dan Correa, who are going to talk about the White House's interest in the way we implement the Opportunity Act. Then I'm going to spend a few minutes talking about what is customer-center design, give you some examples of the kinds of work that we've been doing out here in Region 6. You're going to hear from Nisha Patel, who's with the Department of Health and Human Services because HHS has been using these methods a lot in the work that they've been doing over the course of the last few years.

You're going to hear from three workforce practitioners, one from the state level and two locals who have gone through customer-centered design training and have produced some amazing results. And then last I'm going to outline the five phases of this project of which the launch webinar is phase number one and tell you how you can get involved over the course of the next few months.

So now, I have to figure out how to move my slide. Here we go. So what I'd like to do is turn this over to Jake and Dan who are just amazing people who are really interested in the work that DOL is doing in the implementation of WIOA.

DAN CORREA: Thanks so much, Virginia. This is Dan Correa, and I must say that's – you mentioned before that you introduced me at a meeting as a White House innovation guy, but now I got to hear it for myself firsthand. So thank you. I appreciate the honor. So I'm going to say just a few words generally about our innovation agenda and why we're so excited about this effort, and then I'll turn it over to Jake to say just a little bit more specifically about why the work that you all are undertaking is so important, at least from our view.

So here at the White House Office of Science and Technology Policy I work on a range of innovation initiatives. And one of the most important ones that we're really focused on is working on federal efforts to improve the innovation within government. And this is a really exciting time in the federal government because we're seeing a lot of activity bubbling up where people are embracing new approaches, new methods to deliver on the mission – the agency missions that they've been working on for so long. So I think what we're all here today for this call is one example of this.

We're excited about the set of new approaches. Design thinking and customer-center design is one of the foremost, and I think what we've seen is it's one of the most successful approaches for redesigning and reimagining how we can effectively serve the American public. And I think that goes for both federal agencies within the federal government and also all of our partners that we've worked so closely with, including the individuals on this call.

So I think we're excited about this effort. We really, really like this set of tools. It's something that I think in our experience we're seeing it work. We're seeing it work at other agencies. We're seeing it work in the work the Department of Labor's doing. But it certainly is something that requires work.

So I know over the next few months the folks on this call will be undergoing some training, going through a course, and there are certainly a real rigorous approach that's involved here. Like I said, I think we've seen it work well, and I think you come out on the other side with some new skills and new approaches that we've done it, we've embraced ourselves, we find really valuable, and I think you will too.

So one example I'd just give real quick is at HHS, Department of Health and Human Services, they have undertaken similar efforts with a bunch of their different bureaus and departments. One example is within their Indian Health Service they have a series of hospitals, 120 hospitals around the country. One of these hospitals went through a boot camp similar to the one that the folks on this call are undertaking in order to reimagine the design of their intake process at the hospital. They talked to a bunch of customers. They went through the whole rigorous process, identified what would be a valuable solution to save money, improve the process, and get better outcomes for their patients.

They ended up landing – after many iterations and discussions with their customers and clients, they ended up landing on a new design that required about $100,000 of investment but would save the hospital approximately $6 million annually. So really exciting I think kind of insights that can be gleaned from these approaches. So I encourage everyone to be open-minded.

We're really excited about it, and I think we'd be very excited to host a learning exchange and celebration at the end of this course sometime in November here at the White House. I think we'd love to meet many of you and to celebrate the work you're doing out there in the field, as it is so central I think to getting the work done that is so important.

So with that general framing I'll turn it over to Jake Brewer to say a bit more specifically about work related to DOL.

JAKE BREWER: Thank you, Dan, and thank you, Virginia. This is really exciting for me. I think the first time that Virginia sent an e-mail suggesting that there would be a design-centric, customer-centric approach to WIOA implementation, I think my actual words were be still my beating heart. This is an area that is near and dear to the way that I think many problems can be addressed, not just in the government.

And one of my favorite ways to think about a design-centered approach to a problem is that you're always working backwards from the solution of the experience of the ultimate stakeholder. So in this case somebody who might be experiencing the delivery of services via a non-profit around unemployment services that we are providing, and that is then reported back up through a non-profit, which I know many of you represent, back through a community workforce board to the state and then ultimately to the federal government.

And what's interesting is that we tend – and if you could see my face, it would be kind of smirking and possibly even laughing around the idea that working backwards from the ultimate solution of the experience is sometimes contrasted with working forwards through approaches of bureaucracy that we already know. And it may be the case – you guys may have experienced some of this, but government tends to be more towards this latter approach of this is the way that things are.

So this is the way that things should be can sometimes be the ethos. And design-centered thinking kind of flips that on its head and says we're going to think about it backwards and say ultimately what are we trying to achieve and how do we apply principles and processes from that angle instead of through the things that we already do. So just exciting to have the opportunity to have a new law and a new way of implementing this that you all will be on the – by the way, I'm from Tennessee.

So I say you all and stuff like that often – that you all will be on the front end of actually driving how we're going to do it and not just be – so you'll be the ones shaping it and not just kind of getting a set of parameters that you'll have to apply to.

When we're done, just from a very big picture, if you think about the workforce at large, it's an area of innovation that is just ripe for a tremendous jump. If you think about – a couple of examples. If you think about what has happened in the last six years with healthcare, we have been able to move a law and that implementation and regulatory framework and a new set of digital services, albeit painfully in some cases, that is now creating new opportunities for all kinds of innovations across the healthcare – (inaudible). And I'll contrast that being ultimately now a good example with one that was just good from the start and maybe one that we could emulate a little bit.

So two areas of the government has operated as kind of a platform, and government being not just the federal government but also state and local and a lot of the places that you represent, is in the late '80s Ronald Reagan released something called GPS. It was a military service, and he basically said we're going to open this up and allow anybody to build on top of that.

And today that is the same thing, as many of you know, that allows you to do everything from use a map on your iPhone or your Android device to go for a run with a Smart Watch that could map how far you've gone and how fast you're going. That is all just based on one big system of satellites that the government developed, used it for its own specific purposes, but then also opened up for the entire private sector to use and to innovate on and create services and opportunities that we'd never have thought about on our own as the government.

