WELCOME TO DALLAS—
We are so glad that you are here!

Presented by the U.S. Department of Labor, Employment and Training Administration (ETA) in collaboration with: the U.S. Department of Education’s Office of Career, Technical, and Adult Education and the Office of Special Education and Rehabilitative Services; and the U.S. Department of Health and Human Services’ Administration for Children and Families
Your MCs

➢ Adele Gagliardi, Administrator
  ETA Office of Policy Development and Research

➢ Nick Lalpuis, Administrator
  ETA Region 4 - Dallas
Your 2017 WIOA Convenings Team

From the U.S. Department of Labor’s Employment & Training Administration (ETA)

- Amanda Ahlstrand, Office of Workforce Investment (OWI)
- Adele Gagliardi, Office of Policy Development and Research (OPDR)
- Leo Miller, ETA Region 2 - Philadelphia
- Les Range, ETA Region 3 - Atlanta
- Stephanie R. South, OWI
- Lauren Fairley, OWI
- Laura Watson, Office of Grants Management (OGM)

And thank you to the broader team from the U.S. Departments of Labor, Education and Health and Human Services—it truly takes a village!
Convening Objectives

Attendees at the 2017 national convenings, no matter the location, will walk away with a thorough understanding that:

- The regulations are the framework for the progress and change that we can make as a system.

- Program integration is not only a critical component of WIOA but a best practice for serving our customers.

- Designing and delivering services for those customers — job seekers and businesses alike — should be the foundation for accountability.

Putting the Innovation in WIOA
**DAY 1**

It starts now!

- Welcome
- Opening Plenary
- Break
- Concurrent Sessions

Ends at 4:45 p.m.

**DAY 2**

Begins at 8:45 a.m.

- Day 2 Welcome
- Day 2 Plenary
- Break
- Concurrent Sessions
- Lunch (On Your Own)
- Concurrent Sessions
- Break
- Concurrent Sessions
- Break
- Affinity Group Conversations & Team Time

Ends at 5:30 p.m.

**DAY 3**

Begins at 8:45 a.m.

- Day 3 Welcome
- Concurrent Sessions
- Break
- Closing Plenary
- Convening Closing

Ends at 12:00 p.m.
We have some things to share with you!

- 6 Tracks + Special Sessions
- Make some bird noises! If you want to tweet, we are using the hashtag #oneWIOAteam.
- Tell us what’s working and how you’re innovating—participate in a video interview at the WIOA Innovation Station!
- We are not providing snacks or meals, but we do have lunch breaks built in. You should have received a sheet at registration this morning that outlines some options for you.
Breaking the Ice!

We have some questions for you; use your enthusiasm to vote and answer.
Opening Plenary:
Looking Ahead & Celebrating Progress

Part 1:

- **Garrett Groves**, Visiting Scholar
  At the Dallas Federal Reserve Bank and the Center for Public Policy Priorities

- **Byron Zuidema**, Deputy Assistant Secretary
  U.S. Dept. of Labor, Employment and Training Administration
REBUILDING THE MIDDLE CLASS
ALIGNING EDUCATION, WORKFORCE AND ECONOMIC DEVELOPMENT

2017 WIOA National Convening
Dallas, Texas
April 18-20, 2017

Presented by:
Garrett C. Groves
Visiting Scholar at the Federal Reserve Bank of Dallas
Center for Public Policy Priorities
Changing skill demands in the economy are leading to **Job Polarization in the U.S. labor market.**

The **U.S. workforce is not keeping up** with international competition.

The solution is the creation of talent development pipelines that **align education, workforce & economic development** programs and systems.
The views expressed are my own and do not reflect official positions of the Federal Reserve System.
Wage Polarization is Shrinking the Middle Class

Percent Change in Share of Jobs by Wage
1979-2014

- Lowest Wage Quartile
- Lower-Middle Wage Quartile
- Upper-Middle Wage Quartile
- Highest Wage Quartile

NOTES: Calculations include workers over age 15 with positive wages and exclude the self-employed. Quartiles based on the Texas and US wage distributions from the 1980 decennial census, which refers to 1979 wages.

THE VANISHING MIDDLE
Job Polarization in the United States

High-Skill Occupations
Workers with analytical ability, problem solving, and creativity.

