**WorkforceGPS**

**Transcript of Webinar**

**State Apprenticeship Expansion Sustainability Strategies**

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LAURA CASERTANO: I want to welcome everyone to today's SAE Sustainability webinar and I'm going to turn things over to your moderator today, Gabrielle Aponte Henkel. She's a program analyst with the Employment and Training Administration with the Office of Apprenticeship. Gabrielle, take it away.

GABRIELLE APONTE HENKEL: Great. Thank you very much. Thanks, everybody for joining us for this training session on sustainability.

Today's objectives are to define sustainability, identify key factors of a sustainability planning team, talk about the key components of a sustainability work plan, describe the four tasks of the planning team, that is the sustainability planning team which are program assessments, successful planning, building and maintaining partnerships and funding stability. Next slide.

The speakers today are me, Gabrielle Aponte Henkel, again, some may know me as Gabby. I'm a program analyst at the Office of Apprenticeship. And the other presenter is Gina Wells who's the ASE and SAE TA project director for our TA provider, Maher & Maher. Next slide, please.

We'd like to know, as our moderator mentioned, where you are. So please do enter that – your location in the chat window that's at the lower left-hand side of the screen. Next slide, please. And so now we'll start with our introductions. So what is sustainability? Well, sustainability is maintaining the impact of programs and innovations after the grant funding has ended.

It's continuing grant efforts with new funding resources and the goal is not to maintain this program as it currently exists but rather – (inaudible) – the elements that are critical to its impact. Next slide, please. Let's talk a little bit about sustainability planning versus transitional planning.

Sustainability planning, there the goal of – is to identify SAE-funded apprenticeship expansion activities that should be maintained when the grant funding has ended. The goal of transitional planning is to prepare new and existing staff to carry out the tasks that are important to support the momentum of those grant efforts and close out the grant.

Transitional planning is necessary if you anticipate grant funding staff may leave the project in the final months of the grant. Next slide, please. There are key elements of sustainability. The four important areas will be explored in this webinar. There's our program assessment, successful planning, building and maintaining partnerships and funding stability. And with that, I'm going to hand it over to Gina. Thanks, Gina.

GINA WELLS: Thanks, Gabby. Hi, everyone. It's always good to have some time to spend with you in an afternoon or morning and we're really grateful that you've all made time in your day today to be with us on this really important topic of sustainability and I'm just – you know, I'm sitting here flooded with memories thinking back to the fall, 2016 when the State Apprenticeship Expansion grants were first awarded and all of the tremendous work you and your colleagues have done between that time and now to build out your state infrastructure and capacity for apprenticeship expansion to build programs, to provide services to apprenticeship and sponsors to build partnerships.

It's just really breathtaking the impact and the work you all have undertaken over the last several years and hard to believe that we're coming here towards the end of this first round of federal funding in state apprenticeship expansion and also good to acknowledge, too, that investment has continued both through state investments and federal investments and private sector investments and there's so much good work that's been done and work that will continue to be done into the future.

But knowing that this particular funding vehicle, the State Apprenticeship Expansion grants, are starting to wind down we wanted to have an opportunity for you all to come together and for us to be in dialogue about what it means to have arrived at this juncture and what it means to be able to sustain the work that you have done.

And I know that you all care really deeply about the work that you do and when you do, it can be hard to make decisions about how you want to move forward with your activities, with your strategies, with your programs as that particular funding period comes to an end and those decisions that you make are going to have implications for the apprentices and sponsors that you serve for the staff on the project, for your partners and the broader apprenticeship system.

So we wanted to give you a chance to think about creating a sustainability plan that really clarifies the importance of your SAE-funded expansion work within the state as you and your partners make informed decisions about the future of the program and gives you a way to engage your partners in those conversations and just to really feel like as you move forward from where we are today into the future that you've reflected on what works, what had impact in these first round of state apprenticeship expansion activities, what you want to carry forward, what has served its purpose, what has taught you lessons and that you can move forward – (inaudible).