Similarly, one of the other ones I love is the National Oceanic and AtmosphErick Administration, which many of you probably don't think about all that often but you probably use every single day. And that's just weather services. So basically every single weather station in the country, whether it's extremely local or federal abroad or whether it's an application on your phone, whether it's the Weather Channel app or whether it's Dark Sky or whether it's just a basic Apple or Android service, whatever it is, almost all of those applications are pulling from the same central source of data and information. And we come all the way back around to workforce.

What's been interesting is that we don't have that same set of common standardized data that gives us a full picture of what the American economy is looking like or then gives us the ability to build those new opportunities and services for the American public.

So right now it's not possible, as an example, for, say, a 27-year-old woman from Dayton, Ohio who wants to go get training in a new area of work. Maybe it's nursing. Maybe it's technology. Who knows but she wants to make a little bit more money for her and her family and she wants to take on a new career. The training, the skills, and the jobs and the wages that are associated with all those things that she's going to deal with, all data that we actually all touch.

All of you are touching in different ways, and through this new WIOA implementation process one of the great outcomes will be this much better picture of how all that's working so that we would have the ability to shape and offer new opportunities for people to build those types of services like weather or healthcare data opportunities that have all come about over the last three years as well.

So we're real excited not just about making sure that you are the driving forces that actually shape the way that WIOA comes to bear but that as a result of actually implementing WIOA with this new process, there's tremendous new opportunities for American citizens to participate and new things in the private sector and the government at any level as well as the many NGOs and non-profits you guys represent will be able to create. So there's very, very exciting work. Looking forward to working with you in all of this as well as welcoming you before too long to a big celebration of the fact that we're getting to do this all together. So with that I will turn it back over to Virginia and excited to hear what all of you have to say as well. Thanks very much.

MS. HAMILTON: Thanks, Jake. Yes. He did say be still my heart, which made me of course his new best friend forever.

So what we're going to do now is I'm going to launch into just a little taste of design thinking and human-centered design. Customer-centered design is a particular set of methods that anyone can learn. So we're going to give you a little idea about some work that we've been doing and the overall framework and then talk about the whole project.

So really as Byron said at the beginning, typically when we get a new law, we do side-by-sides and checklists and we look at what we need to do now that needs to change, what can we keep. And frankly, we also often – maybe not the people on this phone, but we try to figure out how to implement a new piece of legislation with the minimum disruption to our own organization. And we really want you to put those side-by-sides away, step back, and really just spend a few minutes or a few months thinking about what it would be like to put your customer in the center of your design and not the law and regulation.

Human-centered design always starts with people. What do people need? What do they want? And then you move from that desirability to what's feasible and what's viable. Of course, as Byron also said, we want to make sure that you're following the law, but in the case of the customer flow, the technology, the way we interact with our customers, virtually none of that design work is affected by the law. It's really only providing more opportunity, the new law, to do more of this work better. So what is human-centered design?

There are lots of different models. This particular one comes from a company called IDEO, a design firm that's international that we've been working with here in Region 6. And they really, in some sense, pioneered the use of human-centered design. And so in this model there are really five stages.

The first is really understanding in a deep way the people that you're serving and getting inspired by those people in some new ways, which then identifies patterns and surprising new insights that will help you in the design process. The third stage is to brainstorm lots of new ways to serve your customers. I'll talk more about that later. And then finally, really critically and important, trying out your ideas, getting feedback from customers, testing things as opposed to putting together a whole big giant plan, spending a year working on it, and then rolling it out and having it not work.

So in Region 6, as I said, we've been working with IDEO, and we've worked with them on three different projects. One is new ways to serve the long-term unemployed – what would happen if we put the long-term unemployed in the center of our customer experience – ways to improve the One-Stop experience, and working with out-of-school youth. And our three panelists later on in the webinar will talk about the results of some of the work that they've done.

In the first project we focused on the long-term unemployed and really in that first stage of research spent time talking to the long-term unemployed, following them around, listening, and practiced empathy to get beyond our own preconceived ideas about what they might need. So how do you empathize? You can empathize by observing, by engaging, and by immersing. I'll just give you a couple of examples.

I love this first slide. Up at the top, by observation IDEO was designing a new pill bottle. They asked a woman who was 85 years old who had arthritis what her experience was with opening pill bottles. She said, not a problem. They were a little puzzled by that. So they followed her around, and they noticed that when she came home from the pharmacy, she would walk in her kitchen. And in her kitchen she had a meat slicer, and she would slice the top of the pill bottle off and dump her pills into a baby food jar.

So a great example of not just asking people a simple question but really following them around, observing, watching their behavior, engaging. It's just really asking questions and not just asking one question but asking five or six. So why do you do that, and why do you do that? Well, what was that for? Not just a focus group but one-on-one conversations with people.

And last, immerse yourself in the experience. And this photograph here IDEO was hired by Kaiser Hospitals to try to improve their patient experience. The patients – they had invested a whole lot of money on art on the walls and little footsteps on the floor, and their customer satisfaction wasn't so great. So a team from IDEO came in. They put video cameras at their heads, and as they looked at the video when they were done, what they discovered is most of the time patients were looking at crappy feeling tiles and not at the beautiful art on the walls.

And I just have to say a personal story that I had to go to Kaiser a couple of years ago for a test and I was nervous and I went into this big room and there was a metal table. I had to lie down on it and I looked up at the ceiling and on the ceiling were a huge what looked like skylights with blue sky and clouds and trees. And I burst into tears and the technicians were saying, no. It's not going to hurt. It's just a test. It will be fine. I said, I'm not crying about the test. I'm crying about the ceiling because it was a great example of implementing customer-centered design that – knowing that patients who were nervous, seeing a skylight would calm them down and make them feel safer.

So this is a picture of a guy we interviewed in our long-term unemployed project, and what he says is he was so busy in the program and had so many things to do and was so active that he actually wasn't looking for work. And so sometimes we have to look at our programs through the eyes of our customers to see that in this case our design was actually slowing down his work search rather than speeding it up.

I love this example. This is the most recent one – work we've done with IDEO around how to put out-of-school youth in the center of our youth programs. And when I saw this quote from David, I was – I've worked in workforce development, as Byron said, for a million years – 30 years, and my reaction when I saw this slide was, oh, wait. We've got resume writing classes. We can just – we need to connect them to one of our youth programs. We can bring them in, and we can teach them how to write a resume.