Traditional Middle-Skill Occupations
Workers who perform routine tasks that are procedural and repetitive

Low-Skill Occupations
Workers who perform service oriented and manually intensive labor

Source: The Vanishing Middle: Job Polarization and Workers’ Response to the Decline in Middle-Skill Jobs, Didem Tüzemen and Jonathan Willis, Kansas City Federal Reserve Bank, 2013.
Changing Workplace Skills
U.S. Economy Shifting Away from “Blue and White Collar” Jobs in the Middle

Employment Shares by Skill Level
January 1979 - September 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>High-Skill Occupations</th>
<th>Middle-Skill Occupations</th>
<th>Low-Skill Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>25%</td>
<td>61%</td>
<td>13%</td>
</tr>
<tr>
<td>2015</td>
<td>39%</td>
<td>43%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Source:** The original chart is from “The Vanishing Middle: Job Polarization and Workers’ Response to the Decline in Middle-Skill Jobs,” by Didem Tuzemen and Jonathan Willis, Federal Reserve Bank of Kansas City, 2013. The original chart has been updated to begin in 1979 and end in September 2016. Data were provided by Didem Tuzeman.
Changing Workplace Skills
U.S. Economy Shifting Away from “Blue and White Collar” Jobs in the Middle

WITHIN-SECTOR EMPLOYMENT SHARES BY SKILL LEVEL

Changing Workplace Skills
U.S. Economy Shifting Away from “Blue and White Collar” Jobs in the Middle

CHANGES IN EMPLOYMENT SHARES BY SKILL LEVEL AND GENDER BETWEEN 1983 AND 2012

NOTE: The chart reports the percentage point change in the employment share for each skill group, where employment shares are computed separately for each respective gender. Data are restricted to workers ages 16 to 64 who are not self-employed and are not employed in military or agricultural occupations. For each group, the employment share in 1983 is shown in parentheses. SOURCE: “The Vanishing Middle: Job Polarization and Workers’ Response to the Decline in Middle-Skill Jobs,” by Didem Tuzemen and Jonathan Willis, Federal Reserve Bank of Kansas City, 2013.
Changing Workplace Skills
U.S. Economy Shifting Away from “Blue and White Collar” Jobs in the Middle

CHANGES IN EMPLOYMENT SHARES BY AGE AND SKILL LEVEL BETWEEN 1983 AND 2012

NOTE: The chart reports the percentage point change in the employment share for each skill group, where employment shares are computed separately for each respective gender. Data are restricted to workers ages 16 to 64 who are not self-employed and are not employed in military or agricultural occupations. For each group, the employment share in 1983 is shown in parentheses. SOURCE: “The Vanishing Middle: Job Polarization and Workers’ Response to the Decline in Middle-Skill Jobs,” by Didem Tuzemen and Jonathan Willis, Federal Reserve Bank of Kansas City, 2013.
THE VANISHING MIDDLE
Job Polarization in the United States

New High-skill Occupations
Bachelors Degree and Above

New Middle-Skill Occupations
Associate Degree or Certificate with Labor Market Value

Low-Skill Occupations
Workers with no formal education beyond high school.
Increasing Need for Higher Education in Current Economy

United States Educational Attainment of Civilian Workforce

Age 25 and Older
The United States is Falling Behind
Key Findings from the OECD Round One Survey of Adult Skills & Competencies
Skilled for Life?
Key Findings from the OECD Survey of Adult Skills & Competencies

166 thousand adults...
Representing 724 million 16-65 year-olds in 24 countries/economies, including 5,010 Americans

Took an internationally agreed assessment...

In literacy, numeracy and problem solving in technology-rich environments.
Literacy Skills in Older and Younger Generations

- Korea
- Germany
- Norway
- US
- UK
- Finland
- France
- Spain

Average 55-65 year-olds
Average 16-24 year-olds
INDUSTRY CLUSTERS
Aligning Education, Workforce and Economic Development

- Small Businesses
- Medium Firms
- Large/Anchor Firms
- Support Sectors
- Start-ups
- Suppliers

- Markets and Buyers
- Supply Chains
- Infrastructure
- Innovation and Technology
- Labor

- Includes transportation, utilities, broadband, etc.
- Includes access to university and federal lab research and development.
- Includes education and training systems graduating jobseekers with skills for entry-level, mid-level, and advanced-level occupations.

