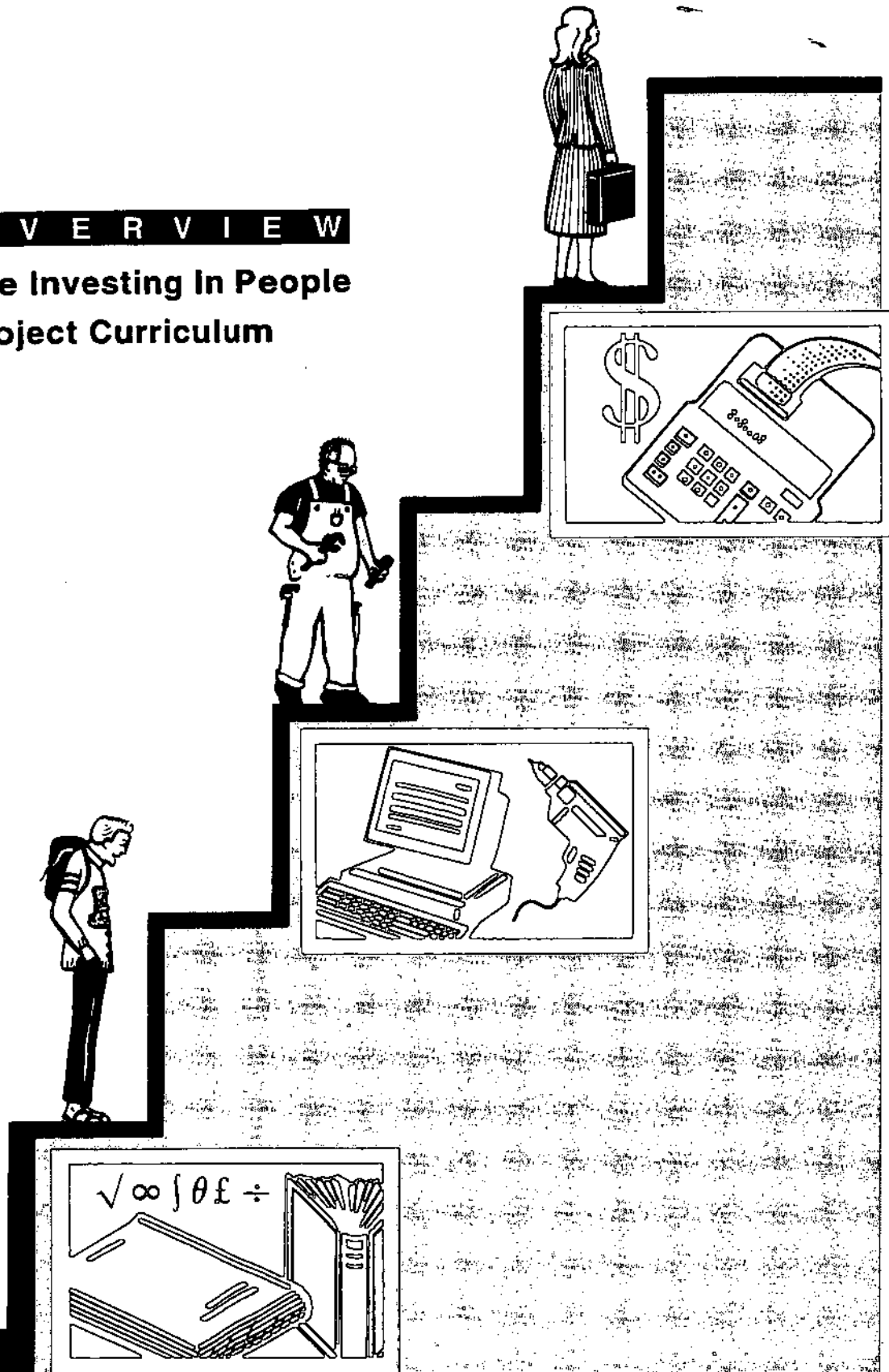


# Investing In People

## OVERVIEW

### The Investing In People Project Curriculum



**THE INVESTING IN PEOPLE PROJECT  
CURRICULUM**

A product of the  
Investing in People Project

A joint project of  
Jobs for the Future  
and  
The National Conference of State Legislatures

Assembled by  
Jobs for the Future Project Staff

February 1995



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Various consultants should be thanked for their contributions to the project and this curriculum, including Brian Bosworth of Regional Technology Strategies, Inc. of Cambridge, MA; Barbara Dyer of The National Academy of Public Administration in Washington, DC; Marlene Seltzer of Seltzer Associates in Boston, MA; Gloria Frazier of Web Associates in Naples, FL; Joe Cortright of the Joint Legislative Committee on Trade and Economic Development for the State of Oregon; and Scott Swenson, formerly with the Public Agenda Foundation in New York, NY. The Office of Work-Based Learning at the United States Department of Labor should be thanked for sending Deputy Administrator, Jack Rapport, to the second Policy Institute in Key West, Florida.

Thanks also go to the five state teams who worked so hard to make real change happen.