You know, there may be some strategies that you sort of – (inaudible) – where they are and move into new strategies given where we are today. So that's what today is about is really just having that conversation and I do want it to be a conversation. I know you all like to talk to each other, you have the most to learn from each other.

So the chat is open. I'm going to ask a lot of questions. I hope that you'll be an active participant in this conversation and we're going to give you some things to think about and then have some conversations about what it means from the context of your particular grant.

So all of that was a long-winded way of saying let's start by thinking a little bit about how to approach sustainability planning. You know, we want to encourage you, regardless of how you've structured your State Apprenticeship Expansion grant work, whether you're working on your own, whether you're working with – you know, if you have staff on the project, sustainability planning is best done as part of a team.

You want to bring a lot of different perspectives to the table for this conversation, it's a big exercise. So you want to even just give a little bit of thought about whose part of your sustainability conversation, your sustainability team – and it might not be a formal team with a team, but just who is doing this thought work with you and that could be your own – you know, your grant project manager, your grant staff but also external members.

So staff of funded projects and critical partners. You know, if your SAE funds were out in the community college system or with the workforce board, you invested in intermediaries, they need to be part of this conversation, your Office of Apprenticeship regional apprenticeship representative to work with you if you're an OA state, your state agency partners, other state leadership, your state apprenticeship director so you know who's there with you at the table for these conversations.

And maybe you're looking at this list and it's giving you some thought about something you might want to add into this conversation and then maybe a little bit about sustainability work plans. So there can – there is a lot to this conversation. You've probably started it already in a number of ways.

You know, there's – you've been now through two additional state funding opportunities that you could apply for that probably brought you to some sustainability conversations, but as you're closing out this body of work, you're going to identify action items and you don't want to lose track of those.

So we just wanted to give a quick little reminder of thinking of formalizing a sustainability work plan that's going to take you through some of this work and to be pretty specific about it.

You know, think about what is it that you have created or funded through SAE that needs to be sustained for which you don't currently have a plan, what is the mechanism you're going to use to sustain it, how much might that cost, what other resources do you – you know, non-monetary resources are you going to need to sustain it, specific action steps, who is going to be accountable and lead that activity and you know what your timeline is.

So the basics of a work plan but really customized to the thought of sustainability. And we just popped in here an example of what that could mean and I won't walk through it, but I think we've all been part of projects where we've identified tasks or initiatives in front of us but maybe didn't have a person in the lead or maybe we didn't break it down into the action steps we needed.

So just encouraging you to think that through throughout the course of your sustainability planning and as you're thinking through the conversation that we have today. Oh, I didn't show you the sustainability work plan. So here's what it could look like. We've built it out here for the idea of maybe you had funded direct employer outreach through the grant and now you're building your partner capacity to do that work.

So really thinking through what that could mean. So we're going to talk about, as Gabby alluded to – so we have four buckets – four key tasks that you can undertake in this work and to support you in that, we have created a sustainability planning checklist that's over here in the FileShare, you can download it.

You know, if you're looking for something to reference after this webinar, you might take that with you, just kind of walk you through the steps that will lay out. So the first task we want to talk about is really assessing the work of SAE and what you accomplished.

So we'll talk a little bit about what that could look like. So as you're thinking about your sustainability planning process, you want to reflect on the work that you've done, celebrate your successful and consider the place that your SAE-funded expansion work has in the state.

We want to give you a framework to do that. We acknowledge that these grants are different from other types of grants that you might administer that are very program-specific. There's this big strategy and capacity building piece that worked, may have been entirely funded by your SAE grant or it may be partially funded by that and other funding sources.

So we want to acknowledge that the expansion work that the SAE grant funded might just be a piece of that puzzle and you need to think about the place that your grant – the role that this grant was playing in your – (inaudible) – strategy.

You might want to revisit your original needs assessment that might have brought you to designing the SAE grant and think about what is still needed, what's still relevant, consider the sustained impact resulting from your efforts. So you might ask yourself questions like how did we get to the designs and activities that you implemented in your SAE grant?

What factors indicated a need for that back in 2016 and how has that been changed? Substantially, I'm sure, both of the result of the incredible capacity building work that you've done and program development work that you've done as well as the economy that we're in today, which is so different from the economy in the fall, 2016.