And as we talked to David further, we had the insight that David actually didn't need to learn how to write resumes. He needed a resume to go get a job. So what if instead of resume writing classes for youth, we just built some templates just like he's doing borrowing his friend's so that we can move through that stage quickly? So the idea is to actually see our programs through the eyes of our customers and not with our own mental models of how we think things have always been done and have been done well.

So we started thinking about using empathy and emotion to better develop services. And one of the products that we came up with in our long-term unemployed project was this notion that when long-term unemployed – actually, anyone who's unemployed – comes into our One-Stops, they're in various different emotional states.

Some people are completely panicked. They're about to lose their car or their apartment. They actually don't need career exploration. They don't need resume writing skills. They don't need job search. They need money, and perhaps the best first service for that person is financial counseling. Someone else might be stalled. They've sent out a million résumés. They don't get anything back from anybody. They just don't know what to do next, and they really need inspiration.

Those are very different kinds of core needs, and typically in many of our One-Stops what we do is we treat everybody the same. We do workshops that introduce all of our services as opposed to going to the heart of the matter with individuals and trying to get them what they need. And Robin's going to talk a little bit more about how this map inspired her to do some different work in Sacramento.

So customer-centered design starts with empathy and research and insights, and then it moves to creating ideas. How can we create lots and lots of ideas? And the question how might we is the most powerful question that I've really come across. How assumes that solutions exist, that we – it's not can we, should we, will we. We know that solutions exist. We just need to figure out how. Might reduces commitment. We're not saying how can we, how will we, how should we.

We're saying how might we? There might be a million different ideas that we could use. Some of them are really crazy, but those crazy ideas then may actually have a kernel of something that we could really implement well. And we implies that we're doing this together. Customer-centered design really involves diverse teams of people working together to solve problems.

Here's an example of brainstorming sessions we did around One-Stops. How might we design rich and inspiring spaces for job seekers, and how might we effectively communicate what options are available to job seekers? This is just half an hour, and we came up with lots of ideas of ways that we could change our services.

Once we finish brainstorming, we go on to prototyping and testing. This is a prototype for a different way to do the welcome and introduction to a One-Stop for customers. And the thing that I love about this is that it's kind of messy and unformed, and one of the really important parts of customer-centered design is this notion that prototyping and testing is a key component. We often want to get our own act together before we bring in our partners. Let's just figure out how we can do this, and then we'll bring our partners in. We don't want to look dumb.

We want to look like we've got everything together. And by the time we bring our partners in we have a finished product, which then gets critiqued. We're taught from the time we were children when we hand in a piece of paper, someone writes in red ink all over it and hands it back to us. When we see a finished product, we see flaws, but when we see something rough, we see potential and possibility.

So don't get your act together first. Bring in all your partners, and ask together how might we questions. When it's rough and messy, we see new possibilities, and we also have buy-in from our partners in a really different way than we would if we design everything ahead of time and then invite them in later. The other advantage of prototyping and testing is that it takes – the cost of risk and failure is very small. If you spend a year planning something and roll it out and it doesn't work, you've invested a whole lot of money. The mantra with human-centered design is fail early. Fail often. Fail fast.

So a couple more quick examples. This is some work we did up in Oregon. The picture in the upper left-hand corner is my favorite. It's we walked into the office. There was essentially a stand just in front of the counter that was a stop sign. And our team just put up this little new sign that said, wait. You're up next, with a smiley face. That tiny little gesture made a difference in the experience of the customers walking through the door. Small things can make a very big difference.

So some of our outcomes in our customer-centered design projects have resulted in totally new ways of relating to our customers, in writing RFPs, in designing customer flow, and again our panelists will be talking about that in just a few minutes. Here's another and final example and it might be exaggerated a little bit but with our youth programs often we start with eligibility, paperwork, documentation, information from parents, signing up for workshops, and then finally a young person gets to actually experience the set of services.

And when we were working with IDEO on this project, based on the insights that we had and some of the how might we questions we posed, what if we started by giving youth a reason to come into the center? It's a very different way of building and designing our services. It's not a traditional workforce program, but it's one that might have more success with some out-of-school youth and which we actually design places that youth want to come. And then as a result of their feeling comfortable and part of a community, then we can start offering the kinds of traditional workforce services and other services that they might need.

So I hope this has given you a little bit of a taste of how we might use human-centered design methods and really thinking about what your customers need. And I'm going to now turn this over to Nisha Patel who works at the Department of Health and Human Services to talk about some of the work that they've done in their agency. Nisha?

NISHA PATEL: Great. Thanks, Virginia. And I'm thrilled to be on the call with all of you, and let me start by saying that I joined HHS as the director of the Office of Family Assistance just in December.

And my background is actually mostly not in government, but I've got a lot of experience in workforce and higher education issues and have dabbled a bit in design thinking most recently at the Aspen Institute and prior to that at the Gates Foundation. And so when I came into this role, I was thrilled to find out that HHS had a number of initiatives going that involved design thinking and then particularly one that we have in my office, which I'll talk about.

And since I've only got just a few minutes, I wanted to flag for people that most of what I'll be sharing today is based on a report that we have published in our office. It is hot off the presses on our website called "Creating Solutions Together, Design Thinking, the Office of Family Assistance and Three Grantees."

And our office is part of the Administration for Children and Families at HHS. And what we do in our office is we administer annually a $17 billion portfolio of grants focused on fostering family economic security. And for folks in the workforce world, many of you are probably familiar with our largest program, which is the Temporary Assistance for Needy Families block grant which is very relevant for the conversation today because, as you all are aware, TANF is now a mandatory partner in the workforce system under the new law.

And in our office at OFA we are all about children and families first and foremost. It's in our middle name. We're the Office of Family Assistance. And so you can imagine putting families or people at the center, as you heard Virginia talk about, is synced really nicely with our mission. And so design thinking seemed to have a lot of appeal for our team very naturally.

And consistent with design thinking, we have a philosophy in our office of prototyping new ideas and refining them before we scale them. And so as our office took on an initial design thinking project, rather than starting with TANF, which is kind of the big kahuna in our office, we decided to start small, which I think is an important lesson for some of this work and to start with a small pilot from three of our other smaller competitive grant programs.