Staff at both the National Conference of State Legislatures and Jobs for the Future should be thanked for their tireless efforts to make the project work. Staff from NCSL include: Dan Pilcher, Barbara Puls, Dayna Ashley-Oehm, Jana Zinser and Scott Liddell. Staff from JFF include: Hilary Pennington, Douglas Zimmerman, Karin McCarthy, Mary Ellen Bavaro and Jerome Dean and Rebekah Lashman of Seltzer Associates in Boston.

Special thanks go to Karin McCarthy, Jerome Dean, Hadley Carlson and Roberto Meija, all from JFF, for assembling this material.

## OVERVIEW

As America has been confronted with global economic restructuring, many states in our union are being forced to look to innovative strategies for dealing with contemporary economic issues. Through the Investing in People (IIP) Project, the National Conference of State Legislatures (NCSL) and Jobs for the Future (JFF) have worked with five states— Connecticut, Iowa, Kentucky, Washington and West Virginia— to help them restructure their workforce development systems. The project lasted two years and resulted in a significant level of change in the five participating states, evidenced by increased awareness of workforce issues at the state level, institutionalized coordination, and most significantly the passage of innovative economic and workforce development legislation in three of the five states.

### **The Investing In People Project**

The core goal of the Investing in People Project was to provide the five states with a process through which they could develop and implement new workforce and economic development strategies. Toward this end, the project provided a framework in which IIP states could examine current and innovative workforce and economic development initiatives and begin to create comprehensive and integrated workforce development systems that would enable the states to be competitive in the emerging global economy. The IIP process focused on developing the capacity of participating states to plan strategically and to implement those strategies using a team approach. The process centered on teamwork and consensus-building among diverse interests. State teams generally consisted of 10 to 15 leading policy makers representing governors' offices, state agencies, state legislatures, business, labor, local decision-makers and other influential people. The mix of team members generally represented those people and organizations in the state whose actions and policies have a significant impact on workforce development.

The project dealt with five core issues relating to the development of statewide workforce development systems:

- (1) Economic competitiveness: enhancing the capacity of states to produce worthwhile employment opportunities for their residents;
- (2) Workforce training: developing the skills in the existing workforce necessary for maintaining individual growth and business productivity;
- (3) School-to-work transition: developing mechanisms to allow for more effective transition of high school students into successful careers;
- (4) Measuring outcomes/determining progress: improving the capacity of states to create benchmarks against which plans can be made and outcomes can be measured;
- (5) Building public awareness: creating public support for policy change.

The IIP project was constructed around two policy institutes which averaged four days each and were located outside any of the participating states. Locating the institutes in neutral locations was designed to lessen the influence of home politics on the formative (planning) stages of policy development and to make the most of limited time due to work schedules. The institutes were designed to stimulate thinking, learning and discussion around the key issues outlined above. Finally, the institutes allowed for active team-building of each state team and peer learning between the IIP states.

The institutes themselves were structured around interactive presentations by expert "faculty" and team time was facilitated by NCSL/JFF staff or "trail guides." Interactive presentations were made on the five issues outlined above. Faculty also presented sessions on team-building and the

implications of broad sweeping policy changes. Faculty presentations generally were followed by state team meetings, in which teams discussed the relevance of the issues to their respective state needs and workforce development vision. Team time was also designed to produce goals, strategies and action agendas (work plans) based on the presentations. During team time, faculty members were available to individual teams for consultation and, in some cases, facilitation.

In the months following each institute, teams were expected to act upon the goals and strategies that had been formulated at the institutes. Two trail guides, assigned to each of the five states before the first policy institute, were available to each state as resource people, information brokers, facilitators, catalysts, meeting planners and, in some cases, as full team members. Trail guides acted as neutral facilitators in what was at times a highly politicized process.

The keys to the success of the Investing in People project were the institutes, the faculty and trail guides, and the willingness of the participating states to undertake some very challenging work.

### **Project Implementation Issues**

There were some general concerns with the project that relate to the structure and the content of the process. While increased knowledge, greater flexibility, and increased capacity to build consensus can all be readily cited as benefits of using a team approach, this project demonstrated that there are important issues to consider when using a team approach.

First was team size. Teams in the IIP project averaged around 15 members. It was important to this project for states to start with a team that was representative of all relevant workforce players. Many of the IIP teams broadened their membership at the sub-committee level, but kept the core group between 10 and 20 members who were empowered to reach broad political consensus on behalf of the state.

Second, team membership continuity should be maintained over the course of a project. While broad-based membership is key, individuals who can commit the time needed to complete the process is also critical. This was difficult to maintain for some states in the IIP project. This lack of consistency caused some states to experience set-backs because new members had to be "brought up to speed" on the issues and the progress that the team had made prior to their joining.

Other team issues include the mix of skills on a team, individual commitments to activities outside of the project, difficulties with team leadership and conflict resolution within teams. Consequently, team building activities were of on-going importance to the process. Some of these team issues are revisited in other sections of the curriculum and all are explained in more detail in the in the publication, *Working Together for a Competitive Workforce: a Handbook for State Policy Teams*, in Section 1 of the curriculum.