Are there other partners and organizations and capacity in your state other than you that are working in the state that might not have been at the start of your SAE grant and what role are they playing in the system and how do you need to account for that? And what – based on all of that, what of your grant activities are moving forward and what might have served their purpose?

So we've tried to lay out here just a set of things that you might be thinking about, identifying all of your currently-funded state apprenticeship system activities, not just those funded by this grant vehicle but others, cross-checking your list with the elements of successful apprenticeship expansion.

So the tools that are up on the community of practice get – sort of lay out the five elements of apprenticeship expansion. What, out of that, have you engaged with in your SAE grant and others, where might there be some gaps? Figure out which of your grant-funded activities need to be sustained and update your goals to reflect your vision for sustaining those activities and services into the future.

And you'll want to consider currently alignment to needs. I think we've kind of spoken to this already. I think this is particularly – you know, six months ago you certainly were thinking about your apprenticeship system without knowing the type of economy that we were going to be in now, it's really different.

What does it mean to be advancing registered apprenticeship expansion agenda in a period of high unemployment with the social distancing measures that some of us still have in place? So really thinking those through as you reflect on what of your SAE work should be sustained.

So quick polling question, and I'm not sure if our polling function is working right now, but if it is we'll pop it up, but just if not, you can write in the chat how have you thought about your program successes? And we're reflecting on what works. It's such a critical part of thinking about sustainability and thinking about future funding opportunities.

So just curious from all of you how do you present your program successes and we're going to talk about storytelling narratives a little bit more. So I hope those of you who are – (inaudible) – that one might chime in with the chat, written descriptions, charts and graphs. You know, curious to see where your own work sits across these different ways of communicating success.

So we're seeing, of course, written descriptions and storytelling narratives. You know, lots of folks are doing charts, graphs and pictures – (inaudible) – not so much or not as many of you and when we get a little bit further into this webinar, we're going to talk about storytelling narratives and you might want to think about how are you using all four of these strategies to communicate to leadership in this state, to your partners, to stakeholders, to funders about the important apprenticeship extension work that you've done, the successes you've had and your vision moving forward.

All right, Laura, we can take that one down. There we go. So let's think a little bit about data and storytelling and what role that might be playing in your sustainability work. Data is really critical. You've captured a lot of data as a result of your SAE grant. Many of you used this grant to boost your state capacity to capture information about apprenticeship or to be in deeper relationship with the Office of Apprenticeship in understanding your apprenticeship data.

And it really illustrates both the return on investment for this grant and your efforts and starts to present a case for sustainability.

 It can both identify unintended positive outcomes of your funded activities and a sort of ripple effect as well as the direct result of your grant and it's really important to bolstering the strength of your storytelling effort and it tells you a lot about what worked, what maybe didn't work the way that you expected it to and what are you learning from all of that.

So some questions you might be asking yourself as you take a real hard look at your SAE datas, what – were we able to accomplish what we had planned to do, were we able to implement the work plan as you had envisioned it, what contributed to that success, if something didn't work out as you planned maybe why not, what were your positive outcomes and how – what contributed to that success, what are you proud of and what lessons have you learned?

And I would love – you know, as we're just starting to move into this next section of content, I'd love to hear from you right now. If you look at – think about the broad scope of work that you did under SAE, what are you most proud of? Tell each other right now. Type it into the chat, tell us something that you're really proud of of what you accomplished with your SAE work.

And as you all are doing that, we'll just keep moving through a little bit of this content. So a reminder to use all the data that you have available, only a piece of your data is in your quarterly report. So you'll want to think about participant outcomes from that quarterly performance report.

Think about maybe you had a baseline for this grant, you boosted your apprenticeship programs and your number of apprentices above that baseline, what did that look like.

Think also about qualitative data that you may already have on hand or that you could access, like feedback from your sponsors, feedback from apprentices and pre-apprentices and your – the programs you've funded, partner feedback from the critical partnership capacity that you built in the workforce system with industry intermediaries with the community and technical college system.