Designs by

[Logos of The Woolsey Group and National Governors Association]
GUIDED PATHWAY SYSTEMS
Aligning Education, Workforce and Economic Development

After being in the workforce, a person may choose to go back for more credentials to make an upward or lateral career move.
1. **Linked and aligned programs** that have well-connected education, training and support services informed by employer needs;

2. **Multiple entry points, or on-ramps** including for those with limited education, English, skills, and work experiences, (i.e., bridge programs).

3. **Multiple exit points** at successively higher levels of family supporting employment and aligned with subsequent entry points.

SECTOR PARTNERSHIPS
Aligning Education, Workforce and Economic Development

Community Partners

- Universities
- Adult Basic Education
- Community-Based Organizations
- Economic Development Organizations
- Workforce Solutions
- Community Colleges
- K-12

Business Table

Business Champions

Convener

Designs by

THE WOOLSEY GROUP
NATIONAL GOVERNORS ASSOCIATION
2013 Arizona Sector Partnerships

SECTOR PARTNERSHIPS
Aligning Education, Workforce and Economic Development

LAPAZ/MOHAVE COUNTIES REGION
Healthcare Partnership
Status: Emerging
Kingman and Mohave Manufacturing Association
Status: Active
Laron Expanded Apprenticeship Program - Energy
Status: Active
Exploring: Tourism, Transportation and Logistics

YAVAPAI COUNTY REGION
Energy/Renewable Energy Partnership
Status: Active
Light Manufacturing Partnership
Status: Active
Medical Services/Technology Partnership
Status: Active
Viticulture Sector Partnership
Status: Active

YUMA COUNTY REGION
Aerospace and Defense Testing
Status: Emerging
Health Care Partnership
Status: Active
Renewable Energy Partnership
Status: Active
Yuma Manufacturing Association
Status: Active
Exploring: Information Technology, Call Center Services

CITY OF PHOENIX/MARICOPA COUNTY REGION
City of Phoenix Healthcare Services Partnership
Status: Emerging
Greater Phoenix Manufacturing Alliance
Status: Emerging
Maricopa Exploring: Energy, Logistics, Transportation and Warehousing

COCONINO COUNTY REGION
Astronomy Sciences Partnership
Status: Active
Biomedical Science Manufacturing Partnership
Status: Active
Coconino Collaboration for Advanced Manufacturing Sector Excellence
Status: Active
Forest Products Partnership
Status: Emerging
Logistics and Transportation Partnership
Status: Emerging
Exploring: Energy, Software/IT

NAVAJO/APACHE COUNTIES REGION
Health Services Partnership
Status: Emerging
Real AZ Corridor - Natural Resources
Status: Active

GILA/PINAL COUNTIES REGION
Exploring: Healthcare

GILA RIVER RESERVATION REGION
Construction Career Pathway Partnership
Status: Active
Government Career Pathway Partnership
Status: Active
Hospitality Career Pathway Partnership
Status: Active
Medical Career Pathway Partnership
Status: Active

COCHISE/GRAHAM/GREENLEE COUNTIES REGION
Utilities Certificate Partnership
Status: Active
Exploring: Mining

SOUTHERN ARIZONA REGION
Pima Aerospace & Defense Manufacturing
Status: Active
Health/Bio Sector Partnership
Status: Emerging

SOUTHERN ARIZONA LOGISTICS EDUCATION ORGANIZATION
PIMA, COCHISE, GRAHAM, GREENLEE, SANTA CRUZ AND YUMA COUNTIES
Status: Active
Exploring: Border Security

STATEWIDE
Aerospace and Defense Manufacturing Partnership
Status: Emerging

Southern Arizona Logistics Education Organization (SALEO)
Status: Active
Exploring: Border Security
Sector Partnerships are Different from:

- A community college advisory board
- A local workforce investment board
- A regional or city economic development board
- A chamber of commerce
- An industry association
QUESTIONS?

REBUILDING THE MIDDLE CLASS
ALIGNING EDUCATION, WORKFORCE AND ECONOMIC DEVELOPMENT

Presented by:
Garrett C. Groves
Visiting Scholar at the Federal Reserve Bank of Dallas
Center for Public Policy Priorities
Opening Plenary:
Looking Ahead & Celebrating Progress

Part 2:

- **Byron Zuidema**, U.S. Dept. of Labor, Employment and Training Administration
- **Melinda Giancola**, U.S. Dept. of Education, Rehabilitative Services Administration
- **Cheryl Keenan**, U.S. Dept. of Education, Office of Career, Technical and Adult Education
- **LaKesha Pope Jackson**, U.S. Dept. of Health & Human Services, Administration for Children and Families
The Rest of Day 1:

- 3:00 – 3:15 p.m.  
  Break

- 3:15 – 4:45 p.m.  
  Concurrent Sessions
Hotel Layout

YOU ARE HERE
WELCOME TO DAY 2!
We are so glad that you are here!

