**WorkforceGPS**

**Transcript of Webinar**

**Customer Centered Design Challenge**

**Launch of Round 4**

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JENNIFER JACOBS: Now, I'd like to turn things over to Virginia Hamilton, regional administrator, region six, at San Francisco Employment and Training Administration at the U.S. Department of Labor. Virginia?

VIRGINIA HAMILTON: Thanks, Jenn. Well, good morning, everybody. We are thrilled to be here with you. I have to apologize to my west coast friends. It's 6:30 in the morning – 7:00 in the morning here, and I actually am seeing in the chat room there are a few intrepid souls from the West Coast. I kind of had a little brain blip when it came to actually scheduling. I thought I was scheduling for 10:00 in the West Coast, which would be 1:00 in the East Coast.

But at any rate, we're thrilled that you're here. A particular shout out to those of you here in California, Washington, Oregon who are on the phone right now. We were just talking before this event started with the co-presenters, who I'll introduce in a little bit, and it really reminded me of why we started this whole initiative in the first place.

The Workforce Innovation and Opportunity Act, first of all, has the word innovation in it, and our interest in using human-centered design as a methodology for helping implement WIOA or the Workforce Innovation and Opportunity Act really came down to this notion that, when you have a new law, particularly one that's built on a law that was kind of similar but kind of different, people are stuck in their ways.

People have been doing the same thing for many years. There are workforce boards that probably go all the way back to the CEDA program. The Wagner-Peyser system has been out there for a long time. The vocational rehabilitation system and TANF and other programs, they've all been around for a really long time, and we all have done a pretty good job of implementing each law that comes along.

This law is different in a couple of ways that I think are really important, and one of them is that it really focuses on integrated services for our customers so that, when a customer comes in, irrespective of their demographic or their educational attainment or barriers they might have to employment, there are a set of services that are available to that customer. And it's really hard to move from what was working for many years into a new way of doing business.

And what I love about human-centered design – and we call it, by the way, human-centered design – is the same as customer-centered design. We just called it customer-centered design because when we started, we figured it was a little scary for the federal government to be talking about humans. So human-centered design is really what I like to call a disrupter. It's a way to get people who really want to do their best work for their customers methodically learn a method that will help them get there.

I mean, the difference between saying to someone, hi, there's a new law. You're a mandatory partner. You have to come work with us versus, hi. We have some shared customers. So we'd love to have you join a process in which we're going to learn a new way of thinking about how to design services, and we're going to talk about how we might work together to better serve our shared customers. Those are really different approaches, and I would attest that the second one works a whole lot better than the first one.

So what we're going to do today on this call is we're going to – I'm going to just very briefly explain what human-centered design is, the methodology that anyone can learn. It's a skill. It's just like learning how to play a sport or how to learn a language or how to learn math.

And then we're going to hear from Paul Ventresca from Salem, Massachusetts – and I'll give them a shout out. They've been through every round of the customer-centered design initiative. So I would – there may be others of you out there. You have to let me know, but so far they're one of our star pupils – and Robyn Bumgardner from the Commonwealth of Virginia, both of whom have wonderful stories to tell about how they've used the customer-centered design approach in their service delivery design.

And then we have Caitlin Docker from Code for America who has been a fabulous partner with the Department of Labor in helping us to launch this initiative around the country and Susan Shorters, who is our new service provider and helper in bringing coaches and other kinds of support to the process. And then Caitlin's going to talk about the actual course itself, how to register for the course, the course that's going to begin in May, and then we'll have some time for questions and answers.

So as I was saying, the law all over the place and the regulations talk about how we need to be customer focused, and we counted in the regs. The regs mention customer focused, put customer in the center over 140 times. So we're serious about this customer business and want to make sure that we actually have the skills to figure out how to do it.

So the first thing I'd like to do is just a little poll for the participants that I think Jenn is going to put up on the screen, if you could just fill this out, either I'm new to customer-centered design, I know a little bit about it, I'm a skilled novice, or I'm a pro. And while I'm saying that, I'm hearing some noise. So if anybody on the phone who is supposed to be muted isn't, if you could please mute your phone, that would be great.

Great. So we'll wait for a little bit. We have over 500 people registered for this phone call, but I'm not going to wait for all 500 to get a sense of who's on the phone. Looks like the majority are new to customer-centered design, which is totally great. We've trained over 1,000 people around the country in this process starting in July of 2015, and in my mind, we're really building a movement.

We're building a movement of people who are in the workforce system, and I'm using that in a very broad sense. Even just on the call today, we've got a lot of people from the vocational rehabilitation system. We have people from the transportation system, those places where there are workforce programs going on there.

So I'm going to, Jenn, stop the poll right now, but it looks like we've got a lot of people who are brand new to human-centered design, customer-centered design.

So I'll just say just for a minute this webinar today is not going to go into depth about what human-centered design is. It's going to briefly cover it, give you a couple of examples of local practitioners who've been using the methodology in their work, and then we're really going to spend some time talking about the next phase of our implementation of human-centered design in the workforce system by talking about a new course that's going to start in May. It's a seven-week course. It's free.

We will give teams of people – and Caitlin is going to talk more about this at the end of the presentation. Teams of people take the class together. They work on a particular challenge. We're going to give people time to prototype and test, and then at the end of the process, about seven weeks for the class, five weeks for prototyping and testing, for those teams who really feel like they've done a great job, we – they will apply to come to Washington, D.C. and we will have a celebration and learning exchange sometime in the fall.

The diagram below just reminds us that design thinking has become a thing. I mean, you can't pick up a business magazine, a magazine about what's going on in the economy. If you Google design thinking, you'd get a gazillion responses to it. There are many ways to do design thinking, and we're going to just use one particular model.

And the course that we're using has been designed by a design firm called IDEO, and they're a company that really kind of branded and launched design thinking into the world. But there are many other models. I'm just saying that we've landed on one.

For example, I was in IBM in Austin last week. IBM has 380,000 employees, and they are in the process of training those 380,000 employees how to be design thinkers. So this design thinking thing is not just something we cooked up here at the Department of Labor. It's really taken off across the world, and we're just really happy to be part of it.

So let's talk about what customer-centered design or human-centered design is. At its core it's really as simple as we start with people. Often when we have a new law, we look at the old law. We look at the new law. We try to figure out what's different. What's the same? How can we add these new elements that's in the new law to what we've already done? What's feasible? Oh, we got to fix some computer systems, and then we're done.