So do think really expansively about the data you have access to when you are assessing what worked and what you learned from in your SAE grant. I'm going to pause for a minute and just pull out a couple of the things that you're proud of that you're sharing here in the chat that is talking about increasing under represented participant inclusion.

So such an important piece of apprenticeship expansion. Glad you were able to move the needle there, Scott. – (inaudible) – is talking about operationalizing the vision through policies and partnerships and they're all passion of a few and the willing. That's a great place to start from and those policies and partnerships are a critical piece to sustainability.

Amy's talking about developing new mentor training sessions and holding sessions for companies throughout the state, that's fabulous. And more of you are typing in, and don't stop, that's fantastic. I want to talk just a little bit about using storytelling effectively.

You all alluded to some of the approaches that you take to storytelling. So let's talk a little bit about that. You know, when you're thinking about what your data is telling you and how you're going to connect with your stakeholders and your partners and funders to support sustainability, you want to use good story craft in that work and the first thing that you really want to think about doing is tailoring your story.

Your story's only as effective as how it's received by your listener. So you need to really think about and engage with your audience. Think about who needs to know about your sustainability needs that what you accomplished and what your vision for apprenticeship expansion is going forward, who is the audience.

You know, is it state leadership, is it a funder, is it businesses in your state? You know, how are you tailoring your story to that audience? You want to put a face on your story, give it as much humanity as you can. Data is – can be meaningless without putting this face of the story on it.

In this case, that is often your apprentices, your pre-apprentices, your businesses themselves. I think one of my favorite tips about good story craft is you are not the star of your story, you're the sidekick. So really making sure that you're centering the apprentices, the businesses, the partners who are the stars of your story.

Keep it brief and simple, connect it to the bigger picture of what's happening in your state, in your work-based learning strategies, in the economic vision for your state. Address the elephant in the room. When you're building support for your apprenticeship extension work, you don't want to sugarcoat the things that were hard about this and we all know that there were some really hard things about building the state apprenticeship expansion capacity.

You want to acknowledge the challenges and the barriers that you encountered and how you overcame those challenges and barriers. Be honest. That's what people want to learn from and hear that from you. And propose a positive future, really look forward, give people a glimpse of where you're going and what you want to accomplish.

Couple of other tips, you want to let your characters of your story speak for themselves – the stars speak for themselves. If you haven't gathered quotes from apprentices, quotes from sponsors, you want to pull those into the story. You want to just use good story craft. So let people wonder what happens next, have a hook to keep people engaged.

And a couple things maybe to pull from this last slide, use language that's relatable to your audience.

Many of you have focused on really building the capacity of partners in your state to speak the language of business when they're talking about apprenticeship and to sort of tell the story of apprenticeship in terms of businesses understanding this is the same sort of skill that you want to bring and to talking about your apprenticeship expansion work with leadership and partners.

Looking back over, a couple more of you have chimed in, about what you're proud of, Desiree talks about working on the development of registered apprenticeship programs but also successful inclusion of – (inaudible), we had customers in foster youth, awesome. And Joan talks about developing strong partnerships between Community College System of New Hampshire and employers in – (inaudible) – New Hampshire Works partners.

I'm sure that's a foundation that has – you know, a strong one that you will be able to build on going forward, Joan. So thank you for sharing. You know, the last thing I want to talk about maybe in this section is thinking about mechanisms for sustaining program successes.

So if you sit down and you look at your data, you look at your goals, you look at what you accomplished, you sort of identify what you want to sustain in scale going forward and you need to – that won't be enough or you'll need to think about the mechanisms or strategies that are going to help you sustain those activities and many of you talked about this and the successes that you've already chimed in with on the chat.

But what is it that you're going to do next to build on your accomplishments under SAE? Are you going to take something and codify it into state policy, if you haven't done that yet? Are you going to put new protocols, maybe work processes into place? Maybe you establish great functionality within your state in terms of roles of workforce boards or roles of community colleges in your system.

Have you documented those? Are you able to train new staff that come into those organizations on how to play those roles? You know, is it professional development? Is it budget line items within the state or sort of long-term you know what you need in terms of future grant funding to support particular functions?