Presented by the U.S. Department of Labor, Employment and Training Administration (ETA) in collaboration with: the U.S. Department of Education’s Office of Career, Technical, and Adult Education and the Office of Special Education and Rehabilitative Services; and the U.S. Department of Health and Human Services’ Administration for Children and Families
Convening Agenda Overview

DAY 1
Begins at 1 p.m.
- Welcome
- Opening Plenary
- Break
- Concurrent Sessions

Ends at 4:45 p.m.

DAY 2
Welcome back!
- Day 2 Welcome
- Day 2 Plenary
- Break
- Concurrent Sessions
- Lunch (On Your Own)
- Concurrent Sessions
- Break
- Concurrent Sessions
- Break
- Affinity Group Conversations & Team Time

Ends at 5:30 p.m.

DAY 3
Begins at 8:45 a.m.
- Day 3 Welcome
- Concurrent Sessions
- Break
- Closing Plenary
- Convening Closing

Ends at 12:00 p.m.
We have some things to share with you!

- Many of the 10:30 a.m. – 12:00 p.m. Concurrent Sessions repeat in the 3:00 – 4:30 p.m. Concurrent Session block.
- Affinity Group Conversations & Team Time
- Start Time for Day 3 (8:45 a.m.)
Day 2 Plenary: Design for Continuous Improvement

Speakers:

- **Virginia Hamilton**, U.S. Department of Labor, Employment and Training Administration
- **Samia Amin**, Mathematica
- **Andrew Picard**, San Diego Workforce Partnership
Human Centered Design, Behavioral Insights and Research ...

their magic will change your life!
CIRCE

Goddess of Magic

"Circea", #38 in Boccaccio's c. 1365 De Claris Mulieribus, a catalogue of famous women, from a 1474 edition
The Magical Parts of WIOA

C - Customer-Focus
I - Innovation
R - Research
C - Continuous Improvement
E - Evaluation
Customer Focus: Human Centered Design
Human Centered Design

A collaborative, discovery based journey
HOW MIGHT WE...

ASSUME SOLUTIONS EXIST
HOW MIGHT WE...

REDUCE COMMITMENT
HOW MIGHT WE...

DO IT TOGETHER
“Give me a person who knows how to work, and I can train them to do the job.”
- every employer, everywhere

Business needs are elusive-
Clearly identifying the skills gap can be difficult.

Here is what we did hear:
• Employers voiced dissatisfaction with “quality” of local workforce.
• Employers described a lack of promotable workers.
• Surveys indicated a significant need for soft skills development.
Empathy: Observe, Engage, Immerse
I’m copying a friend’s resume, but putting my words to it because I don’t know how to make one.

David, 18

what if?

Instead of resume-building classes, we provided templates for youth to adapt quickly, since a resume is a means to an end at this stage?
RESEARCH THEMES

TRANSLATION HAPPENS EVERY STEP OF THE WAY.

EXPLORING CAREER PATHWAYS IS COSTLY.

“PACKAGING” IS A HIGH IMPACT, HIGH TOUCH SERVICE.

THE COMPLEXITY OF NAVIGATING THE SEA OF GOODWILL KEEPS SERVICEMEMBERS FROM KNOWING WHAT THEY NEED.

SUCCESSFUL TRANSITIONS REQUIRE SERVICEMEMBERS TO BOOST THEIR AUTONOMY AND SENSE OF AGENCY.
Ideation
We’re making improvements!

From February through May, we will be trying out new processes and programs designed to make your experience better.

Thank you for being patient.

P.S. Have a good idea? Email us at allison.renshaw-bodnar@pacific-gateway.org
Prototype and Test

Individual Partner Agencies Fighting Over the Same Employer Pool
The Magical Parts of WIOA

C  Customer-Focus
I  Innovation
R  Research
C  Continuous Improvement
E  Evaluation
Our Presenters

Andrew Picard
San Diego Workforce Partnership

Samia Amin
Mathematica Policy Research
The Design Challenge

How might we......?

