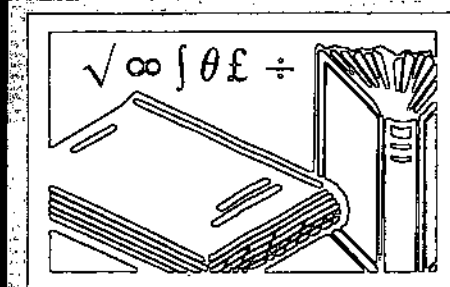
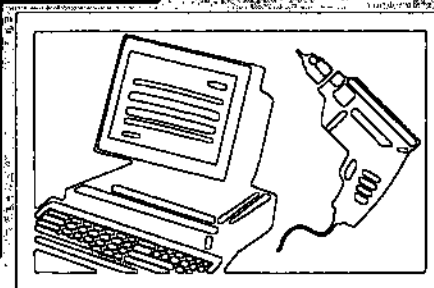
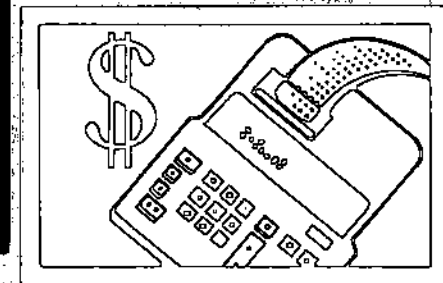
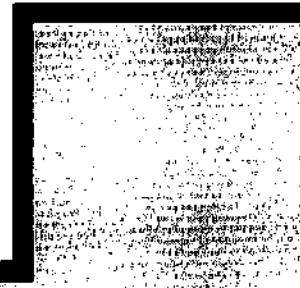


Investing In People

SECTION 2

Selecting the States: The Proposal Submission and Review Process



INVESTING IN PEOPLE:
A Request for Proposals

INVESTING IN PEOPLE

A REQUEST FOR PROPOSALS

A Project of the
National Conference of State
Legislatures (NCSL)
and
Jobs for the Future (JFF)

Project Funded by the
DeWitt Wallace-Reader's Digest Fund

INVESTING IN PEOPLE

REQUEST FOR PROPOSALS

THE OPPORTUNITY:

Five states will be selected on a competitive basis to participate in a comprehensive effort to develop a world-class workforce.

THE CHALLENGE:

To create a globally competitive workforce that is educated, skilled, and adaptable.

THE BENEFITS TO STATES:

States will receive expert consultation and assistance tailored to their unique needs. State teams will attend two workforce policy institutes to refine and implement their workforce strategies.

HOW TO APPLY:

Proposals must be submitted by the presiding legislative leadership in both houses no later than April 1, 1993. Proposals must be no longer than 10 pages and must identify problems, goals, strategies, and a state project team. Send proposals to:

Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

The following pages provide more detail on the program and selection criteria.

PURPOSE:

NCSL and JFF are soliciting proposals from state legislative leaders to formulate, refine, and implement integrated systems for workforce preparation and economic development. As states struggle with the challenges of the global economy, NCSL and JFF have designed a project to help states achieve their economic and educational goals. This project will not only educate state policymakers about the issues and policy options in the areas of economic development, education, and workforce preparation but also guide them through the process of strategy development and plan implementation.

This project, funded by the DeWitt Wallace-Reader's Digest Fund, was created in response to the economic and social problems facing states as budgets have dwindled and the economic recession has continued. A state's greatest asset is its people, therefore, states must work to strengthen their education and training systems if they want to strengthen their economies. With President-elect Bill Clinton's emphasis on education and workforce training, the federal environment should be supportive of state innovations to invest in people. Over the next two years, this project will help five states transform the way they develop and implement their education and workforce preparation policies.

"As the U.S. economy continues to change, states need to keep pace with that change. The quality and adaptability of a state's workforce will give it a competitive advantage in today's global economy. States that lack a focused, coordinated workforce development plan will be left behind."

--Dan Pilcher, Program Director, NCSL Economic Development Program

While a few states have altered their workforce development policies, most states have not implemented a workforce development strategy that:

- is comprehensive in nature;
- promotes cooperation between public and private sectors at both state and local government levels; and
- is driven by a long-term vision to prepare people for productive lives.

"As states are contemplating the full-scale restructuring of education systems, the advent of this project is particularly timely since the success of workforce development policies depends on school excellence."