You know, are there new stakeholders that you need to bring to the table to take on critical roles? Just thinking through the mechanisms of how you're going to sustain or scale activities here. And so looking here a little bit more for you, you talked about what you're proud of, what's impactful.

Tell us a little bit about what you're thinking of in terms of sustainability. What are a few things that you're planning to carry forward out of SAE? What are the two or three most critical functions or capabilities that you've built within your state that is critical to carry forward as the SAE grant comes to an end?

Talk to each other about that now in the chat. And alternatively, if you have something that you're winding down, something that's served its purpose and that you're not planning to continue at the end of your grant, that's grant success too. Tell us what that looks like.

Did you start a program with a partner that you – the community no longer has a need for? You know, did you try out – did you test something and you've learned from that and you're going to move in a different direction? Tell us a little bit about that. Amy's talking about continuing the partnership with the South Carolina Department of Education and regional career specialists and career counselors, really training those regularly, fantastic.

I can see a couple more of you are typing. You know, don't hold back. We want – you know, hearing from you and what you're thinking about in the states is, I think, of great interest to your peers across the country. While you're kind of thinking through and sharing with each other what you're carrying forward, what has served its purpose and you're going to let it go I'm going to keep moving.

And we're going to talk a little bit about team task number two. So we've talked about sort of assessing what you want to sustain, what you're going to leave behind. Let's talk a little bit about succession planning. You have staff that you fund with your SAE grant.

You may be continuing that staffing strategy forward, but often there can be a transition period that when a grant comes to an end, some staff move on to a next opportunity and that's really important to think about sustainability planning in a thoughtful way so that you don't lose critical institutional knowledge and have sort of a setback in your forward progress towards broader goals because you've blocked some critical institutional knowledge.

So I want to think a little bit about succession planning and talk maybe just beyond sort of the nuts and bolts of succession planning. I thought it might be helpful to just think briefly about a model of shared leadership, because apprenticeship expansion is a complex effort across the state and it requires everyone's efforts.

It's not just a purview of one person or one organization, it really takes shared leadership, a way of operating as a group with each individual having just information, the desire to listen and understand and learn from each other collectively to make these decisions.

You know, you'll need to deliver on the impact you want to have in the apprenticeship states and your state. You need a group of people, an organization, a network of partners that are not only good at delivering on your strategies but are also good at the day-to-day processes and systems and relationships that generate progress, generate resources, keep the energy moving forward.

So that means building relationships with partners and funders and implementers who all believe in and are willing to invest in your goals, as one of you shared a little bit up here as one of your big successes for the project, Alicia Norton (sp). So that's just so critical.

So as you think about sustainability, really think about who works on apprenticeship expansion in your state and are you practicing shared leadership with that team of folks? Are you practicing it within your grant team? What about your partners?

Sustainability is going to be easier when you've built relationships with people who have different perspectives and knowledge and can use those strengths to analyze your approach and make informed decisions to strengthen programmatic and financial sustainability; you know? And then there's the thought about turnover.

So what are all of the functions playing out within your grant team, within your agency with respect to apprenticeship expansion and how deep is your bench?

Now is the time to – if you haven't already had to reckon with this question, now is the time to be honest with yourself about that if you anticipate turnover in staffing, which if you've been lucky enough not to experience it so far, you surely will at some point in the future, how are you cross-training, how are you putting systems in place that protect that institutional knowledge.

Thinking that through again, even if you've thought it through before, is an important part of your sustainability planning. And you also want to think about creating digital resources. Now is the time, as the SAE grant winds down, to just make sure that you've organized the critical documents that are a part of your work.

You know, where is the proposal? Where is your project plan? Where are your detailed policy and procedural manuals? Where is your data? You know, is it analyzed in a way that you can use it going forward? You know, what – how organized are those – is your C drive or your S drive with all these materials?

How organized are your physical files that you maintain from? Now is just the right time to create those digital resources so that if you do have some staff turnover or if you do have a departing colleague that you've got the documents that you need going forward.