..help returning citizens obtain employment and education, develop healthy relationships and make positive decisions?

...design services and programs for out-of-school youth that will engage them and produce great outcomes?

...create rapid response services that are relevant to employers and job seekers in tech/information technology industry?
A big ‘aha’ moment for Team Reentry Works during the Inspiration and Research Phase, was that we needed to shift our focus from the returning citizen’s needs exclusively. We broadened focus to include the entire family that is dramatically effected by not only the time the family member is incarcerated, but more importantly during the reunification process.
A big ‘aha’ moment for Team Hiring at Happy Hour was that traditional recruitment events at AJCs were not going to meet the needs of laid off ICT workers. They did not visit the AJCs. The customer needed events in a location relevant to their community.
A big focus for team HYPE was serving those youth with the highest needs: LGBT, refugee, justice-involved and foster-youth.
Results of Implementation

On average, the Post-Release enrollment/services had a 47% attrition rate.

After Human-Centered Design...

Services achieved a 0% attrition rate.
Results of Implementation

1st and 2nd Quarter WIOA Youth Measures: 80% of Performance Target

After Human-Centered Design...

3rd and 4th Quarter WIOA Youth Performance: 112% of Performance Target
Results of Implementation

Job placements at typical AJC recruitment event:

2-3 job placements per event

After Human-Centered Design...

20-22 job placements per event
“I learned that the language we use when working with people from various agencies, organizations, and institutions is vital. I learned that it is important to create language that allows all entities to participate and contribute to discussions.”

- Tanissha Harrell, San Diego Workforce Partnership
As a Team Lead, I felt responsible to prepare for each meeting. I kept up with the readings, completed the exercises, brought candy, and created a to do list for every meeting. As much as I wanted to steer the ship, the direction of the project was out of my control, and in the hands of the group. I learned to trust other’s and embrace that the team may land somewhere that I cannot predict.” - Kristen Walker, San Diego Workforce Partnership
“One of the most powerful things for me was learning to trust the process. Learning that we didn't have to have all the answers or even know what would happen next. To accept that failure is okay and a powerful part of the learning process.”
- Deb Furlong, San Diego Second Chance Program
What Did We Learn?

“I had to begin by being vulnerable; learning to trust the process and my team members. Everyone has a past, a story, a desire, and most of all a need for something.” – Roshoundra Griffin, Returning Citizen Volunteer
Key Insights and Take-Aways

• Follow the process – Hard not to slip back to normal decision making processes.

• Trust the process – Managers, back off and patient. Results will come.

• Keep iterating, keep evolving. The project you set off to do, may not be the project you end up with.
Evaluation as Practice:
Using evidence to serve workforce customers better

2017 WIOA National Convenings

Samia Amin
Why evaluate?
What does evaluation mean to you?

What kind of evaluation did you need?

Our 3 year project is coming to an end and were told we needed an evaluation.

What kind is that?

freshspectrum.com
Evaluation is the systematic use of data and evidence to answer questions that you care about.
What questions can evaluation help you address?

How do I take stock of a program or practice and decide if it’s worth continuing or scaling?

How can I improve program performance?

What innovations can I introduce?
2

Applying an evaluation mindset
Key steps

1. **Name the question**: What topic do you care about? What is the problem or learning need you want to address?

2. **Understand the context and drivers**: What can you learn about the problem, its context, and potential solutions? What data and evaluation techniques might be helpful?

3. **Design and test a solution**: Can you identify potential changes to address the problem? Is piloting feasible?

4. **Gather data and examine results**: What data can you access on results?
Data are everywhere

- Anecdotal and observational data
- Findings from existing research
- Data from operations
- Survey/interview data
- MIS data on customer backgrounds and outcomes
Spotlight: Applying behavioral insights to reemployment services
Step 1: Naming the question

REA programs have been shown to work but the Michigan Works! Southwest Reemployment and Eligibility Assessment (REA) pilot program was facing a problem with program take-up among unemployment insurance (UI) recipients:

About 25 recipients were selected each week to participate

Less than 50 percent of selected recipients scheduled their first session
Step 2. Understanding why recipients don’t participate and diagnosing behavioral barriers

- Avoidance
- Inattention and procrastination
- Misunderstanding
Step 3. Designing a solution to target those barriers...

- Adapting the UI REA invitation letter was not feasible.

