**WorkforceGPS**

**Transcript of Webinar**

**Using Data-Driven Decisions and Forecasting to Meet Grant Outcomes**

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GRACE MCCALL: And welcome to "Using Data-Driven Decisions and Forecasting to Meet Grant Outcomes." So without further ado, I'd like to turn things over to our moderator for today, Zodie Makonnen, grant lead, scaling apprenticeship through sector based strategies, division of strategic investments, Office of Workforce Investment. Take it away, Zodie.

ZODIE MAKONNEN: Thank you so much, Grace. And welcome everyone to "Using Data-Driven Decisions and Forecasting to Meet Grant Outcomes" session. We really appreciate you joining us especially on a Friday. My name is Zodie Makonnen, as Grace mentioned. And I am the grant lead for the H1B scaling apprenticeships through sector based strategies grant.

So we have a great session planned for you today. And Dr. Apryl McDonough and Sue Rusch are going to help us go through our session. They're both TA coaches for the scaling apprenticeship grant. Apryl works alongside grantees to support and coach them by developing products, providing resources, and creating networks to assure success. Apryl values data and the story it tells. She believes every decision should be centered around factual findings.

Sue provides support as well in coaching the grantees and develops products to help grantees succeed. Sue enjoys looking for trends and opportunities in data to help programs work more efficiently and effectively. Thank you both for helping to facilitate our session today. I'm going to hand this over to Apryl. Apryl?

APRYL MCDONOUGH: Thank you, Zodie. Hello, everyone. I want to go over just a few things before we jump right into the meat of the presentation. Today we're going to talk about some objectives. We're going to become familiar with data projections and different forecasting tools. We're going to learn how other grantees are using data to drive decision making. We're going to apply learning by reviewing a data forecasting scenario to assess what's missing, what can be changed, and items that you would additionally add to find the meaning of the data. And then we're going to consider new ways for your team to use data and forecasting tools to make informed decisions.

So for our agenda today, it's pretty jam packed. So we're going to do first an overview of data driven decision making and forecasting. And then we have some sample forecasting tools from three of our SA grantees. We're going to look at Lorain County Community College, Pima County Community College, and Missouri Community College Association. And they're going to share some of the tools they use that help them make decisions. Then we're going to have a discussion, a scenario, and then questions, and a wrap up.

With no further ado, let's get started on data driven decision making. As Zodie explained in my bio that she read out, I believe that every decision you make in your business, organization, college, should be based on finding factual findings for data. And with that -- I apologize, I'm trying to manage two screens at one time. So with data driven decision making, first you have to have some requirements to make it successful. What you're seeing here in this slide is Clark University, this is their data dashboard. They are an IT partner subgrantee. And this is what the information they pulled to share with their consortium of colleges and partners. And also so they can make decisions that would best further their grant and meet those grant outcomes.

So when you're looking at data, first you need to ask questions and identify any issues. So you really want to ask what are we identifying here. What issues are we going to have with collecting data, how big is the consortium that we're working with, how do we get that data. And once you have those questions and issues identified, then you want to create a strategy and identify the goals that you want to achieve after identifying the data that you want to collect.

And next you do collect that data, what should you collect. One of the issues we have in data collection is sometimes we under collect data. And sometimes we over collect data. And that becomes muddled when we're trying to look at -- we're trying to look at what we're doing for collecting data. And then finally we want to collect that data and analyze it. And then we want to make decisions on those data findings. Decisions that we want to make would be where we can support other partners where we can funnel resources, and where we need to make changes to make sure that we're getting that outcome that we want for the grant.

So when we look at data, make [inaudible] decisions, we look at defining data analysis. So it's really going to find [inaudible] data analysis, it's really taking that data, and we're putting that, and we illustrate it, and put it right back out to other people, so we can share information, and work as a group collectively, to make the processes and the programs work better. When you're looking at data and it should be an ongoing process, it should not just stop. And we'll talk about what the forecasting, how the forecasting and the data go in -- go to support a sustainability plan. But as we're going through that process of analyzing the data, continually we want to analyze issues that come up, and we want to be sure that we are adjusting those areas, adjusting those issues, and making sure that we're sharing our findings with our partners.