Just pulling back in a few things that have come into the main chat, Scott shared increased regional presence as knowledgeable registered apprenticeship promoters to serve regional expansion initiatives as something that has worked for you all and that you'll be carrying forward.

Gina talks about continuing partnerships with industry associations and educational institutions, that's great. And I would love to hear, too, and I think it's useful to think about it, if there is something that you learned from that served its purpose but now you're going to move in a different direction, feel free to share that too.

I think that's helpful for folks to see. Let's talk about team task number three, building and maintaining partnerships. You know, now is also a time to do a little analysis of your partners and stakeholders to really think about your system level statewide partnerships, your policies, your communication, your outreach and to review your program-level work, the pre-apprenticeship and apprenticeship programs that you may be building.

Think about of these partners, of these actors out in the system who is interested in sustaining the benefits of the program and is willing to be part of your planning process. You know, maybe you funded a pre-apprenticeship program or a very targeted apprenticeship program as part of your SAE work and that program is starting to wrap up, maybe the industry has been impacted by our current economy.

You know, it's time to think about which of those things are going to be sustained going forward and which might be coming to a natural conclusion. And create a stakeholder management plan based on this analysis.

You know, depending on how you're funding apprenticeship expansion in your state, not all of your partners necessarily need to know that this funding – this particular grant is coming to a close but it's – you know, you'll want to be thinking about who is going to be impacted by the end of this grant and are you communicating with them everything they need to know to sort of navigate this transition.

Maybe now is the time, if you haven't lately, to meet with apprenticeship sponsors that you might be funding with grant funds and determine whether support for OJL or OJT that was provided by the grant is still relevant to their needs. You know, how – if you have apprentices who are midway through their programs who are being funded by SAE grant funds, what is your plan for what support they might need after this grant ends?

You know, is there another funding source that you will be able to use? How are you lining that up and putting it into place? Identify and engage additional organizations and individuals. So think about maybe who isn't involved in grant activities but is going to be impacted by changes that might come about as this grant ends.

How can they contribute to or benefit from your work and how are you making sure that they're part of the conversation? So curious, as you're reflecting on your partnership's work, we'd love to hear from you what are you thinking about – as your SAE grant funds wind down, are you thinking about assessing partner needs?

What might that look like? What plans do you have for engaging your partners in sustainability conversations right now? So hopefully that's giving you a little bit of food for thought. I see a couple people are starting to type, that's fantastic.

You know, I'm also curious if you have questions about sustainability planning or questions about how you might be applying any of what we've talked about so far to your own work, now would be a great time to type your questions in too so that we can get prepared to answer them as we come towards the end of the presentation.

You know, we have Gabby with us from the Department of Labor. So feel free to ask a full range or maybe sort of SAE sustainability questions. And I can see several of you are typing now. So I'm just going to give you a chance to get your comments and thoughts in.

So Amy's sharing developing more capacity at the technical colleges through strategy meetings and figuring out who else needs to be in the conversation from the colleges to support apprentices, especially youth apprentices. I love that, Amy. That's fantastic.

You know, you all have built such tremendous capacity and now thinking about who else needs to be at the conversation knowing that you're broadening out your apprenticeship work to catch different populations. And I know a few of you are still typing. So I'm just giving you a chance. Don't feel rushed but just know that I'm here and I look forward to hearing your thoughts.

Scott's talking about regional self-assessment results as a foundation for regional conversations and current needs. That's great, Scott. I don't know if everyone knows that you all use the self-assessment that was created as part of the SAE and technical assistance and kind of customize it for your regional partners and use it to start this conversation.

So I'm glad you raised that. That's a fantastic approach to building a strong sustainability plan even though I know that was just one of many things on your mind when you put that out there. I'm going to keep moving, but please continue typing in your thoughts, we'll be back to them.

On to team task number four, everyone's favorite task for sustainability planning, funding sustainability.

You know, we know that for some of you, you've got multiple funding streams that you're breeding together to support apprenticeship expansion, but now is still a good time to sit down and reflect on what, out of your apprenticeship functions, was being funded by SAE and what your plans are for plugging in any funding gaps that you might have into the future.