And the opportunity came about for our office through an HHS-wide initiative called entrepreneurs and residents, and you heard Dan talk about the number of different initiatives we have at HHS. So this was one, and this initiative pairs innovators from outside government with employees at HHS to work on a year-long project. And our project was one of five projects selected by Secretary Sibelius back in 2013.

And so we decided we wanted to help our grantees to serve families more effectively. And what we were hearing is a number of persistent challenges that were coming up year after year with our grantees. And we thought these were areas that were ripe for innovation, and if what they'd been trying wasn't working, it was time to sort of throw something new up against the wall and see if it stuck. And we really had a philosophy of wanting to work with our grantees and empower them to design their own solutions.

And so we selected three grantees, one from each of our discretionary grant programs, which is what you see on the slide, and so our tribal TANF child welfare grant program, our healthy marriage and responsible fatherhood grants, and then our HPOG grants, which are our health profession opportunity grants. And we worked with a design firm called Motive Strategies, which is based here in the D.C. area.

And the three grantees in our pilot project learned design thinking by using it, which is I think one of the best ways to really learn this. And the three grantees were invited to come to D.C. for a one-day in-person training, and that was then followed by a monthly coaching call with each grantee over the course of five months.

And each of the five months the grantees reviewed and implemented a different step of the five-step design thinking process, which you say Virginia outline. And I think in the interest of time what I'm going to do is just share one very simple example from our HPOG program, our health profession opportunity grants program, because I think that's perhaps most relevant for a workforce audience.

And so as some of you probably know, some of our grantees may even be on the call. Our HPOG provides career pathways training for TANF recipients and other low income individuals in high demand healthcare occupations. And so our HPOG grantee that was selected for this pilot is the Central Susquehanna Intermediate Unit, which is a grantee based in Milton, Pennsylvania, and they have a project called Watch.

And the project works with low income individuals from a largely rural 10-county region and helps connect them to education and training and high demand healthcare occupations and services training, for example, for people to get their CNA, LPN, RN, to become EMTs, or paramedics. And the challenge they chose to work on for their design thinking project was to improve their communications with their partners.

And so along with their training partners, the project had shared goals, but they found that the communication was not as successful with all of their partners as it was with others. And in particular they had one partner they worked with where they felt like they had good success in communications which led to success of the participants in the training programs.

And what they wanted to do is ensure that no matter which training provider a student was sent to, they would have the same kind of successful experience. And because of the 10-county area, there were some schools in the region that had higher numbers of participants than the others, and so this impacted the level of communication between Project Watch, the sort of coordinator or intermediary, and each of the partners.

And so the staff used design thinking to focus on communications, they selected three of their training partners to work with in this project. They conducted interviews with the administrators, the instructors, perhaps most importantly the program participants, and then the career coordinators, and they came up with, just as you heard Virginia talk about, somehow might we statements. They then narrowed them down, and they used them to frame an ideation session to generate ideas. They refined the ideas. They narrowed those ideas down to four, and at the time of our publication they had begun to test prototypes with their partner training providers.

And so, for example, some of the ideas they came up with to improve communication with their training partners was to actually have their staff participate in the partner staff meetings, to participate in the faculty meetings, to post information on sight at the training partners' locations and campuses on bulletin boards, in their e-newsletters, and they even had an idea to post information on the doors of bathroom stalls on their campus partner organization. So that's one of those wacky ideas you heard Virginia talk about, but you've got a captive audience in a bathroom stall.

And overall, the feedback that we got from this grantee and the two others was that they were really excited and expired – inspired by the experience, and in the case of this particular grantee they're thinking about using the design thinking process to take on a next challenge, which is how they can improve the TANF referral processes and improve TANF program participants' persistence in the programs.

So overall a good experience, and some of the feedback was that the additional support that our grantees got from Motive Strategies definitely enhanced their learning experience. And their feedback to us was that the in-person training and the monthly calls were integral in helping them stay on track with their design thinking projects and also in understanding how to use the process. And in terms of our team overall, we're actually looking at other ways that we can use design thinking across our office but also with other grantees and other stakeholders more broadly.

So for folks on this call I know we've got a number of our TANF agency stakeholders on the call. I saw your names scrolling through. So I would definitely encourage folks on this webinar to take advantage of the opportunity to participate in the challenge, which you'll hear more about a little bit later on the call.

And as with implementation of WIOA overall, a strong statement that we have to our TANF stakeholders is definitely encouraging you to have a seat at the table because as we go through this process across the country of reimagining and redesigning the workforce system, our vision is that it can become one that truly serves the needs of today's working families and that's only going to happen if TANF is at the table.

So with that I will stop, and I will turn things over to Robin Purdy, who's going to share some more real-life examples of how they've used design thinking with their workforce system on the ground.

ROBIN PURDY: Hi there. This is Robin Purdy and I'm currently a special consultant with the California Workforce Investment Board and I'm the former deputy director of the Workforce Development Department at the Sacramento Employment and Training Agency. And I first became involved with customer-centered design thinking when I was still working for SETA, the Sacramento Employment and Training Agency.

I got involved for a couple different reasons. First, Virginia asked us to participate, and we've learned over years of working with her that where she is today, the rest of the nation will follow in a couple of years. So here it is two years later, and we're on a national level. But at that time Virginia invited – as the regional administrator of the Department of Labor, Virginia invited us to come to San Francisco and participate in a customer-centered design training.

The second reason that I'm – that I've continued to stay involved in it is that SETA is an organization that really has always put the customer at the center of the design of the One-Stop system. It is always looking for continuous improvement, always looking for better and different ways to reach out to individuals who are unemployed and seeking work or employers who are seeking qualified candidates and trying to improve their experience with the system.

And the last reason that I want to stay involved is that in assisting the California Workforce Investment Board in implementing and designing the plan for the Workforce Innovation and Opportunity Act, we want to include customer-centered design practices in that process.

So what was it like to go to San Francisco and work with other people from different states? I think it was Washington, Oregon, and California were represented. Individuals from the state boards, the local boards, and the Employment Development Department were represented, and we were asked to come with open minds and enthusiasm and empathy and optimism and look at something new and different.