So there are benefits of data decision -- data driven decision making. First it leads to greater transparency and accountability. If you start a project with the outcomes that are listed, and you're reading those, and you're following those, if you don't have a good goal to meet those, you're not going to get the outcome that you desire from the end of that program or that grant. When you're collecting data from your partners and putting data back out to your partners, whether they're employers or colleges, you're showing the transparency and that does build accountability.

Also you can assess for continuous improvement. Again in the grants, when there are widespread employers, and partners, and colleges, it is really difficult to really narrow down and identify what could -- what everyone is doing. By collecting this data, you're able to assess, and make continuous improvement, and adjustments quickly. Another benefit is data driven decision making, it ties business decisions to analytical insights. So your decisions are focused. Your money is funneled correctly. And you're able to move with more efficiency to meet those outcomes. It provides clear feedback for market research.

One of the biggest mistakes you can make with any project is to just start working without a clear defined approach and data to back up that approach, when you're putting information out to the marketplace, then you're not going to be getting back the return on investment that you had hoped for in the beginning. And also the benefits of data decision -- data driven decisions is it promotes consistency. People are able to continually improve and continually to move forward.

If there are any questions or comments that came from the decision making, okay, feel free. Do thank you. Feel free to answer -- put your questions here about -- or comments about data decisions. So we have a poll for our next slide. Grace, would you put that poll up, please? So on the screen here, if you could tell us your confidence with data driven decision making. Not confident at all, confident, or very confident, you are data rock stars.

Great. So we have some data rock stars out there. So if you're a data rock star, I would ask are you sharing your success with other grantees? Are you promoting that to your coach? Are you letting people know what you're doing and really sharing that wealth of information? If you're confident, that's great. That's the majority, about 62 percent, or eight of you are pretty confident in your data driven decision making processes. So you're pretty confident. You as well, are you sharing that information, are you identifying areas where you could improve, and where changes could be made to make you more successful.

And for those that are not confident at all, I would encourage you to reach out to your coaches, reach out to your partners. There are other grantees, as you see, that are confident. And then they're rock stars. So if you're not confident at all, or you're confident that you could do this, there are areas of improvement, even for the rock stars.

So you want to be sure that you sit down with your group and you come up with a plan that you're -- how are you going to collect this data, where are you going to get the data from, and how are you going to use that data. And then how are you going to put that data back out to your people so they can see how you're doing. And the rock stars, are you celebrating with your groups, your consortiums, your employers, and you're putting back out that data, are you celebrating the success in that.

Thank you, everyone. Sue, I'm going to hand it over to you. And let me know how I can support you through this.

MS. RUSCH: All right. Well thank you so much, Apryl. That was very informative. And we are now going to talk about forecasting and why, why should you forecast. So I'd love for the audience, for all of you to go ahead and type in why you should forecast. Tell me what you're doing or why you feel like you should forecast. Give you a minute or two to do that.

[talking over each other]

DR. MCDONOUGH: Yeah. See I know we have some data people in here. They would have some good advice.

MS. RUSCH: Yeah. Here we go. So Alyssa, thank you, to adjust course. Anyone else? A couple others typing in. All right. Well I see that there's some people typing in. And I'm just going to throw out some other ideas. Okay. So Jordan says to prepare a potential budget modification. Oh yes. We know those happen. And absolutely adjusting course happens. That could be due to unexpected events that happen. Or just you had no idea that some -- that part of your grant was going to be so successful, that you just have to kind of accommodate for that and expect that win.