In addition to team process issues, the structure of the IIP project did not hold states accountable on several fronts. States were not asked to provide explanations when goals were altered, and several states did alter their goals over the course of the project despite the intensive goal setting phase early in the project. Some states constructed work plans for the separate phases of the process but did not fully accomplish the objectives set forth in those plans. Furthermore, mechanisms for feedback from states on the strengths and weaknesses of the institutes, reporting on state activities between institutes, and methods for requesting trail guide assistance were not formalized until the project had been underway for six months. Had trail guides taken a more proactive role in managing the states from the on-set, some of the confusion surrounding goals and objectives may have been mitigated.

Furthermore, the project was not wholly sensitive to state institutional time frames. Many of the states were rushed in drafting legislation after the second institute because many state legislative sessions occurred early in January while the second institute occurred in early December. Closer

attention to individual state timelines would have helped the project in meeting the individual goals of all participating states.

A second set of issues relate to the content of the project: i.e.; the substance of the materials introduced and the role that trail guides and faculty played. On a purely substantive level, the project introduced some key ideas concerning workforce development, the school-to-work transition, building demand for more highly skilled labor, and building support for change. The project also laid out an approach for understanding a change process that began with vision setting. However, the project could have done a better job of linking the theoretical and policy information provided through faculty presentations to practical "how-to" tools. For example, with so much discussion occurring on the topic of coordination of federal programs, states would have been well served by a tool that facilitated states' efforts around integrating different federal funding streams. So, while states learned of the potential effectiveness of a state human resource investment council and its regional counterparts, the role of regional industry consortia, important elements of school-to-work system design, the importance of integrating funding streams, and other discrete elements of integrated workforce and economic development systems, the process did not equip the teams with actual tools that might have aided their implementation efforts.

### **Overview of the Investing in People Curriculum**

The purpose of this curriculum is twofold: (1) to outline the IIP project for states and other parties interested in replicating it; and (2) to describe the resources, products and rationale that were used with the five states involved in the project. Those who may be interested in replicating this project include: state legislative leaders; state workforce development, economic development, or education department leaders; a state level planning agency; an industry consortium; or another public policy consultant. It is important to note that while a critical goal of the IIP project was to develop a high-level, pro-active team approach to designing statewide workforce systems, the institute approach used in this project sought also to facilitate intensive peer learning within and across state teams. There are five overarching steps in the IIP process and seven distinct sets of activities. The steps are:

- |        |  |
|--------|--|
| Step 1 | Selecting Team Members;  |
| Step 2 | Developing a Common Vision, Goals and Objectives;                    |
| Step 3 | Gathering Information Relevant to those Goals and Objectives;        |
| Step 4 | Developing Specific Outcomes, Strategies, and Evaluation Mechanisms; |
|        | and,   |
| Step 5 | Implementing the Strategies.   |

And, the activities are:

- (1) The Proposal Submission and Review Process: each state team was required to outline its specific goals for the project and select the team members necessary for accomplishing those goals;
- (2) Policy institute I: each state was required to attend the first policy institute in which their vision, goals and objectives were refined and action plans developed in light of faculty presentations;
- (3) Post-institute I: each state was expected to follow-through on the action plan developed in the first institute;
- (4) Policy institute II: each state was required to attend the second institute in which specific strategies, based on the faculty presentations and their activities after the first institute, were formulated to produce specific outcomes and strategies that worked toward the goals developed in the first institute;

- (5) Post-institute II: each state was expected to follow through on the strategies and outcomes developed in the second institute;
- (6) Diagnostic Guides: each state was provided with a four-part Diagnostic Guide; and
- (7) Policy Reports on Workforce and Economic Development Issues: written by JFF and NCSL staff, these reports outline general workforce development issues and highlight the ways in which leading-edge states have confronted the issues.

While the project curriculum is designed to mirror the IIP process, in actuality the project was significantly more fluid than it may seem even in this curriculum. Project staff recognized very early that, while all of the teams would experience the same process, characteristics unique to individual states would inevitably lead to different rates of progress, different activities, and different outcomes. For example, outcomes that were expected to occur at the first institute, like an overall vision, occurred after the institute for some states. Some state specific materials presented in this curriculum will demonstrate this. Those replicating this process may want to change the timeline and products developed to match their unique objectives, time frame and informational needs.