Human-centered design is a very different process. Human-centered design starts with people. What's desirable for people? What do people need? What do they want? Once you really have a deep understanding of what people need and want, it's only at that point that you would then go back and look at the technology that you might have or business processes or funding, but start first with people before you really look at anything else.

And as I said, there are different models. IBM's is a little bit different than this one, which is a little bit different than other companies that are using design thinking. But essentially, there are about five steps along the way. The first step is really getting inspired by the people that you're serving. It's understanding their needs at a deep level. It's gaining empathy. It's doing research that's almost anthropological rather than only just looking at data, the traditional kinds of data that we use, and getting to the point where you deeply understand your customers.

And we'll talk more about that as we go through this webinar today. What happens when you deeply understand your customers is that you start to gain new insights and understand things in different ways.

And the information that you get from a deep understanding of your customers – and by the way, this process is very, I think I said this, methodical. The course that we're going to introduce you to in a little bit has very specific methods and worksheets and homework, and so this is not just go off and learn about your customers. There's some very specific ways that you will learn how to do that.

And then identifying patterns and surprising insights really creates ways to think differently about the services that you can provide. And then the next step is really ideation. Once you know more about your customers and what they need and what the challenges that they face or maybe the challenges that your own staff are facing, you spend a bunch of time brainstorming ways that you might solve these problems. And there's a lot of research that shows that good innovation comes from quantity not quality.

We often think about Thomas Edison and the light bulb, that he's sitting by himself in a lab and one day the light bulb goes on. The truth of the matter is that Thomas Edison, as well as pretty much every other inventor in the world, has spent hundreds and hundreds and hundreds of hours, thousands of hours with lots and lots of ideas failing a lot before that one idea really takes hold. And that's the same with this process and coming up with lots and lots of ideas from diverse points of view creates some possibilities that you just might not have thought about before.

And then last, the last two steps of this process are prototyping and testing and prototyping and testing, and it's something that in government services we're not very good at. A lot of times we have an idea or there's a new policy or a new law and we write a white paper or policy paper and then it goes to clearance for weeks or months or years and then we roll something out across the country or across our state or across our community. And in fact, we never tried it.

A great example of that was healthcare.gov, that big old website that just rolled out and didn't work on the very first day, and if they had done an iterative process where they were prototyping and testing all the way along the way, they would have been able to fail early and not fail in a big, giant way that was incredibly expensive. So this notion of prototyping and testing is a very important piece of the methodology of human-centered design, and we'll talk more about what that looks like.

The other thing that we use when we use human-centered design methodology is this question, which I love, and it's really become part of my DNA now, the question, how might we? The word how assumes that solutions exist. We're not – it's not, can we make this happen? Should we do this? It's how are – we're going to do it. It's how are we going to do it is the question, and might really reduces risk and commitment.

So we're not saying, how can we do this? How will we do this? What are all the steps we need to take? At this point we're just saying, how might we? It's a word that allows you to shrug your shoulders and throw your hands up in the air. How might we? What are we going to do to make this work? And then we implies that we're going to do something together. Innovation, human-centered design are about bringing lots of diverse voices into the room to solve a problem together. This is not a solo sport. This is a team sport.

So I want to give you a couple examples of that first stage of empathy, observing, engaging, immersing. This is a slide that comes from Tulare County in California, and they were trying to better think about how they could serve their business customer.

And I love this quote on the bottom, which is, "Give me a person who knows how to work, and I can train them to do the job." That's every employer, everywhere; right? So you could stop there. You go out and interview an employer, and they say, I just need someone who can show up on time and work in teams and I'll train them to do the rest and that's kind of brushing the surface.

So the next question is, well, let's dig into that. What do employers really need? And Tulare County, where they've done good business services for years, one of their business service reps said to me, you know what, I realized that I've just been going out and offering services to employers and never really asking them what they really need.

I was offering recruitment and OJTs and internships and strategies that, when, in fact, I sat down and talked to these employers in some depth, they didn't say they needed those things. What they said was that their – the quality of their existing workforce wasn't that high, that they had lots of frontline workers who they would promote so that they could bring more people into their companies but that the quality of the work wasn't very good. And so as a result of – and, like every employer says, we need soft skills.

So Tulare listened to that from employers and got inspired and we can talk more about it later – got inspired to provide a very different approach. And, in fact, what they did was they ended up going in and training frontline employees in soft skills, in time management, in working in teams, and the results were unbelievably positive, which allowed employers then, of course, in the long run to promote people and then bring in more entry-level people. So really listening to the needs of employers instead of just sort of listening to that first sentence at face value.

Here's a couple other examples that I really love from our past projects about really observing and engaging and immersing. In Long Beach, California they were interested in serving more homeless youth, and they brought the security guard into their design team because they realized that the security guard actually saw people coming through the front door and had the time to kind of watch what was going on in a position that no one else in their organization had.

And what he said was, when young people who are homeless came through the door, they had baggage with them. They had suitcases. They had stuff with them, and they kind of look around and realized there was no place to put their stuff and leave. And as a result of that piece of information and observation from that security guard, they were inspired to think about ways that they could actually solve that problem, and they found a supply closet that was close to the front lobby. They repurposed it as sort of a locker, and homeless youth were able to come in and use services in a different way.

And last, I'd just say this was a favorite story that came from Tennessee where a set of nonprofits were trying to really understand the needs of their customers, and so they immersed themselves in the environment. A set of nonprofit executive directors and leaders went into each other's lobbies and just sat and listened to customers talk, stood on line with them, just listened, listened, listened, immersed themselves in the experience.

And one woman said that she came home on the second day and just wept because all the feedback that she had gotten from her customers was positive. It was from people who'd gotten jobs or gotten skills, and when she listened to people for a couple of days, what she realized was that the organizations were being seen as gatekeepers, gatekeepers of information and gatekeepers of services, and not seen as part of the helping fabric of the community.

And so it gave her a very different perspective about what they needed to do to engage with their customers. So that notion of really observing, really engaging, and immersing with the needs of the people that you're trying to serve.

This is another one. This is a journey map that was done by Caitlin Docker's colleagues at Code for America in which they actually did a journey map. They watched and they got staff and customers all to put together literally a map of the flow of what happens when someone walks through the door of an American Job Center and then looked at where the pain points were and where the opportunities for improvement were and the opportunities for engaging other partners from the community. Again, getting data at the beginning about what the experience of the customer is before you start designing services.