Determine successes and potential opportunities. To anticipate the grant end and plan sustainability. All great reasons. So yes, I believe that forecasting is there to really help you plan your next steps. And I like to use the word signals. Identify signals over time. And what does signals mean? It could be that there is some new demand, as I mentioned. Or maybe there's a recession. You have good ol' COVID that came about and kind of changed everything for us. And so we had to rethink about what we were going to be doing. Maybe just even looking at what happens over time with your grants, so that historical perspective, looking at trends, looking at gaps.

It could be about estimating and looking at your actuals, and comparing that with what you want to do or what you still need to accomplish with your grants in the future. It's there to just even help start conversations with all of your partners. I know you'll hear from Pima Community College in a little bit. But I know that that is one of the big pieces for them is that they use their forecasting tools to communicate information and provide transparency for that matter too to your grantees, to show where we're correcting.

All right. So let's see [inaudible]. So the other question here, and I'd love for you all to put some ideas into the chat as well. What types of forecasting tools are you currently using? There's a lot of different types. And really it kind of depends on what it is that your grant needs. And some of them could be, for example, financial based, cash flow statements, budget reports, budget projections. Could be performance related, could be tied to planning, forecast for planning, and really kind of estimating those future outcomes. Trends analysis reports are forecasting tools. Experts -- using expert data, expert information to kind of do some forecasting.

Also [inaudible] you can issue. And then as we saw earlier in one of Apryl's slides, dashboards. Dashboards can tell a good story. So different types of forecasting tools out there. I think also I would say surveys in general can be really helpful, just to kind of inform you -- inform progress. Amber says, state and regional information on the manufacturing [inaudible]. Yep. So that would be kind of tied to that expert reports or expert information. Thank you, Amber.

All right. So at this point we'd love to ask you to join us in a word cloud. And Grace, as Grace is putting that up, if you haven't done a word cloud in a webinar before, what we are really looking for is one word as much as possible. If you have an idea or a word that you'd like to enter that's more than one word, include a hyphen in between. The question here is, what are the main elements of forecasting? So you'll see in that box at the bottom left, there's a enter word here. So go ahead and type in a word that describes the main elements of forecasting.

Starting to see some words come up. Course correction, deliverables, sustainability, planning. And you can type the same word in again. There we go, planning is showing up a little bit -- great, guesstimate. Budget, evolve, lots of planning. Preparedness, educated decision making, perfect. This is great. Planning is getting bigger and bigger. Wonderful. Goals. Solving, deliverables, surveys. Wonderful.

All right. Well thank you, everyone. And Grace, you can take that down. We appreciate that. We just like to use word clouds sometimes to make sure we're all thinking about things in the same way. And we just asked that question about what are the main elements of forecasting. And this also confirms that. When I think about forecasting and the main elements, we kind of see them as four areas. One being estimating those future outcomes. Looking at your statement of work and are you in alignment with it. Do you have -- are you meeting what was planned, are there different results that are coming out, do you have a partner that has just been one of those rock stars that exceeded the outcomes that you had planned for.

Next would be communicating with employers and partners. So as I mentioned, it's really important to provide that transparency to all your partners and communicate that information. Dashboards are a great way to do it. But any type of forecasting tool can be really helpful. Comparing estimates with actuals. So once you're working on a forecasting schedule with your partners, sometimes you might find like during Covid for example, that the partners are not able to [inaudible] what they have -- had committed to. And so this allows you a chance to really look at adjustments and see where you need to move -- how you need to move the needle forward to reach the outcomes that you'd like to get to or that are expected as in your statement of work.

And then lastly is refining. So just making those actual adjustments and figuring out how you can -- where you need to make those adjustments. Is it tied to your budget, is it tied to bringing on new stakeholders, to help you get to those goals? For apprenticeships, are you able to increase or add new occupations? Do you need different staffing capacity? Do you need a modification? Just really looking at what are those new trends and opportunities that have developed, and from the work that you've done so far [inaudible].