### **Curriculum Sections**

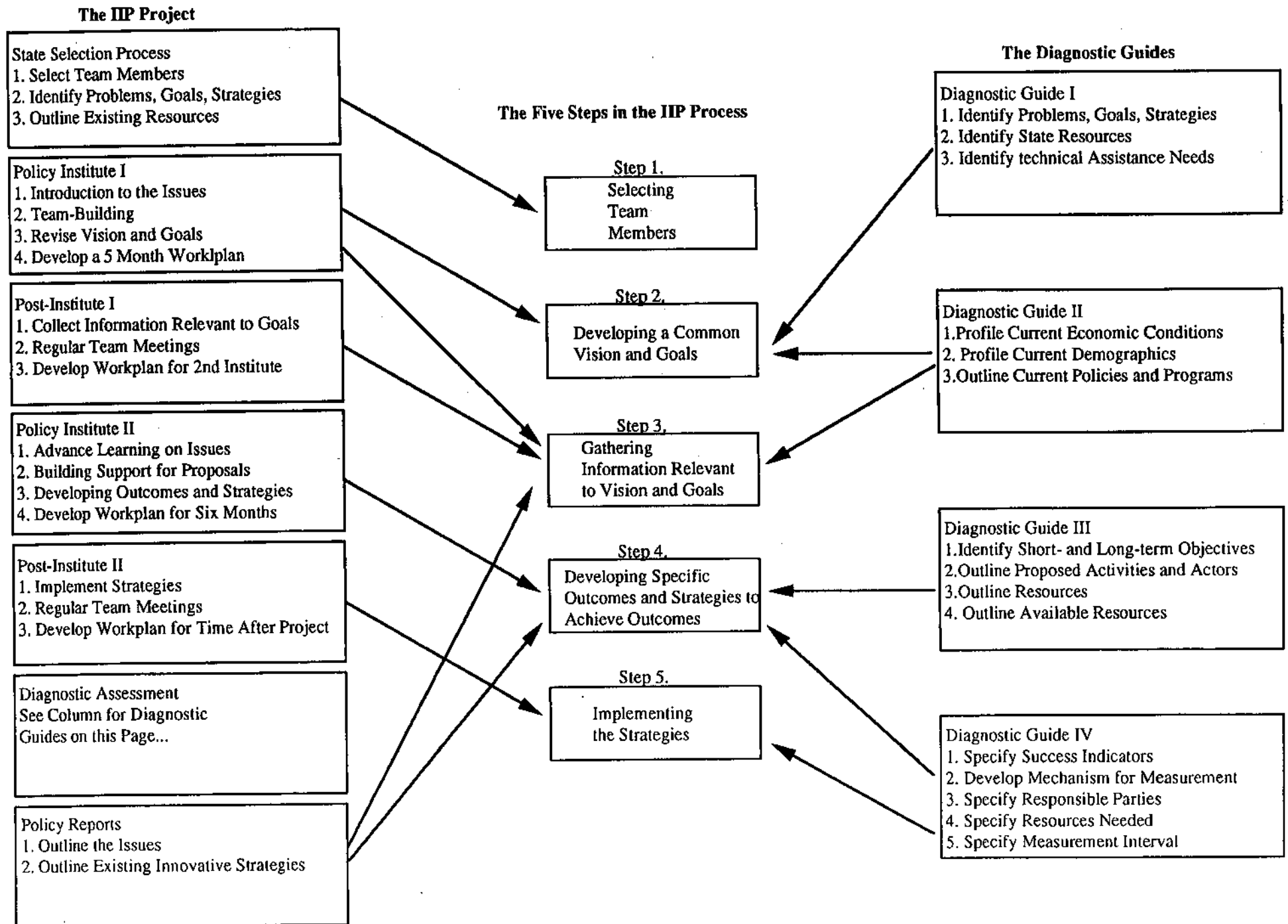
The curriculum consists of seven sections of materials that correspond to the activities described above. A more thorough description of the IIP process in the publication, *Working Together For a Better Workforce: A Handbook for State Team Decision Making* can be found in Section 1. The request for proposals (RFP) and the five winning state proposals are provided in Section 2 of this curriculum. Section 3 holds the agenda and faculty notes that were used at the first IIP institute. Section 4 holds summaries of state activities after the first institute. Section 5 holds the agenda and faculty notes from the second IIP institute. Section 6 summarizes state activities after the second institute. Section 7 holds the publication, *Is Your State Working? A Diagnostic Guide to Workforce Development*. This publication is the tool that each state used to begin assessing its workforce development system before the first institute. And, section 7 holds five policy papers written by JFF and NCSL staff as background materials to the project. Materials from the two institutes are attached to this curriculum as further background material for the project.

Each section in this curriculum is preceded by a description of the materials contained within and the role that the materials played in the IIP process. A table of contents and a schematic overview of the entire IIP process can be found in the following pages of this overview provide.



## The Investing In People (IIP) Project

Schematic Diagram Showing Where Project Activities and Diagnostic Tool Fit into the IIP Process



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# TABLE OF CONTENTS:

## *Working Together For a Better Workforce: A Handbook for State Team Decision-Making*

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### Section 1

#### Selecting the States: the Proposal Submission and Review Process

<i>Investing in People: A Request for Proposals</i> .....	3
Proposals From the Five Selected States	
Connecticut.....	11
Iowa.....	25
Kentucky.....	43
Washington.....	93
West Virginia.....	119

---

### Section 2

#### Policy Institute I: Snowbird, Utah

Agenda.....	1
Faculty Notes	
Barbara Dyer: Strategic Planning for Change.....	9
Gloria Frazier: Education Reform and the School-to-Work Initiativ....	53
Marlene Seltzer: Designing an Integrated Workforce Delivery System..	85
Brian Bosworth: Building the Demand for a High Skill Workforce....	125
Examples of State Vision Statements-Iowa and West Virginia.....	135
<i>Subarctic Survival Situation (Team-building Exercise)</i> .....	139

---

### Section 3

#### Post-Institute I: State Activities

Summary of Activities	
Connecticut.....	3
Iowa.....	4
Kentucky.....	5
Washington.....	6
West Virginia.....	7
Trail guide Correspondence Examples	
MEMO: West Virginia - Update for Key West.....	11
MEMO: Washington State Team Update.....	27
MEMO: Iowa Team Activities to Trail Guides.....	29