--John Myers, Program Director, NCSL Education Program

Effective workforce development strategies in the global economy also require:

- bipartisan cooperation between the legislative and executive branches; and
- policies and programs that cross traditional boundaries of interest-group politics, legislative specialization, and executive agency responsibilities.

"In order to have a competitive workforce, states need to implement a long-range education and training strategy that is supported by employers, workers, educators, and state policymakers. States that create partnerships between public and private sectors will definitely be more competitive in the global economy than states that do not."

--Hilary Pennington, President, JFF

WHY PARTICIPATE?

The five states will be provided with supplemental resources to develop and implement a new and more effective workforce development strategy. States should be committed to improving their workforce development system by creating new partnerships between public and private sectors, new legislative initiatives, and better coordination of existing resources and programs. NCSL and JFF will provide your state, if selected, with:

- **Expert consultation on state economic development, education, and workforce preparation policy.** Through the project's advisory committee and the extensive knowledge and contacts of NCSL and JFF, you will be provided with resources to help prepare your state's economy for the workforce challenges that lie ahead. Assistance can be provided in such areas as:
 - developing new strategies for preparing non-college-bound youth for good careers;
 - encouraging youth to complete high school and pursue post-secondary learning;

- linking education, training, and job placement with state economic competitiveness and development goals;
 - building public support for adult retraining and education in ways that meet the needs of the state's economy;
 - developing ways for small- and medium-sized businesses to provide improved opportunities for training workers, economic development, and growth;
 - involving and supporting existing private sector strategies to improve worker skills and economic competitiveness;
 - implementing and evaluating workforce preparation strategies and programs;
 - developing and establishing a communication strategy to garner public support;
 - defining the state's role to encourage private sector workforce modernization strategies; and
 - building strong linkages within communities that connect educators, community officials, labor, and private sector leaders to achieve local economic goals under the framework of the state's workforce and economic development strategy.
- **Seminars and Meetings** to educate and help state teams create and implement their workforce development strategy.

- Up to ten intensive, in-state technical assistance visits;
- Workforce Policy Institute, June 1993, in Vail, Colorado;
- Workforce Policy Institute, December 1993, in Key West, Florida;
- Evaluation Workshop, July 1994, at NCSL's New Orleans Annual Meeting.
- Diagnostic guides and briefing papers on workforce development and human investment issues. These publications will supply information on workforce policy issues and help diagnose the state's workforce development problems to improve the effectiveness of that system.

Topics will include:

- school-to-work transition,
- education reform,
- innovations in state economic development policy,
- adult education and retraining, and
- coordination of human investment policies and programs in states.

● **REQUIRED RESOURCES*:**

All proposals must outline support for their state team that includes designating a project coordinator (if a new person is hired, the participating state must cover the recruiting

and salary expenses). Team members must commit adequate time to develop and implement their recommendations and plans.

In May 1993, selected teams also will be required to supply information on their state's current public and private investments in education and training, including profiles of the broad array of workforce education and training programs in terms of budgetary allocations, populations served, and measured outcomes.

* *These requirements are mandatory for all proposals.*

MINIMUM APPLICATION REQUIREMENTS:

Each proposal will be evaluated by the following criteria:

- IDENTIFICATION OF PROBLEMS, GOALS, AND STRATEGIES (25 points):

Proposals must clearly:

- identify the workforce and economic development challenges facing the state;
- identify intended goals/outcomes and a plan for sustaining the effort after the project ends;
- identify funding sources to support state goals;
- suggest a preliminary strategy for addressing these challenges which could be developed and implemented under this project;

- identify existing strategies (legislative proposals, programs, commissions, or working groups) and state how participation in this project would assist, build on or differ from these strategies including how it will build on existing policies, programs, initiatives and coalitions;

- explain how your state's strategy will affect state workforce and economic development outcomes.

• **TEAM COMPOSITION AND ORGANIZATION**
(25 POINTS):

House and Senate presiding legislative leaders jointly shall appoint the chair and vice-chair of the team and select ten to fifteen members, reflecting a diversity of political affiliation, gender, race, and region. The team should reflect broad-based political and community involvement. Team members might include legislative leaders, relevant committee chairs, governor's policy advisors, agency heads, organized labor, major employers, teachers, and representatives from education, private industry councils, community-based development organizations, local governments, industry trade associations, media, foundations, think-tanks, and/or university-based public policy institutes. Proposals must include a list and brief biography of team members, the designated chair, vice-chair, and project coordinator, as well as the percentage of women and minority members on the team.