All right. So at this point we have three great grantees from the scaling apprenticeship grants that we'd love to introduce to you, and have them talk about what tools they are using. And I just wanted to share also we do have all of -- a sample of all of their tools down below in the file share box. And in there you'll something from them. And I believe they're all working documents. So you can take those and modify them to your needs. But this really key thing that I want to mention here is that every tool, whether it's budget, or planning, or [inaudible], whatever kind of tool it is that you're using, [inaudible] is really tailored to your needs. And so we've given you about five different options here to look at different tools. And I would love to pass that on and just so you can download those at any point.

So let's start out by hearing from Margo Meyer. Margo Meyer is a program director for the Ohio Manufacturing Workforce Partnership, with Lorain County Community College. So Margo, I'm going to hand it off to you.

MARGO MEYER: Okay. Great. Thank you, Sue. Good morning, everybody. Or I guess it's -- well it's still morning. So I wanted to start by just talking a little bit about how our grant is sort of formulated. It may be a little bit different than most in that we have 12 subrecipients across the state of Ohio. And our model was intended to engage with industry sector partnerships across the state, not necessarily with community colleges, which many times has been the model in the Department of Labor grants that I've been involved with in the past.

So what that means is that a lot of times the project managers for each one of those sectors may not have any -- they may be -- they don't necessarily check all the boxes that you would -- that a perfect project manager would have. So they may be new to apprenticeships, and they probably -- many of them have not ever managed a big federal grant before. So and additionally each one of those regions has a different end of grant goal based on their geography and their density of manufacturers.

So it just makes for a level of complexity for the lead team to really understand what's going on among all the 12 subrecipients and certainly what's going right. So obviously the tools started with the ability to drive accountability. And I think it was probably born a lot out of sort of the Covid era, where we really got stuck, and weren't really moving forward very well at all. So by providing the project managers with this tool, it required them to break their large goal into smaller incremental steps. And then drive them to work on those different projects in parallel, rather than series. And that's kind of project management 101.

And some of our project managers took to this, understood exactly what to do with it. Others really kind of -- it was a learning experience for them to try to use the tool and drive their thinking around how they manage a project differently. So you'll see in this tool that we listed, they're listed by occupations. And the reason that is because it goes kind of back to the grant model, in that the intention is for the project manager is to meet with the manufacturers in their region and understand what their occupational needs are. And then to collaborate with their educational providers to build the training that meets the need.

Now we've evolved this a little bit more from what you see here. We've -- so our intention here, or where we got to, was really show all five hallmarks of the either registered or unregistered apprenticeship. Because it makes them think about, well, I could work on the RTI requirements for this particular occupation. Or I could work on what manufacturer specifically, and what kind of -- who would provide the OJT portion of it. So we've sort of expanded and refined this tool. Most recently we've also added the -- each region has some discretionary funds that they have, to kind of track their spend of that, and also their overall spend of those dollars. Meaning has it actually been invoiced back to the lead grant. Because we all know that until you actually spend the dollars, it doesn't count.

So the idea here was to make this into a living document. Not just something that is done, oh, the lead team has asked me to complete this document, oh, let me check that box, I'm done now. But to really make it living so that every time when we have a QNR report, they are now required to upload a new forecast document that then takes their actual versus their forecast, and readjusts whether they still plan to meet their goal.

The other thing you might notice here is that in this particular example, they have -- this region has predicted 164 apprentices, even though at the top left you'll see they have an end goal of 200. So the intention here is not to force them to necessarily complete it so that we're happy, meaning we being the lead team. It's intended for them to do their best estimate and allow us then to problem solve with them if they aren't able to meet the goals. So that's why it doesn't -- and this is a little bit older tool. And what we're finding amongst the regions is that we actually have some regions now that are predicting over their goals, sometimes significantly over their goals. Some of our regions are significantly lower than their goals.

And so therefore we have used this, as we roll it up and look at the big picture, we are beginning to take some actions, difficult actions, where perhaps we need to reallocate funding from one region to another, so that as an overall team we will meet our goals. So at the lead level we also are beginning to be more diligent about having problem solving conversations with the regions as these forecasts are submitted. So I think that's all I have. Thank you.