It was exciting and it was scary and it was challenging and we built relationships there that continue to this day and we started a process that in Sacramento has continued on. So I want to talk a little bit about the prototypes that we designed and what happened to them when we came back and turned them over to the staff and customers of the Sacramento Works California – America's Job Centers of California.

We started off asking the how might we questions that Virginia talked about earlier. We were focusing on how might we improve services to long-term unemployed individuals in the job center system. We went through – I think Virginia talked about we went through thinking about what's the emotional mode of the person who's entering the system, the person who's been unemployed for a long time and what are they feeling and that there's different stages or modes that they go through in looking for jobs.

We broke down into small groups, and in my small group Diane Ferrari, who is the Northern – the chief of the Northern Workforce Services Section for the Employment Development Department, and I developed what we hoped would be a new prototype for how people – what people would experience during their first visit to a career center, the – our how might we question was, how might we improve the first visit to a career center to engage a long-term unemployed individual and ensure that they come back to receive services?

We came up with what was called a speed dating orientation, and it was trying to get the customer at the center of the orientation. Instead of having a staff member stand up and talk about all the services that somebody could receive, we wanted to find out what services the customers wanted, where they were in their job search, and how they were feeling and how we could help them.

So we designed a prototype where the customers would come in, talk to each other, do a speed dating, and then do a report out to – and the staff would be in the room but they'd be acting as guides or people who would give information back and then help people create their own plan for how they're going to reenter the labor market. So we brought it back to Sacramento and we pulled in a bunch of volunteer staff and we talked to them about it and they took the concept and went back out into the career centers, talked to customers, and tried out the speed dating orientation.

One of the big things in the whole customer-centered design is your first prototype may not be the one that works, and that was our experience is we found that the first time somebody enters the career center, they're kind of looking for information. They're not looking to engage a lot until they make a decision that this is something that can help them. So what the staff and the customers did was create a couple of workshops that would better serve the customer in terms of networking and learning about each other and providing a support group.

But the workshops come after somebody has come in and really made a decision that the career center is the place that they want to engage. There was other design prototypes that the career centers did put in during the welcome to make sure that people felt like they were in the right place. This was about them. It was about their job search. And those are working today, as are the workshops.

So the things we learned from that is that the prototyping has to be done in a really supportive, empathetic, optimistic environment. It has to be around asking the questions and then adding content to people's ideas. So the yes and rather than the no but, and that it's OK to fail and it's OK to reprototype and when you give the idea away, the idea's going to change and morph and usually improve and be a better service in the end. So I think I'm going to now move this along to I think Tim is the next person that's going to talk about their local. And, Tim, are you on?

Tim: Yes. I am, Robin. Thanks a lot. I'll get the webcam up. There we go. So we had the very good fortune a couple years ago to meet with Virginia Hamilton and the IDEO design firm and get trained up a little bit just over a two-day session on design-centered – or on customer-centered design and on design thinking. And it was very timely. Two years later we have thousands of students across the state who in fact have gotten work-based learning and are better off because of it. So it's a very powerful testimony to the power of using this kind of design thinking. We especially like the IDEO brainstorming and prototyping techniques.

When we came back from that training, we were facing an interesting situation where the school system really wanted to have much more work-based learning, and the governor wanted the school system to increase work-based learning, internships, business mentors. And we had a workforce system here who has long-standing connections to businesses, has a great deal of experience connecting people to businesses. So we were asking the question, how might we bring the power of the workforce system to bear to help the school system with that desired increased work-based learning? And we literally brought local schools and local workforce development councils across the state together and asked how might we make this happen and used the prototyping tools. And it felt a little different, and for half an hour or so people were getting used to the new way of having a meeting and actually sketching out and prototyping different customer flows and different ideas. And we had two of those meetings, and by the end of that we had quite a clear design consensus designed by the local leaders themselves.

The three things that they were asking are reflected on the slide you're seeing here about youth works. The first really interesting observation that came out of all of those discussions was that nobody wanted to design another program. Everyone in that room had been involved in designing a new program and it was a great program and we called it a pilot and it really worked. And then the funding went away and even though it really worked, the funding went away and it never grew. So that was a very interesting conversation. People didn't want to build a program. They wanted to build a catalyst for changing the existing systems and the existing big funding streams, and that was a very different idea than what I had come into the room with. I thought we'd probably design some kind of new program, and the clear consensus was not a new program. A catalyst for change instead.

And the other very clear desire was that we focus on the how at the state level – I'm sorry – that we focus on the what at the state level. What are the outcomes that we're looking for? Work with the locals to decide what outcomes we're trying to achieve, and then very clearly let the local system figure out the what. Let the local school leaders and the local workforce development councils figure out – I'm using the wrong words. I'm sorry – figure out the how. How are we going to design this system to meet those goals?

The last piece was working with baselines instead of just program numbers. So since we weren't designing a program, people didn't want to know how many people did this program help. They wanted to know the baseline for the whole school that they were working with or for the whole school district that they were working with. And they wanted to know, OK, last year before we implemented this catalyst for change we had this many students with work-based learning, and then after we implemented the catalyst for change we should see an increase. So that was the very simple, very straightforward message and instruction from the local level after quite a few very serious meetings and quite a lot of design discussion using the IDEO design thinking techniques and customer service centered techniques. So they want a catalyst for system change, increased statewide outcomes, and local design and flexibility.

The results of the first year were really pretty off the charts. We put together $240,000 to say let's prototype this now. Let's try it without too much of an investment and see how it goes, and we had five areas across the state of Washington. And what we saw was those baselines did increase pretty dramatically.

So we got 2,500 additional students who identified a specific career goal as opposed to the baseline before. We had 887 additional students in the system-wide count with a business mentor or a graduation coach. We had 233 additional students with on-site internships. Those are 90 hours or more intensive internship experiences.

The big number was 3,500 additional students engaged in some kind of work-based learning, maybe not a 90-hour internship but some experience in the working world. And in addition to that, 39 additional teachers doing externships, going out and working in a company usually over the summer and bringing that experience back into their classes as well.

Those sets of results convinced us that, OK. The prototype worked, and we hit all kinds of snags along the way too. But overall the prototype worked. So the next year we decided to put $2 million into a bigger statewide effort, and we did – I will critique us here. We did a very quick let's look at the design with everybody across the state now and let's add elements to the design based on the learning across the state because we have successful youth programs all across the state of Washington.