Attendance at the project's two policy institutes and in-state meetings is mandatory for all team members. Attendance at the evaluation workshop is required for the team chair and vice-chair.

• **COMMITMENT OF STATE RESOURCES**
(25 POINTS):

Proposals must include a clear statement of the level of interest in and commitment to reforming the workforce and economic development systems in the state. Proposals must reflect efforts of existing coalitions in the state working to improve the state's workforce development system.

States should include clear evidence of their willingness to:

- reallocate existing resources to implement the plan;
- restructure incentives;
- reorganize how workforce programs are governed and structured;
- form partnerships and coalitions that cross sectoral lines; and
- conduct public outreach to build awareness and support for reforming the state's workforce development system.

Proposals must include a commitment by the state that will enable team members to participate fully in the project and reach their goals of improving the state's workforce development system.

• **UNIQUE RESOURCES (25 POINTS):**

State should highlight their individual strengths and advantages such as: supplemental money raised from in-state sources to support additional team members, public

relations campaigns, established coalitions of labor and management, public and private partnerships for strategic planning, educational reforms, previous or on-going workforce preparation efforts, etc.

THE PROJECT WILL PAY FOR THE FOLLOWING:

- travel and lodging expenses for up to ten team members for the two Workforce Policy Institutes and for two team members to attend the project Evaluation Workshop; and
- expenses for project staff and expert consultants to visit your state for up to ten technical assistance visits;

Should the project require that project staff work with your state team for more than ten sessions, those extra technical assistance sessions may be possible if the state team raises the additional funds necessary to cover those expenses. If a state would like to appoint more than 10 members to their team, the state must raise the additional funding.

HOW TO APPLY:

Only presiding legislative leaders are eligible to submit proposals in response to this RFP. The support of leadership in both houses must be demonstrated. Proposals

must be no longer than 10 pages in length. Please send three copies of the proposal by April 1, 1993 to:

Barbara Puls
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

PROJECT STAFF: Project staff will be available to answer questions about the project and state proposals.

National Conference of State Legislatures staff include: Dan Pilcher, Barbara Puls, Dayna Ashley-Oehm, Julie Davis Bell, and Jana Zinser and may be reached at 303/830-2200.

Jobs for the Future staff include Hilary Pennington, Douglas Zimmerman, Mary Ellen Bavaro, Richard Kazis, and Arthur White and may be reached at 617/661-3411.

PROJECT FUNDER: This project is funded by the Dewitt Wallace-Reader's Digest Fund. The Fund's goal is to help American youth fulfill their educational and career aspirations by investing nationwide in programs to improve elementary and secondary schools; encourage collaboration between schools and communities; strengthen organizations that serve youth; and support programs that increase career, service and educational opportunities for young people. The Fund's approved annual grants exceed \$60 million.

ABOUT NCSL AND JFF: NCSL, based in Denver, Colorado, is a non-profit, non-partisan organization that represents the legislators and legislative staff of the nation's fifty states, commonwealths, and territories.

Jobs for the Future is a non-profit, non-partisan organization based in Cambridge, Massachusetts, that works with political and civic leaders, educators, employers, and intermediary organizations to advance knowledge and practice in workforce improvement, economic development, and education reform.

West Virginia Roundtable, Inc.

21 Kanawha Valley Building, Charleston, West Virginia 25301 Telephone (304) 357-0850 / FAX (304) 357-0852

March 30, 1993

Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

Dear Ms. Puls:

The West Virginia Roundtable is pleased to endorse the public/private work force development initiative "Investing in People."

West Virginia is making considerable progress toward improving its economic climate and work force. However, the efforts made thus far, though laudable in concept, are fragmented in nature. It is for this reason, we applaud the "Investing in People" grant competition and pledge our support to West Virginia's team. To reach its goals for the 21st century, West Virginia needs the assistance of this project.