MS. RUSCH: Great. And thank you, Margo. Does anyone have any questions? You can either hit star six if you're on your phone. Or you can type into the chat. I think this is a great tool. I have one quick question for you, Margo. I'm noticing here, do you have [inaudible] do each of your different partners get one of these? Or how do you wrap it up? I know you said that you have a -- you don't have necessarily colleges [inaudible]

MS. MEYER: Right. Yes. So we -- I would say it's probably a manual process where we do a roll up of all the results that we get. And then we actually share this with all the partners, trying to drive a bit of peer pressure, so they can see the overall kind of progress of the grant. And then I wanted to circle back around and make a comment to what Apryl said earlier. We try not to over collect data. We try to, you know, collect and then use what we have to move forward.

So I think that's a really important point. Don't try to kill your project managers with data collection. Ask for what you need and then use what you need, what you have.

MS. RUSCH: Great advice. Thank you so much, Margo. I am going to move us on to our next speakers from Pima Community College, Elsa Ochoa and Kristen Benedict. And I believe Elsa, you're going to speak first.

KRISTEN BENEDICT: Well I will start. This is Kristen Benedict. I'll start and then I'll turn it over to Elsa from there to talk about the financial end of it. So thank you very much for inviting us on. And we want to share a little bit about I-RAMM. I-RAMM was developed from past work that we've done to align curriculums within the state. If anybody knows about Arizona, Arizona really is not a powerhouse of manufacturing traditionally. But with new regulations that have hit California, we see a lot of movement and a lot of new startups that are happening in Arizona. So manufacturing has become -- has surpassed construction in the state as far as jobs and employment and workforce needs.

I-RAMM itself is a conglomerate of three community college districts, which comprises about 100,000 students, amongst about 350 mile long. So it's some days we feel like we're herding cats. There's a lot of mechanisms and a lot of things happening. So we have those critical conversations often. And that's why we're bringing this spreadsheet that we use, to you, to show you what we use.

This happens -- this is basically our progress report. These happen right before our quarterlies. And at this time we send these out to each partner so they can see where they're at. And then we could also have those critical conversations. Each partner signs this after we have critical conversations. And we talk about where opportunities are, to see what their struggles are, what we can do to support them. And then Elsa talks about the financial end of it and where they're tracking financially.

So I just wanted to show -- we wanted to show this to you. And I'll take the top part. The top part talks about the employers that they partner with. And these are fictitious employees. These are not real. We're not working with a whiskey product company. Although some days I wish we were. But we're not. But it tells us basically when the company became active, when they signed the contract, how they're doing on A1, A2, and A3 numbers. And the reason we did not go beyond that is because we want it to be very simple, and focusing on these teams and those that are necessary.

Now these are all fictitious numbers. We just threw numbers in there to add to the conversation. But each quarter we will update this. We send this to our partners and they sign it. And so on top of this our partners also have, like you saw in the very first slide, that ADS [inaudible] dashboard that they can look at at any time. But unfortunately many of them are so busy and they have so many projects that they don't look at that ADS dashboard. So we wanted to make a simple sheet that we could send to partners quarterly to let them know, hey, here's where you're at, and then have those critical conversations.

I'm going to turn it over to Elsa to talk about the match component of this. Because as a grant that's getting close to hitting our match, we're very proud about the fact that we're tracking this and what Elsa has done with it. So Elsa, take it away.

ELSA OCHOA: Hi. Good morning, everyone. Thank you, Kristen, for that introduction about our I-RAMM grant here in Arizona. So as Kristen has mentioned, we have a very simple tool that we use to notify how our subrecipients are doing and how much they're contributing into match specifically. Here at the bottom portion, we want to focus and highlight only on match. Of course as Kristen mentioned, we do submit progress reports to each subrecipient. We only have two. And what we do is separate the two.