This is one of my favorite slides. I keep wanting to get rid of it because I've used it so often, but I love it so much. This is David who copied a resume because he didn't know how to write one, and even though I'm obsessed with human-centered design, my first thought when I saw this slide was, oh, we just need to connect him up to our classes and how to write a resume.

And the insight that we gained from listening to David and people like him is that, in this case, for example, young people don't need classes on how to write a resume. They just need a resume. So how about if we have some templates available for all our young people that will allow them to just use them and not feel like they're copying something?

So we've moved from sort of understanding a lot about who our customers are and what they really need instead of what we think they need into this sort of insight phase where we're starting to now brainstorm and think about how might we do things differently? How might we provide better services to out-of-school youth, for example? So how might we – the brainstorming part of this process is really just thinking wildly and widely about different ways that we can do things.

I love this slide in particular. It's the San Diego, the how might we simplify an invoice process so Gloria can take a vacation? And then once we have a lot of ideas, then the next steps of the process are to prototype and test, prototype and test.

This is I think one of our teams in round two where, literally by putting toy soldiers and little figures down on a table, a set of partners in a community discovered that their current mode of operation was to sort of point guns at each other and try to compete for employers and for customers. And then by re-prototyping, literally with figures and Play-Doh and clay and having fun, which is what everybody says, people can see new ways to move forward.

Just a word about prototyping, again, which is something that we don't often do in our world. When you prototype, people see possibilities and potential. When something is already polished, we see flaws. And my best example of this in the workforce system is that I've often talked to people and said, how's it going with your partnership building? And what people say is, oh, well, we're going to get our act together first, and then we're going to go talk to our partners.

And when you get your act together first, when you write your MOU and go ask your partner to sign it, when you design a process and then go to your partners and say, here's the role you're going to play, people are critical. There's no buy in. They don't believe in it. They want to criticize it. When you start messy and early and you don't really know what you're doing and you do it together, you're creating a sense of possibility that you can do something together, and there's buy in.

I love this sign. This, again, comes from Pacific Gateway in California. They actually wrote the little construction sites where it says pardon our dust. It says, we're making improvements. From February to May we're going to be trying out new processes and programs designed to make your experience better. Thank you for being patient. They're just telling people up front we're going to be trying new stuff, and we want your feedback all the way along the way.

And on the left, another example of a journey map in which they were prototyping a new way of doing – of client flow for their youth programs and then getting actual clients to come in and going – and say, that wouldn't really work for me or you're making me go home and come back with my documents a second time? So again, prototyping and testing doesn't need to be some big, fancy thing. It can be as simple as, if you're designing a new app, put it on a piece of paper before you spend a lot of money with some computer programmers.

So that's the journey of the human-centered design process, research, understand your customers, come up with new insights, brainstorm, try to figure out ways that you can solve problems in different ways and particularly together with your partners, and then prototype, test, prototype, test, prototype, test.

There are lots of outcomes for the human-centered design process that I have found, frankly, surprising and things that we didn't think about in the beginning. Some of them are obvious. We want to design services that will improve the customer experience. Our belief, and we're now starting to see it play out in places across the country that have been using this process for a while, that when you improve customer experience, you improve customer outcomes.

In San Diego, for example, they have a new way of doing job fairs. They've gone from two or three people being hired during a job fair to 20 or 23 people being hired during a job fair. They had human-centered design with their youth program, and instead of about a 78 percent to goal, they're now at 112 percent of goal. So what we're seeing is that improving the customer experience is good enough because customers – it's a better process for them, but it's also producing the actual better result.

The other thing is that people are having just amazing experiences in collaboration with their partners, that people have said, we understand in a much deeper way who our partners are, what drives them, how we can work together better, where we can leverage each other's resources, and so on. So this is a good slide to come back to if you're trying to convince your manager or your boss that you want to start this process in the class in May, and there are lots of outcomes.

And I would say the other outcome that I've heard literally to a person – I haven't talked to all 1,000 people, but I've talked to hundreds of them – they've said that human-centered design has reconnected people to their love of the work; that we come into this work, whether we're coming in to work with people with disabilities – and by the way, universal design – that's the phrase that's been used in the disability space – and human-centered design are very closely connected. And we did a webinar about that a couple of months ago. But that people are excited. They have fun and they feel like they're reconnected to their love of being a public servant.

So with that I'm now going to turn us over to Paul Ventresca who's going to talk to us about the work that they've been doing in the North Shore Career Center in Salem, Massachusetts. So, Paul, I'm going to turn the slides over to you.

PAUL VENTRESCA: Great. Thank you so much. Good morning, everyone. My name is Paul Ventresca. I'm the manager of the North Shore Career Center in Salem, Massachusetts. We are associated with the North Shore Workforce Investment Board. Back in October 2015 I was lucky enough to participate on a customer-centered design project with the North Shore WIB and some of our partners that we have already worked with, including some companies and other agencies. And we decided to work on a design that how might we design a system to put employers in the center of our sector strategies and career pathways work. Next slide, please.

So what we did with that is we decided that in order for us to move forward in WIOA and in order for us to really dig down deeper in working with our business customers, our partners, and our career center customers was to really learn what the employers' needs are, to identify what issues and concerns they may be having with hiring candidates, to create a career pathways for employers moving forward.

And with that we developed some new relationships with employers, and as we reach out to new businesses with this new candidate referral model that we have, we're finding that we are able to cut down our response time to employers. So basically, when we take the customer feedback and we bring it in to our business services team, they're able to understand what the customers' needs are better. That way there we can connect our business customer and our career center customer and create a long-term job opportunity for them.

Creating relationships is all about – that's how we do our business in any career center is to develop a relationship with both the business and the career center customer and our partners. In order to put all this together, we've got to look at conventional customer service and look at that as a thing of the past.

Moving forward we got to create some sort of innovative strategy as we move forward to integrated services because in the future we're going to be working with our partners, still with our businesses and our career center customers, and we need to develop a much more innovative way to work with these processes that we're going to have in place. Next slide, please.

When we were invited to Washington, D.C., we wanted to go to Washington, D.C. and discuss with other states that were at that same event how they were doing their CCD and share some of the things we were doing with ours. And when we came back that day, we realized how powerful of a tool that customer-centered design is, and the WIB and the career center decided to incorporate this strategy into our implementation of WIOA integration. So with that we began thinking about coming back from Washington how we were going to integrate this into our business model moving forward. Next slide, please.