We probably could have put more time into that because we moved it very quickly along in order to hit some deadlines. At the end of the day, though, we added a much stronger emphasis on out-of-school youth, and we added a few other design elements. The piece we did wrong, in my opinion, was we didn't leave enough time for that local planning, whereas in the first year there was plenty of time for the locals to really coalesce.

Second year was a bit of a rush, and you know how that sometimes happens. But our projections for the second year are to increase work-based learning by 101 percent, so more than double over the baseline, 75 percent increase in internships, and a 42 percent increase in the graduation coaches. So we will see how the second year goes. The prototype was successful. We grew it, and we're checking into whether we're going to succeed with a larger scale.

A quick local example to show how the customer design bubbles down to the local too, Wenatchee is one example among many who really said, OK, what does each student need? And some students needed very intensive interventions, but most of the student body needed just maybe some – a field trip or a quick connection with an employer or some incredible online tools now that let students explore careers and really start thinking about their future in the working world.

And so they had an entire school district that almost all the students were going to get something additional to what they had had before, and then those students who really needed the intensive work, that's where a lot of the more expensive and more intensive services were directed. So that's one example of really focusing in on, but not every student needs the same thing. Let's customize this to make sure that the customer experience at the end of the day, the student's experience is a positive one.

I would honestly say we've got thousands of students across the state who are getting work-based learning now and internships and business mentorships that wouldn't have if we hadn't done that two-day training. So I thank Virginia for that opportunity. And thank you. That concludes my piece of the discussion.

MR. KEATING: All right. Great. I think, Erick, you're next, if you want to enable your webcam.

Erick: Great.

MR. KEATING: Take it away.

ERICK SERRATO: All right. I'm waiting for my webcam to come up here, and there I am. Hi, everybody. This is Erick Serrato. I'm with the workforce investment board in the Los Angeles area, and there are a few things that I want to really tell you about this type of design that is in addition to all the great kind of program – (inaudible) – you've heard about thus far. One is just that it's a really exciting opportunity to explore new ideas that you wouldn't ordinarily get to do. So they kind of take some of the restraints off, and it gives you a chance to really consider things you might not consider in your regular programmatic framework.

Secondly, it lets you engage directly with customers in a way that most programs don't. It challenges you to talk directly to your customers and to your clients to find out exactly what they feel they need, and then you have to go back with your staff and have a conversation about how closely you're meeting those needs.

But I think the most interesting thing about the whole process is that you can watch it transfer into other areas of your work that you wouldn't ordinarily see. And in a funny way it sparks this whole new level of consideration for all of your programs.

It kind of replaces the eyeball that you've had for all of these years with these new lenses that ask you to challenge the notions that you've been working on. And so what I want to do really briefly is just talk to you about how we utilize that process both in our youth, in our adult world and then how we're looking at a WIOA transition process using human-centered design.

So in the area of youth one of the first things we did with our staff was we asked them to examine their own assumptions about the youth that they serve, and so part of that was talking about where their own reflections come from in terms of how they personally have access to resources, why they got into this work, what kind of biases they're walking into this process with.

Then we went through a whole process where we interviewed our youth and came up with profiles of who we typically serve. We broke those up into categories by age, by barrier; and then we had three key questions that we asked. When this young person came into our center, what did they say that they needed; what did they walk in thinking they needed?

Then second question was what do our staff think that they need? So we hear from the customer and typically we have an idea of what program we're going to put them in. And then we examined data and actually looked at what intervention actually was the most effective. There were some surprising results from that.

For us it was important also to map our regions. So we used the same sort of process, and behind me here is one of those maps. It's a crudely-drawn map of the city of Long Beach, and we had staff sketch out the city and then identify areas where youth were hanging out, where youth said that they access different services, where they went for fun, and where they typically found work on their own and the nodes of employment that we had been focusing on, just to see how those things were different.

But beyond program design it actually led to a rethinking in a lot of areas. This sign here is actually what's on the door of all the offices for our youth workers, and it really starts off with that question of how might – (inaudible). So every staff member was asked to think of a key question that it was their job to answer. And so for Juliet it was how might we serve more youth with the resources that we have? Because that's her job; she manages those programs.

And we thought it was a really great way to have youth understand what the staff members' role was. And again, Virginia described how that language of how might we change the whole environment. But then it transferred over into a completely different area, and that was into our marketing and how we engage both youth and youth employers. This is part of a successful ad campaign.

Typically our ads have been focused on sort of a bottom line approach in terms of recruiting employers, but this was different because after interviewing the sponsored youth he told us that the job was more than just a paycheck. It was an opportunity to access a caring adult; it was a way to get to a safe space; and a way to expand his network of positive individuals.

So the text on that ad says, you gave me a job, a place to go after school, someone to look up to, a chance. Then we set that same concept and interviewed an employer and heard from him about why he became so involved in the life of a youth and ran those ads. That one says, small business owner, foster youth mentor, and hero, based on the conversations that we had had with him.

So in the youth world it's been similar. We again started to take a look at our customer base, trying to understand what they were asking us for. We utilize those emotional states that Virginia just talked about but we did it a little differently.

We asked our staff members and clients to come up with their own emotional categories and then work from that. Again, we asked our staff to reconsider the notions that they had about working with different clients, and then again ask clients how they experience the city. So it's important to us, part of our strategic plan, to really educate the public about clusters and sector development.

So we went through a whole process with our customers and our staff around that. Again, the byproducts were kind of interesting. The concept of partnership had been a really big deal to us, and so we put this big sign here, floor to ceiling in our lobby, that says "Let's work together," which really reframes our relationship with our customers; and made changes to all of our signage.

This is just sort of a welcome sign. What we used to have was a sign that basically said no cell phones, no drinks, and no young kids in the adult section. So we added some language and some graphics to soften the edges on all that communication. What we're doing now is even more exciting. We've learned this process, and so we're applying it to our WIOA transition and we're splitting up the summer into three months.

In July I've been spending time with all of my program staff brainstorming, going through a whole new design process on how we might realign our services based on new information we have. That has boiled down to three prototypes that we are going to focus on in the month of August – a new design on orientations and how we sell our services to our customers, based on this relationship that one would have with their case managers; so again, taking that idea of partnership that we heard was really important from our customers.