We'll just talk a little bit about this and talk a little bit about a few options. So as you're thinking through thinking about the funding question, you want to think about the long-term use of your apprentice expansion efforts.

You'll want to, as I know you all are doing, adjust your plan to what's happening in our economic cycle and think about diversifying funding sources and identify additional funds that might be needed and think about the return on investment of grant funds that you already have so that you can use that as a part of your case building for future funding.

You know, when you're looking to identify additional funding sources, you want to think about the local state industry funding support from foundations, you want to think about restructuring existing staff roles to just maybe creating and making space in your budget, restructuring grant activities so costs are covered by different sources and developing that braided funding strategy that – (inaudible) – a variety of resources together.

WIOA funds can be an important part of your long-term sustainability for registered apprenticeship expansion. You know, I like this graphic, because it shows the five elements of registered apprenticeship and then identifies how WIOA funds can help support these various components.

So you know that WIOA can fund classroom training through individual training accounts or entities on eligible training provider list, which sponsors are or can easily be. We know that WIOA can fund on-the-job training through contracts, on-the-job learning and we know that there are business engagement specialists in American Job Centers and workforce boards who can be an important part of your business outreach strategies.

So the lifecycle of apprenticeship and the resources in the workforce system, there's a nice alignment there and if you aren't already using WIOA funds as part of your apprenticeship expansion strategy, now is a good time to think about what that will – what that could look like in your state.

You know, as we've talked a little bit about different approaches here, we haven't talked about your pipeline of apprentices and the role that American Job Centers can play in creating referrals or qualified job seekers through apprenticeship programs, another important piece of the lifecycle of apprenticeship there.

And we talked about individual training accounts and on-the-job training. Of course there's also resources to support pre-apprenticeship and supportive services for WIOA-eligible participants. So quite a lot of opportunity there.

You know, for youth – for pre-apprenticeship, there's some opportunities in the youth-funding stream under WIOA as part of work experience, which has a 20 percent expenditure requirement they can – and helping young people be in pre-apprenticeships can support the goal that the system has of 75 percent out-of-school youth services.

So pre-apprenticeship program could be of strategic interest to American Job Centers and workforce boards as well and then pre-apprenticeship can be considered short-term through vocational training or it can also be considered a training service. So different ways to align a pre-apprenticeship program with potential funding through the workforce system.

And then there's other federal funding. I just included the federal resources playbook here. I just love this resource, because it pulls together a wide range of federal funding that can be used to support registered apprenticeship.

If you haven't looked at it recently or maybe you're looking at this list now and saying like we used WIOA and maybe we've got some veterans benefiting from the GI Bill, but I wasn't using the Federal Highway Administration resources or hadn't thought about how to use SNAP/E&T funds.

So it may be good, if you haven't looked through this real recently, to spend some time with it and the playbook has some details about how to access where these funds are and some of the requirements that go along with them and how you can take steps towards pulling these resources into your broader strategy.

So talk to each other as you work to build sustainability apprenticeship expansion efforts in your state, what funding sources are you bringing to the table? And Stan, thanks for sharing that your college is – has an MOU that's a local OneStop to do reverse referrals to clients through apprenticeship programs, that's fantastic.

Desiree, you're talking about foster youth and if they could access some resources to support apprenticeship, not just that they're in college, I think that reminds me of some great work some states have done to adjust policies that they had in place.

You know, I know Kentucky and others, they had policies in place to support young people in their transition to post-secondary education and they've adjusted those policies to ensure that registered apprenticeship is a pathway that students can access those funds to support and I think that's real progress in terms of opening up career pathways to individuals through a variety, not just directly into community college and four-year college.

So what resources are you bringing to the table to support apprenticeship expansion going forward? I see a couple of you are typing in. And just to give you a preview of what's going to happen next, we're coming into the last little bit of our presentation and we're going to go into questions.

So if you've got questions for me, for each other, for Gabby, now would be a great time to type them in so we can roll straight into Q&A. And while a few of you are typing, either sharing some funding sources or typing in your questions, we'll just get to our last couple of slides here.