So as a result of our first customer-centered design when we went to Washington, D.C. is North Shore's demand-driven candidate referral model. With this model we actually developed reports here at the career center that enable us to look at job orders that employers post on a state website here in Massachusetts. We run these reports, and our business team reaches out to these employers who have posted these job orders. We determine their needs.

We develop a relationship with them, and our goal with this is to be able to service an employer within 24 to 48 hours, which we still do today. We're still able to make referrals to businesses within 72 hours, but the most important thing with this is we're bringing together an employer and a jobseeker. We're giving an employer a quality jobseeker to go to work and we're putting jobseekers to work and that's what our goal is.

So this demand-driven candidate model is actually part of our career center. We integrated it when we came back from Washington, D.C., and we still use this same process today. And we're finding that the employers are looking at us in a different perspective now that we're able to reach out to them much quicker. They're getting candidates to interview much quicker. We actually have developed – along with this, we actually have two layers of prescreening. So we're taking a lot of the work out of the employers' day, and we're still referring quality candidates to them. Next slide, please.

This is another customer-centered design we did here in the career center. We had one of our staff members, our executive director of the career centers, as well as a supervisor here, and our goal was to enhance customer service in the career center. Enhancing it meant that we were looking to work with customers much closer, to identify their needs much better. And again, I want to use the conventional customer service that has kind of faded away.

So we're looking at a newer way and a newer method to reach out to customers and to understand their needs better so we can make sure that we create a pathway for them to get either back to work or in some sort of a training opportunity. And we also have developed a – the same type of situation. We have a program here that we've had for seven years, and it's called making real changes. What that program is, we work with – we have an eight-week workshop series that we work with reentry citizens. And not long ago we did a customer-centered design with partners in the community, which included the career center, the North Shore WIB, the local police department, and the local probation department here in Essex County.

And this customer-centered design provided us with a new outreach methodology so we could help to educate employers in our region on the changing of folks in this reentry citizen situation. So we're looking at developing a rapport with employers who would like to work with reentry citizens, and we're finding – our placement rate in this program is in the 60th percentile. So we're doing very well with that, and again, this is part of our customer service design that we completed back in November. Next slide, please.

This is our current one we just finished, effectively engage and connect customers to specialized career center and partner services to meet individual employment goals. This group was an exceptional group. We looked at this. They dug a little deeper than we actually wanted to, but what we found out with this is that we learned so much about what we still need to do to be better, what we still need to do to improve our relationships with our customers, with our partners, and with our employers in the region.

And with this we're introducing new technology to work with our customers entering the career center. Again, I'll use the term, again, conventional customer service. We're moving away from that, and we're looking at new innovative approaches to working with customers. And sometimes folks get confused with innovation, and if we – that word "innovation." If we look at that and say, OK. Innovation is anything that is both new and useful. It can be a product, service. It doesn't matter.

But so we took customer service and we decided to look deeper into our customers' needs to try to understand where they may be emotionally because they've just lost their job. And at the same time we've designed – in our career center our business model is in industry sectors. So we have manufacturing construction, healthcare and finance, food service and hospitality, and with this new system that we will implement, we'll be able to hand deliver a customer over to a particular sector group.

We're bypassing some of the assessments that the sector team will actually do. So we're getting a customer to their target goal a lot quicker, and so instead of the conventional part of having them come to the career center, go to a customer pathways team, we're now looking at getting them directly to the industry that they want to work in. And in those industry sectors we have an employment counselor, a career counselor, and a business services representative.

And in this workshop here, as you can see, this inspiration phase that was very important and right through to the implementation phase, as you can see, we also used some toy soldiers and things. And that was very effective because it gave us a great visual to understand exactly what we were doing, and as we move forward with this and implement this, we're also going to see customers come to the career center a lot quicker, get to their goal a lot quicker, be it training or back to work. Next slide, please.

What did we learn from all of our CCDs? We learned, first of all, that we have to improve our communication with customers, providing an easier process to come into the center. We want to get to know our customers a lot better. We want to understand them a lot better. With all the integrated services on the way, we have to understand customers' needs a lot better.

We have to understand business needs a lot better. We also had folks from Salem State University who were involved in a business school there and they came in and worked with the career center and they helped us to determine some lean processes that we can put in place. This customer-centered design will implement some of those lean processes that we learned from the Salem State University project.

So we actually had someone here for about three months. They did a lot of research down here in the career center and they helped us to understand where we could improve and from this that helped us to work in this next customer service design that we just did.

I think in customer service design you have to understand that you must trust the process and follow through with the process. And the inspiration, the ideation, iteration, implementation, if you veer away from those, you'll find that you won't complete your project. So you have to respect IDEO and the process in customer-centered design, and the results, you will see positive results from that. Make sure that in your – assure that everyone on the team that you have has an equal voice.

You want to be sure that, when you're in the room, everybody's equal and everyone is an equal participant. Respect each other's ideas. Challenge each other through the entire design process. That there – that way there everyone will have their equal voice. And we have a lot of fun in our customer-centered designs here. We have a great amount of fun in those, and we use toy soldiers. We use Play-Doh, and we just enjoy that process because you don't need – the thing you don't want to do is make it a strict policy-ridden project. You want to have it open and have everyone have an equal voice in the process.

So I want to thank you very much for giving me the opportunity today. I know we don't have a tremendous amount of time, but I hope, if there's any questions I can answer for anyone, I certainly am available for that.

MS. HAMILTON: Thank you so much, Paul. We really appreciate it. We hope to have time at the end for questions. We're going to turn now to the Commonwealth of Virginia and Robyn Bumgardner.

ROBYN BUMGARDNER: Good morning. It's nice to be with you this morning. We kind of came to the team that we had as an outgrowth of some of the conversations that we had been having between the reemployment services or the employment commission and the WIOA dislocated worker program as we were making that transition from REA to RESEA. And the round one came around and it came up so fast.

None of us had time to really clear our calendars, and when round two came around, I just kind of said, you know what, folks. No time is ever a good time. Let's just try this. And my colleagues said, yeah. Let's jump in. And for a while we felt like it was like the blind leading the blind, but it was OK. In the end it really turned out to be a great experience.

We brainstormed a lot of different things. We finally realized that in eight weeks we weren't going to be able to take on every problem that we saw in our customer service process, and so we decided to focus in on that aspect of that we have a lot of people who will come to the center one time but they have to keep coming back to the center and we have to have a chance to work with them in order for things to happen for them.