---

### Section 4

---

## Policy Institute II: Key West, Florida

Agenda.....	1
<b>Faculty Notes</b>	
Hilary Pennington: School-to-Work System Design.....	5
Brian Bosworth: Facilitating the Development of High Performance Work Organization.....	23
Joe Cortright: Benchmarking in Oregon.....	57
Scott Swenson: Building Support for Workforce Development.....	67
<b>Planners and Implementors (Team-building Exercise).....</b>	<b>73</b>

---

### Section 5

## Post-Institute II: State Activities

<b>Connecticut</b>	
Summary of Activities.....	1
Legislation (HB No. 5086).....	3
<b>Iowa</b>	
Summary of Activities.....	27
<b>Kentucky</b>	
Summary of Activities.....	29
Legislation (HB 475).....	31
<b>Washington</b>	
Summary of Activities.....	45
<i>High Skills, High Wages: Washington's Comprehensive Plan for     Workforce Training and Education</i> .....	47
<b>West Virginia</b>	
Summary of Activities.....	65
Legislation (SB No. 19).....	67
<b>Monthly Team Progress Report Format.....</b>	<b>75</b>

---

### Section 6

## Diagnostic Guides: Tracking the Progress of the IIP Process

*Is Your State Working? Diagnostic Guides For Workforce  
Development.*

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### Section 7

## Policy Reports

<b><i>Reinventing Education</i></b> by Jana Zinser, National Conference of State Legislatures	
<b><i>Workforce Development: Building Statewide Systems</i></b> by Karin McCarthy, Jobs for the Future and Rebekah Lashman, Seltzer Associates	
<b><i>School-to-Work: A Guide for State Policy Makers</i></b> by Jobs for the Future	
<b><i>Reorganizing Firms: Learning to Compete</i></b> by Dan Pilcher, NCSL	
<b><i>Adult Workers: Retraining the American Workforce</i></b> by Scott Liddell, NCSL and Dayna Ashley-Oehm, NCSL	

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### Section 8

## TIMELINE OF PROJECT EVENTS

<u>Month</u>	<u>Event</u>	<u>Purpose</u>
January, 1993	Request for Proposal	Sent to 50 States
	Selection of Proposal Review Panel	Expert Opinion on Proposals
April, 1993	Review of Proposals Begins	Selection of 5 IIP States
	Joint NCSL/JFF Project Management Meeting	Plan for the First Policy Institute
May, 1993	Trail guide Visit to Kentucky	To Meet Team Members and Learn about State Activities
	Trail guide Visit to Connecticut	To Meet Team Members and Learn about State Activities
	Diagnostic Guides I and II Sent to States	Facilitate the Information Gathering Process and Begin State Team-Building Process
June, 1993	Trail guide Visit to Washington	To Meet Team Members and Learn about State Activities
	Trail guide Visit to Iowa	To Meet Team Members and Learn about State Activities
	Trail guide Visit to West Virginia	To Meet Team Members and Learn about State Activities
	Policy Institute I	Introduction to Issues, Shared Team Vision Development, and Goal Setting
	Trail guide Visit to West Virginia	Post-Institute De-Brief Meeting
	Faculty Conference Call with West Virginia	Further Team's Understanding of Change Process
July, 1993	Trail guide Visit to Connecticut	Discuss Team's Progress and Facilitate a Team Meeting
	NCSL Annual Meeting in San Diego	Representatives from Each IIP State Team Served as Panel Members for Other States' Questions About the IIP Project

August, 1993	Trail guide Visit to West Virginia	Facilitate a Meeting on One-Stop Shopping
	Consultant Visit to West Virginia*	Technical Assistance on Developing a School-to-Work Plan
	Trail guide Visit to Iowa	Attend a Team Meeting
September, 1993	Trail guide and Consultant Visit to West Virginia	Technical Assistance on School-to-Work Planning
	Faculty Visit to Washington	Testify at Legislative Hearing on School-to-Work
October, 1993	Trail guide Visit to Washington	Preparation for Key West Institute and Discussion of State's Progress
	Trail guide Visit to Connecticut	Attend a Team Meeting
	Trail guide Visit to Connecticut	Technical Assistance to Team on School-to-Work
November, 1993	Joint NCSL/JFF Project Management Meeting	Plan for the Second Policy Institute
	Consultant Visit to Kentucky*	Talk with Team about High Performance Work Organization
	Trail guide and Consultant Visit to West Virginia	Technical Assistance to Team on School-to-Work
December, 1993	Policy Institute II	Development of State Specific Outcomes and Strategies
January, 1994	Faculty Visit to Washington	Technical Assistance to Team on Proposed High Performance Work Organization Legislation
February, 1994	Trail guide to Iowa	General Technical Assistance to State Team
	Publication, <i>Reinventing Education</i>	Printed and Distributed