Secondly we're looking a new way to do résumé development. We hear over and over from our customers that's what we really need. So we're going to prototype actually dedicating someone full-time and we're making a promise to our customers that if you email us a résumé we will get it back to you within 24 hours with the modifications that you need to get that job.

So we're actually rallying staff around this opportunity that we have because it's what staff has said that they really need. And the third is really looking at what basic means in WIOA. We're looking at how to make that a robust experience using technology. We're looking at different technology interfaces and different platforms to make that really viable.

So again, July is brainstorming. We're finishing that up this week. August is prototyping; coming up with hard concepts. And then July (sic) we're going to experiment and implement and spend the rest of that month kind of looking back at what works and what didn't.

So overall it's been a great modality to use. We're incredibly excited and I'm thrilled that other WIBs in the area and other agencies are going to get a chance to utilize it, too. Thanks.

MS. HAMILTON: Thank you, Erick. This is Virginia again.

So you've heard some examples. You've heard a little bit about the methodology. So now I'm going to talk about the projects. The opportunity really for you we think is to step back from business as usual and to really design services rather than just checklist off what you're going to do to be compliant with WIOA. There are methods, tools, and skills that you can learn and we're going to try to help that happen.

So the project has five phases. We're in the launch right now, and this webinar – we're over 1,000 people signed up – and then there's a class. There's a seven-week online class that is sponsored by IDEO, the company that we've been working with, and an online learning company, Acumen. That's free.

I'll talk in a minute about teams, but we want teams of people from all over the country to register for that class and go through in together. Once you go through the class, which is very interactive – it requires some work, takes time, I think a couple hours a week – you're learning as you're going. You're learning the methodology but you're also practicing on a real live challenge I'll talk about in a minute.

Then we're going to give you five weeks to really experiment and prototype and make some changes. We want to see real change. This isn't just an exercise where some cool people go off and get to take this class together. We want to see the changes just like the people on the phone talked about. You might redesign an RFP for your youth programs. You might design customer flow differently. You might have a different way of interacting with the businesses in your community. We want to see real change.

And then as Dan and Jake said at the beginning of the call, those teams who have gone through the class and who have really done something substantive with this customer centered design approach will be invited to come back to the White House for a learning exchange and a celebration. I can't guarantee the president's going to be in the room, but at least it will be at the White House.

And then last but not least, we want the people who have gone through this and who've been acknowledged for the work that they've done to really become a peer mentor in their communities so that others can learn if they haven't had the opportunity to go through this class and this project.

So let me talk about the teams for a minute. We want teams to come together. As we've said this is not a process someone does on their own. And we want the teams – we don't want this to be sort of a separate little effort off on the side. We want teams who are implementing WIOA to be using, as Erick said, these methods to implement WIOA – with these methods.

So people who are writing RFPs, designing services, a broad range of customers. Of course, we want all the One-Stop partner programs. And I'll tell you in a minute about our challenges, but we're going to give you three challenges. If it's a youth challenge, for example, your team might look different. You might have several people from your youth committee; you might have a YouthBuild program, the Job Corps, the local Y or Boys and or Girls Club.

If you're working on a business challenge you might have economic development people, people from the Chamber, employer associations. And of course, if you're working on improving services in the One-Stop, you want to make sure that you have all your One-Stop partner programs on the teams.

So these are the outcomes. Really, I know people are astonished. The Department of Labor really wants to see innovation in the opportunity act, and we want the implementation to be transformative and not just check-the-box.

We do want service design to happen in a collaborative way with all the stakeholders participating. As I said earlier, when everybody participates from the beginning they have a completely different relationship to the project and the buy-in that happens. We want services designed for employers and job seekers that best fit their needs.

I think we'll all gain a whole lot of understanding about what our customers need and we're going to have new customers in our One-Stops. We're going to have the adult ed system and voc rehab and TANF. Some places have been working with these organizations and funding streams for years; some have not. Let's think about how we can design for all of the customers in our system.

And then we really want to create a capacity for ongoing process improvement and really using design thinking in all the work that you do.

So these are the challenges. When you get off this call you're going to be super-excited that you're going to be able to participate in this fantastic opportunity. You're going to go to your partners and together decide which of these three challenges you're going to work on. Every team has to pick one of these challenges.

So, how might we improve the customer experience and outcomes for our shared One-Stop customers, first one? Second one, how might we put employers in the center of our sector strategies and career pathway work? And the third challenge, how might we design services and programs for out-of-school youth that will engage them and produce great outcomes? So as I said, the team for each of these challenges might look really different, but we want to make sure that those teams are diverse and a lot of different partners at the table together.

The teams, once they pick the challenge, will start a seven-week online course taught by Acumen and IDEO. You will go through and learn each of the five stages of the process – research, ideation, brainstorming and so on. You will actually be learning and doing at the same time during these seven weeks, and you'll be participating in the course with – you know, this class is not just for DOL, as I said earlier. Thousands of people around the world are going to be taking this class. So there'll be an opportunity to learn from other people as well.

The registration's a little weird; we are a bureaucracy, after all. There's two places you need to go to register. Anybody can go register for the free class which starts on August 20th. So that's something that your team needs to do. But also if you want to participate in the project and get some extra support that I'll talk about in a minute and be considered for acknowledgment by the White House, you also need to register your team at this URL.

You'll have all the information here. We're going to get you the contact information of the presenters. You'll have access to the slides, I believe, that you can download this presentation right now. We'll have it available so that you know where to go.

And we're going to – in addition to – so you take the class. You have five weeks to actually do something. And then we're going to ask those teams who want to be considered to be acknowledged by the White House to write up your project and send it to us so that we can select the teams to come back here.

And we haven't completely finalized the selection criteria, but in essence – is it a diverse team that really reflects the kinds of people that you need around the table to solve the problem that you're working on? Have you gone through the class and completed it? And then, did you actually get something done? Did you change a process? Did you write a different kind of RFP? Did you revise the way you do OJT with your employers? Whatever it is that you've actually demonstrated that you've done something.