And so we wanted to focus on that what makes people stay or what makes people want to continue – (inaudible)? So we took on the challenge as a way to evaluate the tool as recommending it to our colleagues as something useful to use. We were all passionate about improving the customer service process.

We knew that we wanted to reduce the barriers for job-seeking customers, and we also knew that, if we participated with each other, that would kind of build some bridges across silos and create a common language for us to talk about because, if you negotiated an MOU, it's – I think Virginia kind of touched on this. If you're in the negotiation, you're in the negotiation, but if you're doing something together, you're doing something together. So it is a different dynamic.

What surprised us kind of as we evaluated for ourselves is the end of the process was how much the process helped us narrow down and focus on the aspect of the service process that we wanted to look at. We also realized how difficult it is to set aside our own thoughts and to really see through the customers' eyes and to really hear. Not a single customer said, I was just dying to come in there, grab that clipboard, sit down, and wait for you to call my name because sign in and fill out this form is the entry that a lot of people have.

And every single one that we talked to said, what I really wished I had more of was somebody just talking to me one person to another. And that I think was an insight for all of us. We also realized you kind of have to serve the participant where they are, and one of the biggest insights for us was just how much more information people will share with you if you say hello and kind of give them a little tour of the center before you shove that clipboard in their face and say, give us your information. Just that one change of sequence in terms of the tasks helped people feel really comfortable and open up.

And the other thing that surprised us is that despite the diversity that we have on the team, we actually realized that our thoughts were pretty similar and our passion for serving the customer was pretty similar. And I think that happens sometimes when we get in our own routine. We also start to form attitudes about our partners and their organizations, and if something doesn't go well, we start to think, well, they're not as good as we are. We do this better. And over time that can kind of build up into really misunderstanding that you really have more in common than you have different in terms of serving your customers.

The advice that I would have for your journey is to commit. Part of this is you committing to your own learning experience, and part of what's going to happen is that, like any other learning experience, you're going to take away from this what you put into it. So if you're going to give it five minutes a week, you're going to get five minutes' worth back. If you're going to give it an hour a week, you're going to get an hour back. So you have to personally make that commitment.

Share the work. If you're going to have somebody that's kind of your team leader – you have somebody that's designated as a backup team leader kind of thing. If you're the team leader, ask other people to help you. When you're doing something new, it's really easy to think that, because somebody has been tagged with team leader, that they actually know more. I'm here to tell you as one who was tagged as the team leader, I didn't know more, but I kind of felt like, come on, people. Help me here. And if you're a team member, volunteer. We tried to share the work a little bit, and it kind of – it still kind of came out a little bit unevenly.

So really go into it with a mind of sharing the work with each other and rotate the leadership. Pull out your calendar and lay out a schedule because once you launch into this class, it moves, and it moves quick. And to really be able to participate you need to open your calendar. You need to consciously block time, individual time for your own self-learning and also the team time for the team to be working together.

You want to be open to this process. I know in – (inaudible) – organizations we tend to have a lot of people that like things nice and neat and structured, and this is not nice and neat and structured. This is messy. It is a right-brain creative process, and it's especially important if you are accustomed to being in charge of things and kind of telling people and directing, it's really important for you to kind of chill out and go with the flow of the process.

And you need also to trust the process, and my colleague from Massachusetts kind of touched on this. Some of the exercises you kind of look at on the surface and you go, what does this have to do with anything? And what you need to do is trust the fact that the people who are very expert in design created this course and molded this course.

And it did not seem like it at first how some of these things were relevant, but if you try to skip something, it just doesn't – it doesn't work as well. It's like you need to – you followed the course. Do the exercises, even if you think I don't know what this has to do with anything. As you go through it, you will find how it relates, and you will start to understand. So as I guess our message from Virginia, who else is ready to take on the challenge?

MS. HAMILTON: Thank you so much. Appreciate it, Robyn. Yeah. I've heard that from so many people. This seems dumb. It feels like we've already done this already. But this course, this online course has been taken by thousands and thousands of people. It's a MOOC. It's a – I don't – I forget what MOOC stands for, but it's a class that's being taken by people all over the world at the same time that we are. We just happen to have a very wonderful relationship with Acumen the people that are putting the course on, and they've allowed us to create our own little space within that much larger course.

So what I'm going to do now is I'm going to turn this over to Caitlin Docker, my friend and partner at Code for America who's going to talk about what this course is that we've been talking about.

CAITLIN DOCKER: Good morning, everyone, and thank you, Virginia, for that introduction. My name is Caitlin Docker, and I am supporting user research efforts at Code for America's workforce development initiative and am excited to be supporting the customer-centered design course again. I've worked with the previous two rounds of customer-centered design teams, and now we're going to dive right into what to expect.

So first, let's do an overview of the course timeline. You've already taken the first step by joining today's kickoff webinar, and this month you'll form your design team and identify your how might we challenge by May 9th, the course's official launch date. I'll come back to both of those items in just a few minutes, but again, wanted to provide an overview of what to expect. So the course itself is about seven weeks.

So throughout May, June, and July you'll be participating in the online learning, getting out into the field, talking with your customers, reviewing insights, developing a prototype, and in June and July you'll have about eight weeks to implement that prototype before the application opens up for the Washington, D.C. learning exchange which will be held this fall.

Before we go too far into the details, I want to pause to explain some common names that you'll hear throughout the course and today's webinar. As Virginia mentioned, IDEO designed the course's curriculum with Acumen. Both organizations are experts in using customer-centered design to create products, services, and experiences that improve the lives of people across the world. NovoEd is the technology platform that hosts the course.

Department of Labor is sponsoring this free professional development opportunity for the workforce system, and both HIP and Code for America are really here to support all of you taking the course. We'll be answering your questions, providing coaching support, and really be there with you every step of the way.

So as I mentioned, the course begins on May 9th, and here's an overview of what to expect. As Paul mentioned, there are three phases of the course, inspiration, ideation, and implementation. So the first week you'll really get that introduction to customer-centered design. Then you'll have about two weeks to get out into the field, conduct your research, really think about the insights that you're learning, and then you'll have about a week to take all of those insights, all of that research, pull it together, and begin to ideate or brainstorm a potential solution. You'll have two weeks to develop a prototype.

At Code for America we think of a prototype as a really raw solution, something that we're kind of embarrassed about. So the idea there is to get that prototype when it's really early and not fully developed into the field and into the hands of your customers to begin to test it, see what's working, see what's not working in order to really understand how you can make adjustments, again, to meet your customer needs and really remove any barriers that they may be facing. The course ends with a one-week implementation phase, and from there launches a new prototyping phase which we'll, again, talk about in just a few minutes.