March, 1994	Faculty Visit to Iowa	Presentation on High Performance Work Organization to Team and Legislative Leaders
May, 1994	Publication, <i>Workforce Development: Building Statewide Systems,</i>	Printed and Distributed
June, 1994	Trail guide Visit to Kentucky	Discussion of Next Steps with IIP State Team
July, 1994	Trail guides Visit to Iowa	Meeting with IIP Team
	Trail guide Visit to Connecticut	Meeting with IIP Team
August, 1994	Faculty Visit to Washington	Technical Assistance on Workforce Development Planning
September, 1994	Publication, <i>School-to-Work: A Guide for State Policy Makers</i>	Printed and Distributed
October, 1994	Trail guide Visit to Iowa	Meeting with IIP Team
November, 1994	Trail guide Visit to Connecticut	Discussion of Next Steps with IIP State Team
	Publication, <i>Is Your State Working? A Diagnostic Guide to Workforce Development</i>	Printed and Distributed
December, 1994	Publication, <i>Working Together for a Better Workforce: A Handbook for State Team Decision-Making</i>	Printed and Distributed
February, 1995	Publication, <i>Reorganizing Firms: Learning to Compete</i>	Printed and Distributed
	Publication, <i>Adult Workers: Retraining the American Workforce</i>	Printed and Distributed
	Publication, <i>The Investing in People Project Curriculum</i>	Printed and Distributed

\*Consultant visits were sometimes facilitated by trail guides at the request of the state.

## Investing in People Project State Team Members

### Connecticut

Judith Lohman, Principal Analyst, Office of Legislative Research  
Lenny Winkler, State Representative  
George Brusznicki, Executive Vice President, New Britain Chamber of Commerce  
Nancy Wyman, State Representative  
Martin Looney, State Senator  
Mike Caron, State Representative  
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Robert Wysock, Budget Analyst, Office of Fiscal Analysis  
Joseph Crisco, State Senator  
Catherine Cook, State Senator  
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Lauren Weisberg Kaufman, Connecticut Business and Industry Association  
Mike Lawlor, State Representative (**Team Chair**)  
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Allan Green, Director, Office of Legislative Research (**Team Coordinator**)  
John Stripp, State Senator  
Chlora Lindley-Myers, Legislative Commissioners' Office

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Sen. Tom Vilsack, State Senator  
Andrew Schell, retired businessman  
Lois Eichacker, retired, former Executive Director, Southeast Iowa Community Action Agency  
Norma Hohlfield, Promise Jobs Coordinator, Iowa Department of Human Services  
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Lee Plaisier, State Representative (**Team Chair**)  
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Sam Helman, Vice president, Toyota Motor Manufacturing  
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Rob Raukin  
Sen. Susan D. Johns, State Senator (**Team Co-Chair**)

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Patricia Durbin, Mayor, City of Elizabethtown  
Ben Carr, Jr., Chancellor, University of Kentucky Community College System  
Rep. Bill Lear, State Representative (**Team Co-Chair**)

### **Washington**

Rick Bender, President, Washington State Labor Council, AFL-CIO  
Suzette Cooke, State Representative  
Sylvia Skratek, State Senator  
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Tim Erwin, State Senator  
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Randy Dorn, State Representative (**Team Vice Chair**)  
Rick Adams, Retired Boeing  
Brian Ebersole, Speaker, State House of Representatives (**Team Chair**)  
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Adelina Gonzales, Member, Commission on Student Learning  
Clif Finch, Association of Washington Business  
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Gary White, President, Joint Commission for Vocational, technical and Occupational Education  
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Leonard Anderson, State Senator  
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Barbara Harmon-Schamberger, Secretary of Education and the Arts  
Jerry Mezzatesta, State Delegate  
Saundra Perry, Executive Director, Joint Commission For Vocational, Technical and Occupational Education  
David Miller, State Delegate  
Joe Powell, President, West Virginia Federation of Labor, AFL-CIO  
Robert Chambers, Speaker of the House of Delegates (**Team Co-Chair**)  
Percy Ashcraft, State Delegate  
Thelma Ford, Executive Director, North Central Opportunities Industrial Center  
Michael Peck, Senior Vice President, Corporate Development, Science Applications International Corp.  
John Ranson, Cabinet Secretary of Commerce, Labor and Environmental Resources



## TRAIL GUIDES

### Connecticut

**Barbara Puls, Program Principal, National Conference of State Legislatures.** Barbara has worked for NCSL's economic development program for seven years. Ms. Puls specializes in community development and small business issues. She is the author of *From Unemployed to Self-Employed: A Program Analysis, Building Communities that Work: Community Economic Development* and co-author of *Breaking New Ground: Community Based Development Organizations*. Ms. Puls holds an M.A. in economics from the University of Colorado and a B.A. in economics and government from Simmons College.