So here we want to highlight how much each subrecipient needs to obtain during the life of the grant, how much they obtained the whole time, and how much they have remaining. So this definitely keeps them accountable. And we definitely want to provide transparency on how much match they've contributed. This is actually a really great tool for us to see how much they've contributed on the first year, second year, and so on.

As Kristen mentioned, we support and help each subrecipient, and explain how they're doing, and how much they might be behind or ahead. So we usually adjust each match, whether they've contributed tuition match, OJT, or personnel slash fringe. And I believe I don't think I missed anything out. And the purpose of this is just to keep them accountable, as I said before. This is a great tool. And at the end of each quarter this is submitted to each subrecipient.

[talking over each other]

MS. BENEDICT: This is Kristen. I just wanted to also share that with the submittal of it, this is also a checks and balances on us, to ensure that every data -- all the data that we have in HES Prime [inaudible] is correct with our partners., ensuring that we're not missing anything that could have not been submitted into HES Prime. But Elsa does an excellent job on the fiscal end of this. And this really has triggered conversations on opportunities, oh, well does this company count, or I'm working with this talent making company, could they be a manufacturer.

Or one that we just received that we're going to probably be partnering with is Ball glass jars. And so I know everybody knows who Ball is. They're the canning jars. And so they're looking at being a new partner. But it took those -- it took sheets like this to have those conversations. Yes, like Elsa said, are there any questions on what we're doing here at Pima?

MS. RUSCH: I have to say, if you have not had a chance to pull up their documents in the attached file share, it's also a note about this. This tool is pretty extensive. There's -- as they said, it comes -- covers like the whole quarter, to track that information. But I think it's really helpful the way that they've made a report -- using a report as a tool.

MS. BENEDICT: Thank you, Sue. We appreciate that.

MS. RUSCH: All right. Yeah. So I'm going to move us along. And we'll hear from Jordan Williams, who is with the Missouri Community College Association. Also I believe the actual primary grantee is St. Louis Community College, if I remember correctly. And they are part of MoAMP, is the name of their grant. So [inaudible].

JORDAN WILLIAMS: Thank you very much. Good morning, everyone. Yeah, that's correct. So St. Louis Community College is probably how you see it referred to in DOL award documentation, things like that. But in Missouri we don't have a centralized community college system. So we have a small association in Jefferson City called the Missouri Community College Association. And while so St. Louis handles the fiscal side of things, as far as the day to day stuff that was -- it's done by the Missouri Community College Association and me sitting in my seat.

So we have nine schools in total including St. Louis Community College, all around the state, from your bigger and more urban schools like St. Louis and Kansas City. And we have some smaller schools that are in more rural areas. So bringing them all together has been something we were real proud of. But it required a lot of tracking. So when the grant was written, we made a lot of promises to the Department of Labor in terms of goals. They're actually listed as five different goals. But when you break those down, there were dozens and dozens of milestones for the various grant years. So there's those five goals [inaudible]

So one thing that we noticed was -- and I can take some credit for this tool, but not much. John and Maggie Cosgrove are our third party evaluators. So it's Cosgrove & Associates. They suggested a tool like this to really help frankly evaluate us and make sure that we were tracking these deliverables and making sure that we were doing what we had promised. And again, we have nine different schools. You blink, and then there's a pandemic, and all of a sudden you're halfway through the grant. And you look and realize that some of these deliverables, you want to make sure everyone who's responsible for each of them, who has signed up at the beginning to do them, are in fact doing them.

So we came up with this tool. And you can see the abbreviations for the nine different schools across there on the top right. So we broke them down. And each school would say where they are in their process. Are they working on this goal? Have they completed this goal? Do they believe when it comes to goal four and five, which are more kind of related to bigger picture things, like scaling the apprenticeship as is of course required, and increasing access for target populations. They were kind of looking more towards the centralized leadership to do that. So that was kind of a good reminder that we needed to bring everybody back into the fold to really delineate whose job is what.