So how the course works. Again, the course is a seven-week online self-paced learning experience. You will form a design team of roughly two to six people and identify a how might we question and practice customer-centered design basics. You will have an opportunity to interact and gain inspiration from design teams and your workforce colleagues from around the country.

I took the course about a year ago, and for me it was the first online learning experience that I ever had. It felt a little scary, and I felt, honestly, a little intimidated by the course, but I was surprised at what I learned. I was able to identify patterns and opportunities for this concept, for customer-centered design and learned how to experiment with different solutions, different prototypes without taking a lot of risk. I appreciated the hands-on experience speaking to, prototyping for, and testing solutions with a lot of my customers.

Many problems that you're all facing are an opportunity for design. By framing your challenge or your problem as a how might we question, you'll set yourself up for an innovative solution. As Virginia mentioned, we use the how might we format because it suggests that a solution is possible and because it offers you the chance to find that solution in a variety of ways. Our how might we question doesn't suggest a particular solution but gives you the framework for innovative thinking. Now, Department of Labor designed seven how might we questions or challenges for the course to choose from. Three are listed on the screen right now.

The first is about the customer experience at One-Stops. We had one team from Wisconsin two years ago really think about the experience when a customer first walks through the door, and they found that their environment wasn't necessarily friendly. The paint was old. The carpet was kind of patchworky. There were a lot of signs throughout the One-Stop. And so what they did is they said, hey. Let's take a step back. Let's think about that experience as someone walks through the door. Maybe someone should greet them, look up from their clipboard and say hello, ask if they have any questions.

We know another focus of WIOA has been employers and sector strategies. So wanted to give folks an opportunity to address this challenge along with out-of-school youth. For example, how might we design services and programs for out-of-school youth that will engage and produce strong outcomes? The other four how might we questions that are suggested revolve around populations like formerly incarcerated individuals, individuals with disabilities, or English language learners. A new challenge is how might we design and accelerate cross-sector leadership training for the workforce system?

Now, many of you may be asking yourself, wait a second. These questions are really broad. How am I supposed to find a solution through all of my user research [inaudible]? Well, that's what the course is there to help you with. The course will help you take your insights and really help you narrow down your how might we question. Again, think about these questions as your starting point, as your launch point.

As both Robyn and Paul alluded to, the first few weeks of the course can seem a little long. You're getting out into the field to understand your partners, your users, and the challenges they face. Then you spend about two weeks brainstorming, so making sense of everything that you've heard. You're generating a ton of ideas and strategies, but the goal of this course is to get you to build, to get you to that prototyping phase, to potentially set metrics, and then get that prototype out into the wild and test it with your users, with your customers.

Now, customer-centered design, it isn't a solo sport. It's a team sport. As Paul mentioned, it's about bringing together a variety of partners to tackle a challenge together. Virginia and I often hear from many of you that you inherited the programs you work on, but this is your opportunity, again, to take a time out, to take a step back and redesign that program.

Now, we recommend designing a team with about five to eight members. If your team is too small, you may lose benefits of different perspective, different experiences, but if your team is too large, it may be difficult to really coordinate schedules and really find that time to work together. We encourage you to select people from different backgrounds that have different skill sets. This way you'll have a better chance of coming up with unexpected and innovative solutions.

We've had teams that have included partners from the job center, from the development board, Wagner-Peyser partners, adult education programs, transportation, high schools, certification programs, and everything in between. You really want to focus on bringing together stakeholders that touch that customer. Perhaps they're frontline staff or someone who works with the HR department of your lead employer in your field, but get creative as you're thinking about building that design team. You do need to form your design team before the course launches on May 9th.

And as I mentioned, as you're thinking about putting together your team, this is a self-paced online learning opportunity, and we recommend reserving about five hours a week for the course. We understand this may seem like a lot of time for people who are pulled in 10 different directions. We know this is just one of the many things that you all are working on. So we recommend five hours a week for a few reasons.

One, there will be about one to two hours of individual work a week. For me, I did all of my rating on the bus rides to and from work. And then there's about two to three hours of in-person group work. We had some teams from Illinois last year who weren't able to meet in person because they were working from all different corners of the state. So they used Skype for the first time to make sure that everyone could see each other. Tried using online sharing platforms like Dropbox or Google Drive to share information with each other.

So many of you may be very ready and excited to form your design team, and so early next week you'll receive an e-mail with the link to register your team. The link is also on the screen now for those of you who are feeling ready to go, who have identified your core partners and understand which how might we question you'd like to tackle. That link to register is bit.ly/customerdesign4.

Again, we will send that link out to all of you early next week alongside of the recording of today's webinar in case there are other people you're thinking about to recruit for your design team that weren't able to make today's call. When you form your design team, you want to have one team lead and an alternate lead. This person will help schedule meetings, perhaps facilitate a few meetings, but as Robyn mentioned, it's really an opportunity to get everyone together.

Before I move forward, Virginia, is there anything that you'd like to add about the how might we challenges or design team?

MS. HAMILTON: Sorry. I had to unmute. Well, just to say there have been some questions coming in, and we'll talk about – we'll answer your questions in a moment. But I would say the challenges that Caitlin described to you, those – there's seven challenges, the one about out-of-school youth, the experience in the AJC, working with employers, working with people with disabilities, working with English language learners, formerly incarcerated, and a leadership. Those challenges are the challenges that the Department of Labor is setting out for you to start with.

As Robyn said, they can be modified and probably will be modified along the way. There have been a bunch of questions that have come up about other kinds of teams forming to learn this process like a training provider or a community college or an educational institution, and we're excited to spread human-centered design. I'm a total evangelist. I want every person in the country who does workforce and education to learn these methods.

So you can come up – if you're in the local community, you might have your own challenge. You might create your own challenge for students in a training provider. How might we accelerate student learning and student success and helping people get jobs when they graduate? Or the process, anyone can use this process. We have picked seven challenges we want people to start with.

If you are interested in becoming part of the group of people that competes to come back to Washington, D.C. for a celebration and learning exchange, we want you to start with one of those seven. But anyone can use – can take this class and create their own challenges that are appropriate for their own institution.