- But sending a series of emails to individuals invited to participate in REA was doable by leveraging mass-mailing software.

- We sent short, encouraging emails to 372 UI recipients who were selected for mandatory REA services.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Barrier</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read call in notice</td>
<td>Inattention, discouragement</td>
<td>Use personal, empathetic tone</td>
</tr>
<tr>
<td>Notice and understand next steps</td>
<td>Inattention, misunderstanding</td>
<td>Provide concise instructions to schedule meeting</td>
</tr>
<tr>
<td>Decide to take immediate action</td>
<td>Misconception, procrastination</td>
<td>Highlight benefits from REA</td>
</tr>
<tr>
<td>Plan and attend 1st REA meeting</td>
<td>Misconception, procrastination, forgetfulness</td>
<td>Emphasize that the REA meeting is required</td>
</tr>
<tr>
<td>Plan and attend subsequent REA meetings</td>
<td>Procrastination, forgetfulness</td>
<td>Clearly state deadline to act</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Send timely reminder messages</td>
</tr>
</tbody>
</table>
...and testing these emails in a randomized controlled trial

UI recipients assigned to one of two groups

- Email treatment and usual UI REA letter (372 recipients)
- Usual UI REA letter (375 recipients)

Compare these two groups
Step 4. Using administrative data to assess results

Using data routinely collected by the REA program administrators, we measured impacts on REA scheduling and attendance rates. We found strong positive results:

**Scheduling rates**

- **Email recipients:** 71%
- **No email (business as usual):** 55%

**Completion rates**

- **Email recipients:** 57%
- **No email (business as usual):** 43%

**Results are statistically significant at the p < 0.01 level.**

These are interim results, which are available in Darling et al. 2015. Updated results will be available in May 2017.
These findings have useful implications for the workforce system.

- Easy to implement
- Low cost
- Adaptable

BI can help address a wide range of questions faced by workforce staff.
Learn More

• Visit the DOL-BI pages for trial products and resources for applying behavioral insights:
  https://www.dol.gov/asp/evaluation/BIStudy/

• For questions, please contact:
  Samia Amin
  Senior Researcher
  samin@mathematica-mpr.com
The Rest of Day 2:

- 10:15 – 10:30 a.m. Break
- 10:30 a.m. – 12:00 p.m. Concurrent Sessions
  *Many of these sessions repeat from 3:00 – 4:30 p.m.*
- 12:00 – 1:15 p.m. Lunch (On Your Own)
- 1:15 – 2:45 p.m. Concurrent Sessions
- 2:45 – 3:00 p.m. Break
- 3:00 – 4:30 p.m. Concurrent Sessions
- 4:30 – 4:45 p.m. Break
- 4:45 – 5:30 p.m. Affinity Group Conversations & Team Time
WELCOME TO DAY 3!
We are so glad that you are here!

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DAY 3
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- Convening Closing

Ends at 12:00 p.m.
Housekeeping

We have some things to share with you!

- Convening Evaluations
The Rest of Day 3:

- 8:45 – 9:00 a.m. Break
- 9:00 -10:30 a.m. Concurrent Sessions
- 10:30 – 11:45 a.m. Closing Plenary: The Business Case for Innovation
- 11:45 a.m. – 12:00 p.m. Convening Closing
Closing Plenary:
The Business Case for Innovation

Speakers:

- **Amanda Ahlstrand**, U.S. Department of Labor, Employment and Training Administration
- **Jon E. Gustafson**, Lockheed Martin
- **Nicholas Morgan**, Adaptive Construction Solutions
Please take a few minutes to think about what you’ve learned in the last two days and commit to an area of innovation for yourself or your team when you get back home.

Share your commitments via #oneWIOAteam or DOL.WIOA@dol.gov.
How Will You Put the Innovation in WIOA?

Please take a photo of your card and tweet it out using #oneWIOAteam or email it to DOL.WIOA@dol.gov.
Housekeeping

We have some things to share with you!

- Convening Evaluations
- ION: Your Home for Innovation and Opportunity (& 2017 WIOA Convening Resources)

https://ion.workforcegps.org/resources/2017/02/07/09/31/2017_WIOA_National_Convening
Contact Information

For questions regarding the information shared at these convenings, send an email to*:

DOL.WIOA@dol.gov

*Please use 2017 WIOA National Convening Dallas as the subject line.
Thank you!