So in summary, building a sustainability work plan is not a linear process, you all know this. It's very iterative. You've been going through the cycle. Now many of you – (inaudible) – perhaps the whole lifecycle of your SAE grant, but now some time to give it some focused attention.

You want to start the process thoroughly. You want to be continuously reviewing the progress of your activities, thinking about what's working and thinking about what you want to move forward, thinking about what you want to learn from and you want to pay attention to new opportunities for sustaining activities, which I know you all are doing.

But being – you know, thinking of sustainability planning as an ongoing part of strategy development and implementation positions you to take advantage of new funding opportunities and new partnerships as they become available. And just a last reminder to circle back to the idea of the work plan that we talked about before.

You know, it's not enough to think about sustainability, you have to work the sustainability plan. So be concrete who's going to be engaged in your sustainability conversation, get your leadership support and buy-in and use the lessons that you learned from your SAE funds to enhance your future state apprenticeship expansion goals and activities, which I know you all are doing.

Nancy, I want to thank you for chiming in with a range of resources you are using, WIOA, state department of educations, voc rehab dollars, the resources within educational institutions. Desiree, thanks for sharing that you worked with colleges to do the related classroom training.

So there's a possibility for foster youth education dollars, but the barrier is a federal statute. So thanks for raising that, definitely something to think about in the future. A couple of you all are typing in. As I said, now is the time for questions. So we're moving into our question period.

We actually haven't seen any questions from you all come in but would love to take any that are on your mind. Patrick, thanks for asking about a recording. Absolutely, all these webinars are always recorded and everyone who's registered for the webinar will get a note in a couple of days with the link to the recording.

And I think someone previously asked if they could get a copy of the slides and that you can have right this minute. If you look over in the FileShare box that's below today's presentation, you'll see two documents. Just go ahead and download both of them right now. One is the sustainability planning checklist that sort of follows the conversation that we had today.

You can just print it out and think through where you are and – (inaudible) – and then today's PowerPoint. Katherine (sp) talks about some challenges around leveraging WIOA funds in terms of ensuring a good fit between participant and businesses and sort of how to manage the paperwork pieces of it.

These are good things to keep in mind and maybe we can have a conversation and find one of the other times that we're all together, maybe on a cohort call or something, to talk about how – what are the best ways to build business partnerships that allow us to create a pipeline of WIOA partnerships that meet business needs or what are the – (inaudible) – solutions – (inaudible) – look like where these partnerships are most effective and what are some good strategies for minimizing the bureaucratic or the paperwork or sort of the administrative functions of leveraging WIOA for the business partner.

I know there are folks who kind of crack those nuts and have figured out how to create a solution that's easy for the business to implement and successful for WIOA participants and still meets all the administrative requirements on the back end. Scott, thanks for chiming in with your funding resources that you're using.

So everyone, I'm not seeing a lot of questions coming in. I hope that's because this has given you some food for thought for your own programs and that you're thinking already about how to kind of fold some of this into your thinking and I want to thank you all so much for sharing.

I think this is – (inaudible) – conversation for hearing how you're applying and thinking about this work back in your own states. I see a couple of comments coming in. Oh, thanks, Theresa (sp). Well, if nobody has any questions, we can wrap up early. I'm always happy to give you 10 more minutes to go back and build a little more state apprenticeship capacity.

I see a couple people typing. So we'll hang on in case anybody's got questions coming in. And you know that you can always bring questions that you might have about this to your coach, to your – you know, your coaches are a great thought partner in thinking through sustainability planning.

If you have technical questions about sustainability planning or how it relates to your grant or sort of how the SAE grants are winding down, you can take those questions to your federal project officer. So lots of folks who want to support you and your success through this conversation.

I think what we're getting is thank-yous. So it was fabulous to be with you all this afternoon. Thanks for taking time, again. And I'll hang on, but let's call this sort of the formal end of our conversation and I'll still be here for anybody who might have a question. I wish you the very best for the rest of your day today and hope we get to talk again soon. Take care.

(END)