Yours truly,

R. W. Wilkinson/skc

R. W. Wilkinson
Chairman

RWW/skc

CHAIRMAN

RICHARD W. WILKINSON
Hugh I. Short, Jr. Foundation

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A. MICHAEL PERRY
Key Continuum Bancshares, Inc.
MARSHALL REYNOLDS
Chapman Printing Company
LACY L. RICE, JR.
Mountaintop Bankshares of WV, Inc.
HULETT C. SMITH
Home Insurance Company
JOSEPH M. VIPPERMAN
Appalachian Power Company

H. C. R. 19--"Requesting the commitment of the 71st Legislature to the 'Investing In People' project."

Whereas, The future of West Virginia in a global economy and the development of an educated and skilled workforce is an essential component of a comprehensive economic development strategy; and

Whereas, The National Conference of State Legislatures and the Jobs for the Future received funds from the DeWitt Wallace-Reader's Digest Fund and are soliciting "Investing in People" proposals from state legislatures to formulate, refine and implement integrated systems for workforce preparedness and economic development; and

Whereas, Only five states will be selected on a competitive basis to participate in a comprehensive effort to develop a world-class workforce; and

Whereas, Governor Gaston Caperton is the leading Governor in the National Governors' Association Work Group for a Competitive Workforce; therefore, be it

Resolved by the Legislature of West Virginia:

That the 71st Legislature will support the "Investing in People" project if West Virginia is selected to participate in the program; and, be it

Further Resolved, That the 71st Legislature endorses the creation of a workforce development "Investing in People" team to address



STATE OF WEST VIRGINIA
OFFICE OF THE GOVERNOR
CHARLESTON 25305

GASTON CAPERTON
GOVERNOR

March 30, 1993

Ms. Barbara Puls
National Conference of
State Legislatures
1560 Broadway, Suite 700
Denver, Colorado 80202


Dear Ms. Puls:

I wholeheartedly support and endorse "Investing in People Proposal: West Virginia's Commitment to the Future." I have committed the involvement of two of the Cabinet Secretaries, as well as my workforce development policy analyst, in the project. I will personally participate in the workforce development consensus conferences or town meetings.

West Virginia is committed to forging a bipartisan, public-private partnership to develop a comprehensive workforce development strategy. One of the reasons I accepted the responsibility of lead governor for the National Governors' Association Competitive Workforce Work Group is that West Virginia must restructure its workforce education and training to survive in a global economy. Further, states must work with the federal government to ensure that the United States builds an economic foundation based on highly skilled, productive workers.

I am excited about this opportunity to participate in the "Investing in People" project and will actively work with legislative leaders to make the project a success in West Virginia.

Sincerely,


Gaston Caperton
Governor

GC:ro

Appendix C

number of different occupations -- and this reality is not lost among the underemployed and unemployed respondents that were surveyed. When asked what type of skills they would be most interested in obtaining, computer usage easily emerges as the most often cited response.

In addition to computer usage skills, the underemployed and unemployed also need to be equipped with other occupational skills in order to become more marketable to employers. The survey results show that six-tenths of those interviewed have an unskilled occupational background. And, many of the skilled workers have experience in declining industries. Even among the college-educated, few have received an education that is specific to a high growth occupation (i.e., computer technology, health care).

Many of the respondents recognize the need for improving their job-readiness skills. The survey results show that the most common request (by far) of state government is job training. However, many respondents appear uncertain as to where (or how) to receive this training. In addition, many of the respondents seem to be lacking in direction in their job search, and many request assistance from the state government in this area. These findings suggest that a concerted effort needs to be made to increase awareness of, and accessibility to job training and job service. (While not a major issue, it should be pointed out that some respondents face problems with transportation that prevent them from gaining access to employment and/or training opportunities).

The Next Step

A task force has been appointed by the Governor to study these survey results and to develop specific programs to address the needs of unemployed and underemployed citizens.

- The most often used approaches to find employment are newspaper want ads and word-of-mouth referrals. Most of the respondents have not modified their approach since beginning their job search.
- Not surprisingly, a high percentage of those interviewed are seeking work in a field that matches their occupational background; however, it should be noted that a number of persons are willing to "take anything."
- Over 60% of the high school graduates rate the overall quality of education as excellent or good. However, the high school graduates are not as pleased with the job that their high school education did in preparing them for a career (negative ratings are about even with positive ratings on this aspect). Opinions become more unfavorable with regard to high school's usefulness in preparing the student for additional schooling (negative exceeds positive on this aspect).
- In comparison to respondents who attended 4-year colleges, those who attended community colleges assign higher ratings to the overall quality of their educational experience and career preparation.
- Most of the persons who served in the military received training that was specific to the military (i.e., artillery training). This helps to explain why military respondents are less likely to rate their training favorably with regard to career preparation (in comparison to vo-tech respondents).
- More than 80% of the total sample are open to the idea of additional training to upgrade their job skills. The uneducated (non-high school graduates) and the unskilled (no vocational/military training) make up a high percentage of those not interested in receiving training.
- Approximately half (47%) of the 200 unemployed and underemployed respondents currently receive some type of government assistance. Food stamps are the most common form of assistance, followed by unemployment compensation and welfare (AFDC).