In addition during these five weeks, we're going to also have some more in-depth coaching for some of the teams that might need it. We're going to do some phone calls where we connect teams who are working on similar kinds of challenges to talk to each other to create a community of practice around customer centered design, and link up so you can learn from each other and maybe get even new ideas about what to do. Our really wonderful contractor, Maher & Maher, will be helping us with supporting you throughout this process.

So before we go into questions and answers we're going to ask, Brian, if you could bring up the poll just to see right now, given what you've heard so far, what do you think? Do you plan on participated in a customer centered design project? Definitely this is like the coolest thing in the world; yeah, we're going to do it; no, we're not going to do it; or actually we need more information in order to make a good decision.

And during the question-and-answer period – which is going to follow in a minute – if there's more information you need you can ask your question in the chat box.

So let's see. Some of you need more information. We'll wait just a minute. There's tons of people on the phone and not that many people filling out the poll here, so maybe you're arguing in your room with your counterparts. We'll wait for one more minute.

MR. KEATING: Most of you have already voted, but if you haven't just go ahead and click the radio button on your screen now to let us know if you definitely plan on participating; if you think yes, you will; no, you won't; or if you need more information.

MS. HAMILTON: Great. So it looks like a lot of you feel like you need a little bit more information. And if have a specific question, please put it in the chat box, the Q&A box, so that we can see if we can answer it.

I'd also say that some of the questions that have come in were very specific to some of the content that we've talked about – work-based learning, templates for résumés. We'll do what we can to get that kind of information out to everyone in an email that follows. But the focus of this call, we want to make sure, stays on this particular project, this customer centered design.

So a couple questions. "Will there be another class that will start a couple months later?" IDEO, Acumen, they put on these seven-week online classes I think two or three times during a year. They have also lots of other great online classes as well. So that is possible. But this is a time-limited project for DOL.

In other words, we're launching today; class starts in August and we're going to have the celebration at the White House in November. As I said, we want to make sure that we're trying to influence the design of the opportunity act programs and services, so this is a really opportune time to get involved right now.

I have another question. "Do I have to register with a whole group?" Well, you need a team. This is not a single-person activity. You would need to bring a team of people together to work on a challenge.

And, "Do I need to have my own team to participate?" That's an interesting question. I think probably if you were in a region and there wasn't an appetite in your own organization to launch a project, you might want to get in touch with people in an area next door.

I mean, the whole idea is to actually do something and not just learn something. So you need to be able to go into this project with the confidence that – if you're not the WIB director or the (buffer ?) director, whomever it is – that you've got some buy-in from your management, that if you go through this course and you want to make changes, that you can actually make changes .

I mean, you're certainly welcome to go online and take the seven-week course and learn the skills, but as I said, the whole reason that DOL is interested in launching this project is because we want to build the muscle, build the skills, but then also have the Workforce Innovation and Opportunity Act really reflect the customer centered principles that certainly – as Byron mentioned in the beginning, there's a vision TEGL for the One-Stop that's coming out very soon. You'll see customer centered design, human centered design written all through that document.

Another question. "Is the four- or five-hour work week time requirement per person or per team?" You know, somewhere between two and four hours is really the team, not everybody needs to be doing everything. There's some reading material or videos that you need to watch that of course will inform all of you.

The class is not live. It's asynchronous so that you can take it at any particular time. It's all recorded, so it's something that you can do whenever it fits into your schedule.

Another question, "Can an area region choose to set up separate teams to work on more than one challenge area?" Absolutely. You know, again, we don't want to be bureaucrats about this. I mean, we're making up the rules, but we thought that one team is going to have a particular set of partners involved in solving a challenge. But if there are places that want to put together multiple teams, take on all these challenges, wow. That would be fantastic.

"Can you match participants with a group by geography?" Again, I think, as I tried to say, we actually want to see things happen. So if it's a group of individuals that are all from areas or different organizations and you don't really have any influence over making any changes – as we said, it's great to go ahead and take the class. But we really want to see some results.

Another question, which is, "I've been using design thinking with workforce customers and one of their big concerns is the issue of time. They feel like they don't have time for customer centered design. How have local areas addressed this issue?"

I guess I'd say this. If we're really interested in the best customer experience and we're really interested in good outcomes for our customers, we can either open our doors in the morning, do what we've always been doing, and hope it's going to work; or we can actually take the time to design something that's good.

Many of you already have great One-Stops, and intuitively you've been doing this for years. You've been talking to customers, thinking about them, doing customer satisfaction surveys, constantly working on continuous improvement.

There may be other places where you haven't; particularly for WIBs who are now going to be required to contract out their One-Stops, thinking about really using some of the customer centered design language and principles in your RFPs for your One-Stop may be somewhere where you want to go.

I guess our perspective is this year is the opportunity to really take the time to do this work. We're setting up a whole new system that we hope is going to be around for a long time. And frankly, for those of us who were around at the beginning of the Workforce – I can't even remember what it was called; the Workforce Investment Act – I think in some cases we didn't take the time to really figure out what do our customers need.

We had a new law; OK, we've got to do core services, we've got to do core A, there's core B; there's MIS. You know, many of us – and I was included in the implementation of that – really sort of started with our reporting. And what we're suggesting here is that if you take the time to do this right, your customers will have a better experience and you will have better outcomes. The design of your program will show up in your performance because it's what our customers need.

Other questions? And again, as I said, there's one question about examples of work-based learning. We'll make sure that Erick and Robin and Tim send out the information on what they've done in particular. There's also really great examples about work-based learning and other best practices on the Workforce3One website.

And it's also important to remember that we don't have to invent all this stuff from scratch. We now have at DOL a great repository of best practices, of things that we know work because we've done research. For example, cohort training. The research shows that cohort training is a better model than an individual training account. So go on that website that we have at DOL to look at – I think it's called What Works in Job Training. Just Google that if you haven't already.

So we want to thank you so much for participating in today's webinar. We had an amazing number of people – oh, here it is up on the screen. Workforce3One has lots of good resources not only for this work that we're doing but also in ION, our new Innovation and Opportunity Network. We've got kick start action planners and plans and lots of resources; videos where people are talking about their experiences that will inform the implementation of WIOA.

And we just want to thank you so much for your participation and we really, really look forward to a whole bunch of you participating in this really exciting project and seeing you back in D.C. at the White House.

(END)