**Hilary Pennington, President, Jobs for the Future.** Ms. Pennington is a nationally recognized expert on education and training issues who has worked with the federal government and states across the country to develop public policies that integrate economic and human resource development. Ms. Pennington is one of the chief architects of the American youth apprenticeship movement, working to improve the school-to-work transition for the majority of young people who do not attend four-year college. Ms. Pennington was invited to make a presentation on youth apprenticeship at the President-elect's Economic Conference in December of 1992 and served on the inter-agency transition team of the US Departments of Labor and Education. She has advised federal and state policy makers in their attempts to draft school-to-work transition legislation. Ms. Pennington has also assisted non-profit organizations and corporate foundations in the areas of strategic planning and evaluation. Prior to co-founding Jobs for the Future, she was an associate in the Public Policy Issues Analysis Department of Aetna Life and Casualty Company, where she developed corporate programs on economic development and workforce training and education issues. She holds a Master's in Public Policy and Management from the Yale School of Organization and Management, a diploma from Oxford University's Graduate School of Social Anthropology, and a Bachelor of Arts degree from Yale University. She serves on the boards of the Autodesk Foundation, the Center for Learning and Competitiveness, and the International Development and Management Group.

### Iowa

**Rebekah Lashman, Director of Program Development, Seltzer Associates.** Rebekah works with Seltzer Associates a subcontractor to Jobs for the Future on the Investing in People Project. Ms. Lashman has more than 10 years of experience in employment and training program development, management and evaluation. She has recently developed and conducted training sessions for employment specialist in labor market analysis and job development techniques, has conducted an evaluation of the capacity and employment of the City of Cambridge, Massachusetts' workforce development system, and has assisted the Cape Cod Regional Employment Board (Private Industry Council) in developing a five-year Workforce Development Blueprint. Ms. Lashman is currently writing an instructional manual, *Problem-Solving Techniques for Supervisors* for the American Management Association and is providing planning assistance to the Boston Private Industry Council's youth apprenticeship program, Project ProTech.

**Dayna Ashley-Oehm, Policy Specialist, National Conference of State Legislatures.** Dayna has been with NCSL's Economic Development Program for over five years and specializes in housing and community development issues. Ms. Ashley-Oehm is the co-author of *Developing Recycling Markets and Industries*, *Breaking New Ground: Community-Based Development Organizations*, *Adult Workers: Retraining the American Workforce*, and the author of *Constructing Local Solutions: Affordable Housing*. She holds a B.A. in political science from

Colorado State University and is working on her masters in urban and regional planning from the University of Colorado at Denver.

### Kentucky

**Dan Pilcher, Program Director, National Conference of State Legislatures.** Dan staffed the NCSL Commerce and Economic Development Committee for ten years. For five and one-half years, he wrote and edited the State Legislatures magazine, often on economic development topics. He is the author of *The State and International Trade: New Roles in Export Development (1985)* and *Lessons across the Pacific: U.S. and Japanese Initiatives in Economic Competitiveness (1988)*, and numerous articles. He holds a M.A. in Economics and a M.A. in International Relations from the University of Denver, and a B.S. in Physical Science from Kansas State University. From 1969-71, he served as a Peace Corps Volunteer in rural economic development in Sierra Leone, West Africa.

**W. Douglas Zimmerman, Vice President for Programs, Jobs for the Future.** Dr. Zimmerman has overarching responsibility for JFF's programs, including technical assistance for sites and states, facilitation work, and training for JFF's capacity building initiatives. He has held workshops for, and made numerous presentations to, legislators, teachers, administrators, business and labor leaders, and other practitioners on the subjects of learning reform and workforce development. He gave a keynote address at the 1993 National School-to-Work Conference conducted jointly by the U.S. Departments of Labor and Education. He has also assisted the Massachusetts Legislature in the development of the Chapter 71 education reform. Prior to joining JFF, Zimmerman was an associate program director and a program officer at The Boston Foundation where he managed the Persistent Poverty Project, a multi-city project funded by the Rockefeller Foundation and conducted grant reviews in education and social services. He has taught graduate level courses on education and philanthropy at the Harvard University Graduate School of Education, and worked at the Boston Plan For Excellence in the Public Schools Foundation in its formative years. Zimmerman served as director of programs for the Cal-Wood Center for Learning, an outdoor learning center specializing in comprehensive interventions for at-risk youth and leadership development for youth and young adults. Dr. Zimmerman earned his degree in education from the Harvard University Graduate School of Education and his Bachelor of Arts from St. Olaf College.

### Washington

**Jana Zinser, Senior Policy Specialist, National Conference of State Legislatures.** Jana works for NCSL's economic development program. Her professional experience prior to NCSL includes chief of staff to the Iowa Senate Majority Leader and communications director for Congressman Bill Hefner. Ms. Zinser has a bachelor's degree in political science and history, a master's in journalism, and a law degree.