Implications

The survey results show that the skill category that deserves the most attention is the use of computers. The gap between employer expectations and the self evaluation of the unemployed and underemployed is widest on this category. Computer skills are becoming essential for employment in a

Methodology

A representative sample was taken in ten areas of the state. Approximately 20 personal interviews were completed in each area using a random procedure. Unemployed persons were defined as anyone who is not working, but would like to be employed. Underemployed persons were defined as part-time or temporary workers who would prefer full-time work. Also considered were persons working full time who were actively seeking employment in a field that is more suited to their interests and skills.

Results

The results identified major barriers to employment such as low education levels, skill levels that failed to meet employers' expectations, and workers not trained for skilled, high growth jobs. Barriers were particularly serious among rural unemployed and underemployed residents.

Highlights of the key findings of the Labor Skills Assessment Survey of Underemployed and Unemployed Residents were:

- Six-tenths of the sample have an unskilled occupational background. Many of the skilled laborers have experience in declining or no-growth industries (i.e., steel, coal mining, etc.)
- Nearly half (45%) of those interviewed have not graduated from high school, and just 3% are college graduates (another 14% attended college). Most non-high school graduates have parents who also failed to graduate from high school.
- On a scale of one (low) to five (high), the respondents assigned the highest ratings to their learning skills (3.91) and social/responsibility skills (3.85), following by problem-solving (3.55), reading (3.37), math (3.10), writing (2.92), and computer usage (1.59). Self evaluation of skill levels are more positive among respondents with vocational/military training, urban respondents, and those who have a skilled service/managerial background. Skill levels also increase as education levels rise.
- When compared to the results of the Employer Skills Survey, the respondents' self evaluation is below employers' present and future expectations for reading, math, writing, and particularly computer usage skills. The respondents assessment of their learning, social/responsibility, and problem-solving skills is in-line with employer expectations.

Skills 2000

Labor Skills Assessment Survey of Unemployed
and Underemployed West Virginia Residents
Summary

The West Virginia Development Office recognizes that a skilled work force is essential to economic growth and employment opportunity. The productivity and reliability of the state's workers are among the state's strongest business recruiting tools. When citizens are unemployed or underemployed it has a negative impact of their self-esteem, their future and the economic future of the state.

In 1991, the West Virginia Development Office studied the skill needs for tomorrow's business and industry groups. In 1992, it determined the skill levels of unemployed and underemployed residents. The results of the study will be used to modify existing education and training programs and initiate new programs to prepare the work force for employment in business and industry.

Background

An interagency, public and private sector committee was formed to help the West Virginia Development Office determine labor skill needs. During the fiscal year 1991, the committee helped the West Virginia Development Office design a labor force needs survey to determine the types of worker skills that will be required by key industry groups in the year 2000. The survey asked employers to evaluate the skill required to perform specific jobs across eleven different skill categories, both for the present day and for the year 2000. This direct mail survey was sent to employers in those industries targeted by the Governor's "Blueprint for Jobs" (i.e., plastics and speciality chemicals, "value-added" wood products, information management, food processing, suppliers to major industries, warehousing and distribution, health care, aerospace, environmental technology).

After the completion of the Skills 2000 Employer Skills Survey ("demand") in September of 1991, the committee focused on documentation of employee skills (the "supply-side"). During fiscal year 1992, Ryan McGinn Samples Research, Inc. was commissioned by the West Virginia Development Office to conduct a Labor Skills Assessment Survey of 200 randomly selected unemployed and underemployed West Virginians. The primary objective of this survey (conducted by means of personal interviews) was to determine the education levels, skill levels, prior training received, attitudinal issues, and demographics of West Virginia's unemployed and underemployed residents.