MS. DOCKER: Thanks, Virginia. And as I mentioned, we're here to support you. So if you have questions about how to form a how might we challenge or perhaps want to tailor it – tailor that how might we question for your partners, both myself, Caitlin Docker, and Susan Shorters of HIP are here to be your coaches. And I just want to pause for a moment and see if, Susan, would you like to introduce yourself?

SUSAN SHORTERS: Absolutely. Thank you, Caitlin, and good morning, everyone. Thank you so much for joining us for this important webinar. As Caitlin mentioned, my name is Susan Shorters, and I am president and CEO of High Impact Partners or HIP. And I'd like to just start off by saying we're absolutely delighted to support CCD, and it is absolutely in alignment with HIP's mission and our values propositioned as a company, because as we like to say, impact is our middle name both literally and deliberately because we believe in having a positive impact on the people, on the projects, and on the performance that we engage in. So it – again, with customer-centered design it absolutely aligns with who we are as a company.

And just a quick bit about HIP. We're a full-service management consulting company based right outside of Washington, D.C., and we provide project management, grants management support, technical assistance, a.k.a. TA, and training to the Department of Labor as well as other federal agencies, and we also provide logistic support. So the TA and training is – our coaching efforts are part of our technical assistance and training. So that is why we're providing coaches to the customer-centered design teams, and we are working collaboratively with Code for America and of course Virginia and the Department of Labor. And again, thank you for the opportunity to support you in this effort, and we look forward to providing coaches for the CCD teams in round four. So, Caitlin and Virginia, back over to you.

MS. DOCKER: Great. So it may be helpful to talk a little bit about what we mean when we say coaching support. So every team is going to have a dedicated person like myself, a user researcher or someone very familiar with the workforce system to help you go through this course. You will have your – your coach will introduce themselves to you right after you register for the course, and we'll be here to help you every step along the way. We'll give you ideas on how narrow or revise your how might we question, how to facilitate meetings, what to do with all of these insights you're getting from all of your different customers and partners, and then also help you share your story with the larger field.

There will be also video calls happening throughout the course to really bring all of the teams together that are addressing a similar how might we challenge. So, for example, if there are 15 teams that are focused on opportunity youth or formerly incarcerated individuals, we want to make sure that you all have the opportunity to share your insights with each other. Now, these video calls typically happen every other week. Again, we know that you have a lot going on. So don't want to add more to your plate, but again, this is a good time to share what you're learning, discuss your prototype, talk about any challenges or surprises that you may be facing, and we'll be there to help you overcome those.

Now, my favorite part of the customer-centered design course is actually getting to play with things that I normally don't get to do in my day-to-day job. That includes covering a wall with sticky notes, having different how might we questions or insights scattered across the wall so we can organize them into themes. You – we encourage you to have pens and pencils, markers, paper, tape. Bring yourselves back to the kindergarten classroom that you may or may not fondly remember and think about those materials as your prototyping supplies.

Now, one thing that I forgot when I took my customer-centered design course about a year ago is to actually take pictures of my team in progress, not only of my prototype but, again, those sticky notes all over the wall. We encourage you to take photos or record parts of your conversation so you're able to really tell your story and illustrate the experience and the process that your team went through. We've heard from many teams in the past that said their workforce development board, other job centers, or even the Department of Labor have really appreciated those photos, again, as a way to bring this process to live and show the workforce system trying something new.

And so with that I'm going to turn things back over to Virginia to kind of sum up today's presentation and begin to answer some of your questions that have been coming through in chat.

MS. HAMILTON: Thank you, Caitlin. So I just kind of want to loop back to the beginning of this conversation, which is why is the Department of Labor sponsoring this set of challenges and this learning.

And I think, for one thing, we would love to see the Workforce Innovation and Opportunity Act be implemented. Like Paul was saying, they really brought it into how they're implementing WIOA – bring a human-centered design into organizations as the way you're implementing WIOA. WIOA does have the word innovation in it, as I said at the beginning, and human-centered design is a very structured methodology for building innovation into your service design.

Obviously, we care deeply about the customers that we're serving, and this is the way to start to create a better customer experience for the people who are coming through our door. It's also, as has been mentioned a number of times, a super powerful way to bring partners and stakeholders together in ways that just start to break down barriers and, I think as Robyn said, get to know people and start to bust myths about each other's programs and services.

And finally – and I know this sounds crazy coming from the Department of Labor – shifting from a mindset of compliance to a focus on customer outcomes. Many people have said to me, you're the Department of Labor and you're saying go out and experiment and try new things and isn't – aren't the monitors going to come in and tell us we're doing something wrong? The answer is no. I mean, we're not asking you to experiment and prototype with your fiscal systems.

Don't go out and come up with new how might we questions about how might we do accrual accounting in a different way? That's not the point, but when we talk about working with employers, when we talk about people who are coming in who need help in getting skills or education or jobs, there is so much flexibility in the law that allows us to do the best that we can for our customers. And frankly, I think that they deserve it. They deserve us to spend the time to really understand what they need instead of just give them an offering.

One of our very first – one of the very first sets of work that we did with IDEO and doing the beginning work around human-centered design was a project focused on the long-term unemployed – and I think someone mentioned this. Maybe Paul did – really understanding people's emotional states when they come through the door. Some people come through the door and they're panicked because they're about to lose their house or their job.

They actually don't need career counseling or learning how to network on LinkedIn. They frankly don't even need a job. They need money because they're about to lose their house or their job or their car. Some people come in and they're just stalled. They've done the best they could. They've sent out 200 résumés. They've all gone into a black hole. They've never heard anything back. They don't know what to do next. Those two customers are very different when they walk through the door, and we tend to just throw everybody into an orientation workshop that's kind of a one size fits all. This set of methods is really about deeply understanding what our customers need and trying to figure out how to tailor our services to them, not have them fit into what we offer.

So with that I'm going to just answer a couple of quick questions here and then throw some to Robyn and to Paul. One is, "Can previous CCD teams participate in this round and get a chance to go to D.C.?" Absolutely. As Paul said, I think they've done every single challenge. We've actually had quite a few places that have done every single round of challenges and you're just going to get better and you're going to put your attention on maybe a different problem that you're trying to solve.

"Can I determine if a team from one of the other rounds is near me so that, if we're not ready to register, maybe we could learn from others?" Yes. We're going to show you a slide at the end that has an e-mail address, and maybe actually you could put that up there now, Jenn. If you have a question about this webinar, about the course, about perhaps hooking up with some people close to you, we are happy to answer those questions and get you hooked up.