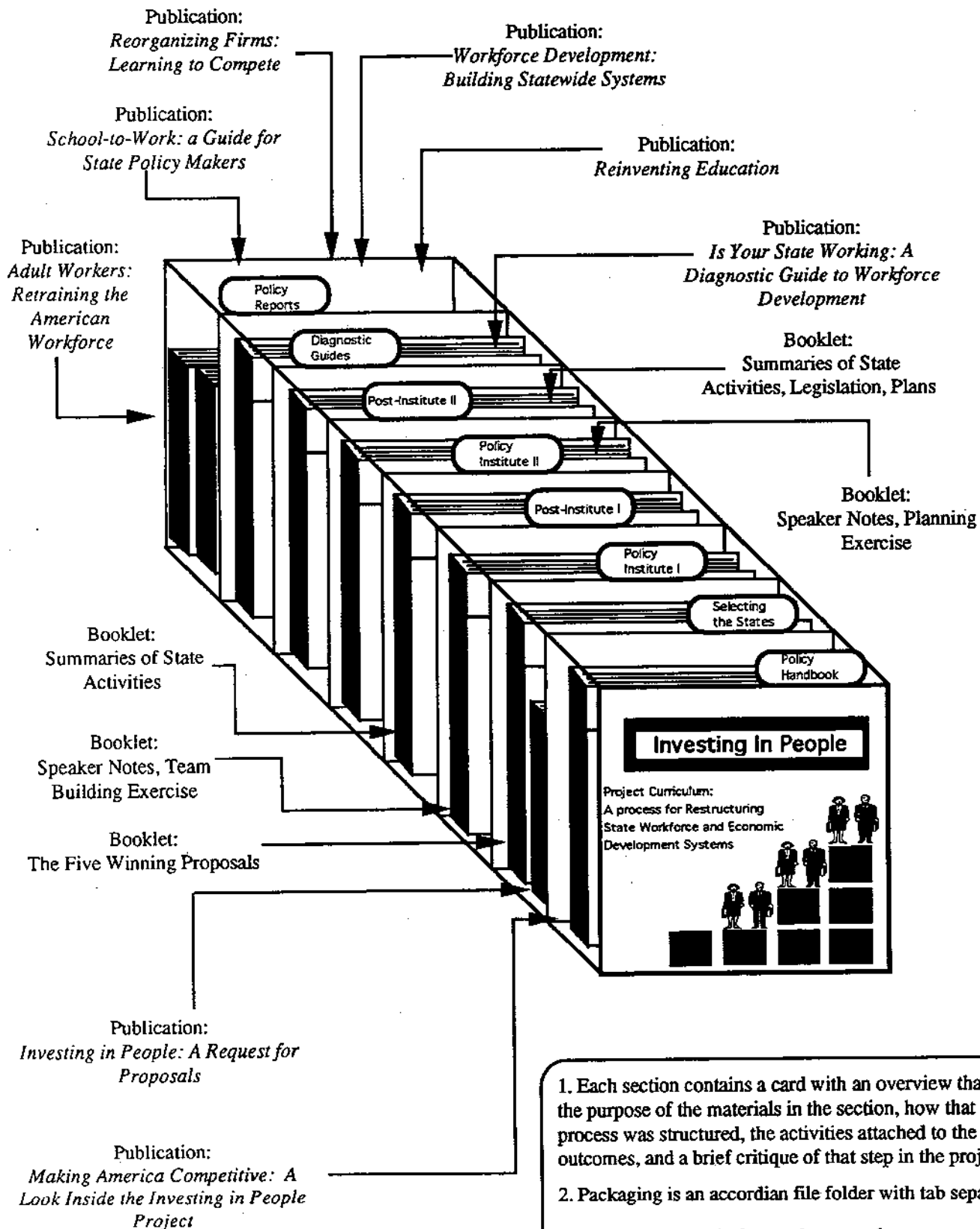
**Mary Ellen Bavaro, Director of Communications, Jobs for the Future.** Ms. Bavaro has worked at Jobs for the Future for the past four years. She received her Master of Education degree in Administration, Planning, and Social Policy from the Harvard University Graduate School of Education and her Bachelor of Arts in Government from Cornell University. Ms. Bavaro oversees the operations of the Communications and Advocacy Department. She is responsible for conveying JFF's organizational expertise to policy makers, practitioners, and the media, and for managing the production of reports, newsletters, videos, brochures and related communications materials. She also helps write and edit various JFF materials and helps plan JFF's advocacy and outreach strategy.

## West Virginia

**Karin McCarthy, Program Director, Workforce Development, Jobs for the Future.** Ms. McCarthy manages JFF's state-level workforce development programs. Prior to joining JFF, Ms. McCarthy worked as a program management consultant on the Boston Harbor Cleanup Project advising the Massachusetts Water Resources Authority on the design, implementation, and management of adult basic education and vocational training programs and assessment for MWRA employees. She also managed the project's Professional Internship Program. Prior to joining the Boston Harbor Project, Ms. McCarthy served as the director of the \$34 million Massachusetts Employment and Training Choices Program. Ms. McCarthy's experience at DET also included managing MASSJOBS Southeast and running the Massachusetts Dislocated Worker Program. She received her Master of Business Administration from Boston College and her Bachelor of Arts from Colby College.

**Scott Liddell, Research Analyst II, National Conference of State Legislatures.** Scott specializes in workforce development and related subjects for NCSL's Employment and Training Program. He has been with NCSL since fall of 1989. Mr. Liddell has a bachelor's degree in political science from the University of Iowa and a master's degree in international affairs from The American University in Washington, D.C. He has authored several articles and publications for NCSL, the most recent being "*Raling With The World: How States Can Build a 21st Century Workforce*" (1994).

# How to Use This Investing in People Project Curriculum



1. Each section contains a card with an overview that outlines the purpose of the materials in the section, how that step in the process was structured, the activities attached to the step, outcomes, and a brief critique of that step in the project.
2. Packaging is an accordion file folder with tab separated sections.
3. The view shown is deeper than actual.