So again, as you see, it's really -- we took the scope of work, promised the Department of Labor, and really broke it down into these different -- not only the goals, we broke those big goals down into smaller little bite sized chunks of goals. And then kind of established those -- it's kind of hard to see on here, but we have year four, like MY4, so it's basically the milestones for each year.

And we asked each school where they are. And it's a great tool for us in leadership and as the project lead, because if a subgroup has no one is working on it, it's a good reminder that we need to, oh my gosh, next quarter, we really need to focus on launching occupational profiling with our employers, or designated key employers statewide to formulate a taskforce, some of these things that we had promised.

So it's a good reminder. It also is a great tool, now that, you know, like so many of you, we're really finally making some really good progress in our grant, that a lot of these we were happy to know that we can check off. We have really -- our year one, year two, and even some of our year three goals, we can either mark them as complete, entirely complete, particularly with respect to expanding the existing apprenticeship programs, and across designated folks that were in older grants. Some of those things are done and dusted. We can mark those off and focus on the things that we have to do.

And that's I think one of the best uses of this data tool is to really focus you on what needs to be done, where you need to shift resources. So I thought using a tool like this has been very, very helpful. And I think for those on the call, if you took a stab at some of your own goals, again looking at the grant has just flown by due to a lot of circumstances beyond our control, that it's a really good tool to use to make sure that you're doing everything you promised.

I was also struck by learning the team [inaudible], some of their tools, how similar those are to what we've been doing. We actually all got together earlier this week, looking at our budget modifications. Again if you have nine different schools, some have been really succeeding, some struggled. And then oddly enough some of those have just flipped due to circumstances beyond their control. So we all got together for a day and a half earlier this week, all representatives from all nine schools, and we leadership from St. Louis, got together and we -- to do a budget modification with an eye towards a request for an extension as well.

We kind of locked ourselves in a conference room for a day and a half. And it was tools like this that led us -- put money to the goal. Like okay, how much money are we going to need to spend here, where is the money going to get the Department of Labor the best return on investment, which school has the momentum, which school is struggling, and where can we move the money to meet our overall consortium goals with that. So I was really impressed by Pima and Lorain's tools as well because they're things that we've just been implementing as well recently.

MS. RUSCH: Wonderful. Thank you, Jordan --

MR. WILLIAMS: Does anybody have any questions or thoughts?

MS. RUSCH: It's a quiet group, it seems today. But that is okay.

MR. WILLIAMS: It's a very rainy Friday morning here. So maybe that's what it is.

MS. RUSCH: Oh is it? So one of the things I would say is that all of these tools, I know on the screen there's a lot of information to absorb there and it is a little hard to read some of these. So please take a look at each one of them because there's a lot of detail that might be helpful for you and your grant as you're looking at them. There's also just so you know, we threw in the full dashboard for Park [inaudible] University from the earlier slide. And then we also threw in an additional slide from West LA. And so that is also just an attachment as one other tool.

Obviously you can see that there are lots of ways to really display or use forecasting. That is [inaudible] relates to your project. So we're going to take about five minutes to do a -- I hit the wrong button, I apologize -- do a quick little scenario with you. And in the file share there is a file called forecasting tool scenario. Forecasting tool scenario. And I was just hoping that we could either through chat, star six, or in the chat box, just take a look at this tool, and identify some areas where you are seeing gaps, you're seeing trends, you're seeing risks, and you're seeing opportunities.

So in this document, what comes to mind if you're looking at each of the different rows, is there something that's really jumping out at you. This tool is based on different -- what a partner might bring, and we talked about [inaudible] number of apprenticeships hired, number of new employers, new registered apprenticeships, [inaudible] apprenticeship. We set in [inaudible] grants, scaling to two new states. It could be some project specific goals that are really [inaudible] performance. So and then there's some expenditure information [inaudible] information. So is there anything that's really just jumping out at you. Go ahead and type it in the chat or hit star six to speak. We'd love to hear from you.