I think I've answered most of these other questions. Again, the class is being offered in May. Acumen offers this class about three times a year, but what we're doing is, although we're using the platform of the IDEO Acumen course, we're adding on the support of the coaches and the specific challenges and the offer to come to D.C. for a celebration and learning exchange. We're only selecting courses periodically. So this next course does begin May 9th. There will be other courses after that but not necessarily with the support that we're providing at this point.

There's a question about tools to evaluate the process and outcomes of human-centered design. That's really out of the realm of what we're talking about today, but I will say I'm part of a group of people that includes both human-centered design practitioners and researchers. And if you just Google human-centered design evaluation, formative, summative impacts, there's actually quite a bit of research that's been going on around the country or around the world to try to answer those questions.

I want to go to this one question because I think it's super important, that is, "How do I get my senior management or board to embrace this process?" I will start – I will kick it off by saying a colleague down in San Diego tells a great story about – he's a manager. His team participated in a webinar like this. They went to him and they said, we want to participate in this thing called customer-centered design. It's going to take four or five hours a week. We need a team of people.

And he said, well, what is it? And they go, well, we don't really know, but we think it's going to be really great for us. And he said, well, what are you going to do as a result of it? And they said, well, we have no idea, but we'll know by the end. And either he was crazy enough or they were sufficiently convincing, and now he is the biggest evangelist probably, besides me, of the human-centered design process.

And they've had four or five teams going through this process. So, Robyn and Paul, I'd love to have you answer this question as well. We'll start with Robyn.

Robyn Bumgardner: Well, the first thing I would say is every organization is at different stages, and every state is at different stages. If you are interested, one of the things that you can do is you can register for the course and you can work through the materials. That's what I did for round one. I was interested, and so I said, OK. I know I'm not going to be on a team. I'm just here to learn what I can learn, and that was beneficial. So don't think that you have to wait for the role to come in order to enhance your own learning process.

Then for round two – and I talked to my colleagues. One of them called me one day and said, oh, my goodness. I don't think that my manager is going to agree for me to participate, and I said, well, if I decide to go to the community college and take a class on my own time, of my own volition, it's like I can do that. I do have free time as a human being. And so she said, oh, OK. I get it.

And the neat thing about the NovoEd platform is it is available 24/7/365. So if you want to be an individual learner, you can do that. It goes back to that commitment I talked about. Then her manager called my manager, and my manager came flying around and said, what is this all about? And I said, we're going to take an eight-week online course that requires us to have a study group, and at the end of it we're going to be better equipped to survey our customers and provide good customer service.

And so my manager said, good for you. Good for you for learning new things. And she went around and said, I'll call her manager back and let him know I think it's a good idea. So part of what you have to do is kind of start with the believers and the people that are passionate, and then just keep building momentum.

MS. HAMILTON: That's great, Robyn. Thank you. And I will say the same thing. I mean, at the very beginning of this process I was a little bit nervous about what people in Washington, D.C. at DOL were going to think about this.

And I realized that I needed to modify my language and I stopped talking about this groovy human-centered design process and I just said, listen. I'm going to invest some of my technical assistance money in helping our states, our locals, our grantees learn how to provide better customer experience and better customer outcomes. And they're like, go for it. How about you, Paul?

MR. VENTRESCA: That's a great answer, Robyn. Thanks. One thing we do here is we have very extensive staff building relationships. We engage with our staff here weekly, and we also do the same thing. If we're building relations external of the career center with partners and businesses, we also need to make sure we have solid relationships in the career center and great relationships with our WIB.

So in order to really make these work here we have developed really strong relationships with everybody, including our staff. We have biweekly staff team building. We get the WIB involved in things down here, certain people from the WIB, and when we try to get everybody on board, we just present this as a project. And we are able to build relationships with our staff enough that they also have a passion to see change happen.

They have a passion to dig deeper into innovative designs and how we can be better because we're all on board with the same message. And I think by building these strong relationships with your staff, you want to develop this customer-friendly environment to our customers and our business partners. You also have to have your staff on board to be sure that they're also providing that customer-friendly environment, and that's how we do it here.

So our workforce investment board and our career center staff are really very close together with all of this, and we're all looking forward to moving forward. That's how we kind of establish this process as we move forward. And we've been doing this for a year and a half now, and we've had multiple staff involved in our projects.

We've had the WIB involved, and now on May 9th, we're going to start another – the next CCD with our partners that we'll be working with very soon. So it's all about building relationships, both external in the career center, in the WIB, and internally as well. And that, with us, is all about creating these customer-centered designs and being able to be as proactive and productive with them as we are.

MS. HAMILTON: Thank you, Paul. There's a question about the processes in putting together a team. We're really close to the end of our webinar. So I'm going to just answer that quickly. Your team should reflect the challenge. So if you're working on formerly incarcerated, how to make them successful back out in the world, you want to bring in maybe the probation department or certainly the sheriff's office or maybe service providers that work with formerly incarcerated.

If you're doing a youth challenge, you want to bring in providers that work with youth. You want to bring in maybe the youth authority or other organizations. You might want to bring in young people themselves. In many of our teams young people actually participated. With an employer team, you want employers. So think about the challenge that you're addressing, and then think about all the people that might be good to participate.

I also want to say I got just a comment here from one of our participants who said, "The process is such an eye opener. We had other AJC partners on the team last year that were new to our system, and the Department of Rehab on the team really opened our eyes to the many ways we might create a smoother flow in the job centers. The diversity of the team, including jobseekers, really increased the level of success." So even including customers on your teams is a great idea or at least making sure that they're looping in all the time.

I think that there was a question saying, "Is the storage locker for homeless youth a specific example of prototype? Can you share other examples?" We don't really have time to do that on the phone. Yes. It was an example. There are many, many, many more, and we are working right now, actually, with Susan at HIP to create some stories of teams that have already gone through this process that we can start posting. We're going to create a community of practice on the WorkforceGPS platform for people who are interested in customer-centered design so that we can start building this community that can talk to each other, can learn from each other, can get examples from each other.

And I think with that I'm going to turn this back over to Jenn. We do want you to – we have a little evaluation we'd like you to fill out at the very end. We're so happy to have all of you on the phone.

Again, I apologize. This was my time zone mistake in terms of having it be so early for West Coasters. Thanks for showing up. We will record this. Jenn will talk about that, and the recording will be available for people to listen to later. So, Jenn, I'm going to turn it back over to you.

MS. JACOBS: OK.

(END)