When I look at, for example, the apprentices -- number of apprentices hired. Here we have quarter one goal, quarter two, actual -- I'm sorry, quarter one goal. I apologize, it should be quarter one actual. And then quarter two goal and actual. Quarter three goal and actual. And it looks to me like for apprentices, this one, this row is pretty much on track. It's at 99 percent. So they're kind of -- they're staying on track with what their overall goal is over time. With regard to an opportunity, they may want to reach out to different stakeholders and talk with those partners, for example, to see why hiring may be up or down.

So if you look at the goal versus the actual, let's just say quarter three, there's a five difference, it's a little bit below. Find out what happened with why they came out lower. Was there something happening in the economy, or what caused that, and what can you anticipate with future quarters.

Christy asks, are these numbers cumulative or unique to each quarter? So these are cumulative numbers. The goal for quarter one was 20 for apprentices, 50 for quarter two. For quarter three it's 80. And then quarter for is not on here because we ran out of room, I believe. Anyone have any specific feedback for us?

DR. MCDONOUGH: Well Sue, I can -- this is Apryl. When I'm looking at this, things like the grant is on target and they are moving forward with their project. But it seems like scales to two states and scalability is pretty low. So there's an opportunity there to expand that. And I would pull back my team and evaluate where we could expand and kind of move our project even further by looking at our scalability.

MS. RUSCH: That sounds like a reasonable thing. Yeah. It looks like we highlighted them. Make it nice and easy for you. Two of the goals or outcomes, percent of goal, are a little bit off schedule. They're at 75 percent. And then one [inaudible] Apryl mentioned the 50 percent. So yeah, it's time to have those conversations. Someone is typing. But I think this overall this tool is really available for you to really have those conversations, and to look at what you can do to make improvements, look for risks, look for opportunities.

I'm going to move us on because we only have about five more minutes left. And we have two polls. So real quick, Grace, if you wouldn't mind just pulling up this next poll. This poll, yeah, when it comes to forecasting, what are the key risks or barriers of your apprenticeship grant? And you have the opportunity to select either one or all. And I see two people have already responded. It looks like you may have multiple databases or portals within [inaudible]. So that can be harder because then you have to do more manual [inaudible].

Program uncertainties, competing priorities. I would imagine the competing priorities is quite a challenge. I know it has been when I've worked on grants, managed grants in the past. You feel like your grant is -- has the highest priority, but there are other things that your leadership may also consider higher. So okay. We have a pretty good diversity here.

All right. We're going to move on to the next one. We have, like I said, four minutes left. So Grace, let's pull up that next slide. And this one, describe the status or phase of your grant's ability to scale apprenticeships and/or apprenticeship models beyond the current program. All right. We have someone excelling and expanding. Someone else is in the planning stage. That's great. Anyone else? I think my take on this, when you're thinking about your status or your phase, it's always a continual -- continuous improvement and moving forward. But yet, it looks like there is a little bit of everything. I'm glad to see no one's in that initial developing phase and that there are -- everything is already in place. So thank you, Grace.

Do you have any last questions for us? Well in that case, we would like to wrap up. And in doing so, we'd like to just share some resources with you. As we mentioned, we have a number of attachments for you to look at that can be helpful hopefully to you and maybe you're able to incorporate within your grant. But we also found some wonderful resources on WorkforceGPS that may also be helpful to you. This guide to state and local workforce data, quick lessons learned on market data podcast webinar series, and your state labor market information.

If you are not using your -- if you're not working with your local workforce centers, I highly recommend -- state or local workforce centers, I highly recommend doing that. They are very familiar with labor market tools, and may be able to support your grants. All right. At this point I believe I am going to hand this off to Grace. But we really thank you so much for joining us today and hope that you found some value and helpful.

And thanks, Apryl, for leading us. And also thanks to Pima Community College, Missouri State -- can't remember the name -- Missouri Community College Association. And then also to Lorain County Community College. Thank you for sharing your presentations and your forecasting tools with us.

(END)