Skills 2000

Labor Skills Assessment Survey of Unemployed and Underemployed West Virginia Residents

Conducted for

State of West Virginia
Gaston Caperton, Governor

Department of Commerce, Labor and Environmental Resources
John Ranson, Cabinet Secretary

West Virginia Development Office
Dyan Brasington, Director
Hazel Kroesser, Ed.D., Project Manager

Conducted by
Ryan•McGinn•Samples Research, Inc.

December 1992

Funded by an Economic Development Administration 302(a) Grant
from the United States Department of Commerce



Appendix B

The eight interviews underlined the need for more expertise in math and science as well as technical competence. Interviewees felt there was a shortage of persons who can effectively apply thinking skills to defining and solving problems, adapt to change, acquire new skills and be versatile rather than narrowly trained. Future workers will need to be able to function effectively as a team. Interviewees did express a concern for what they perceived as a lack of business sense as evidenced by inappropriate dress for a job interview, demeanor and grammatical usage. They felt applicants often exhibited a lack of self-esteem and low aspirations although they did not lack technical competence.

Implications

The workplace of the future will place higher intellectual demands on employees. Basic skills will include not only reading, writing and mathematics but also the higher order skills of problem solving, computer use, computer programming and technical skills. Being able to organize, take responsibility, work well as a team member and learn new technical skills will separate the future employee from those who function in traditional management structures.

Schools will need to teach this broader range of skills in an atmosphere that models the team approach in the work setting so students can practice risk-taking, team work, self-discipline and flexibility. Self-esteem and appropriate business interview skills are essential to compete for tomorrow's jobs. The successful employee of the future needs both advanced skills and the ability to showcase those skills.

Results

The results clearly underlined the need for more skills from the future work force. Technology and automation will not reduce the need for skills but rather will require more technical expertise.

For the job classification of professional, technical, administrative and clerical, as well as the industry specific job classifications, employers felt the need for the following:

- . educational preparation beyond the high school and technical training level
- . greater reading skills particularly at the professional and administrative levels, especially the ability to read technical reports
- . more writing skills with the ability to write memos, evaluations and directions for all classifications except technical
- . greater mathematics skills with most positions requiring some algebra
- . greater problem solving skills requiring the ability to independently solve problems, with less demand in clerical jobs than the other classifications
- . use of computer software for applications and problem solving
- . all job categories with the exception of administrative positions were seen as requiring programming skills sufficient to develop 20 to 50 step programs
- . technical skills approaching the ability to setup and operate equipment as well as recognizing any deviations from normal operations
- . the ability to work with minimal supervision with administrative and professional persons needing to manage their own time and responsibilities independently
- . organizing skills requiring the ability to electronically record information with administrative personnel being able to anticipate needs
- . increased ability to be able to learn in a classroom setting with professional and administrative staff also being required to learn independently.

Skills 2000 Employability Survey
Summary

What skill levels will be needed by West Virginia's industries in the year 2000? That is the question that drove the Skills 2000, West Virginia Employability Survey. Once future skill needs are known, training programs and retraining programs can be developed to ensure West Virginians are ready to compete for the jobs of the future.

Background

An interagency, public and private sector committee helped the Governor's Office of Community and Industrial Development (GOCID) design the survey and assisted with the analysis of the results. The committee included representatives from the Division of Employment Security, Division of Rehabilitation Services, Department of Education, West Virginia Roundtable, State Chamber of Commerce, Job Training Services Providers, West Virginia University, Health and Human Resources, State College - University Systems, and Division of Labor. It was co-chaired by the GOCID Education Liaison, and the Director of the State Occupational Information Coordinating Committee.

The Skills 2000 Survey was commissioned by GOCID's Education Liaison program, which was initiated in 1990 to build stronger linkages between the public education system and economic development programs as specified in the West Virginia "Blueprint for Jobs". The survey was supported under contract by the West Virginia Research and Training Center at West Virginia University with funding provided by a grant from the Economic Development Administration, U.S. Department of Commerce.

The following targeted growth industries were selected based on the "Blueprint for Jobs" and recent economic development activity: plastics and speciality chemicals, value-added wood products, information management, tourism, food processing, suppliers to major industries, warehousing and distribution, and health care.

Methodology

Targeted industries were surveyed to determine skill level needs now and in the year 2000 for five industry specific job classifications and four generic job classifications. The skill areas were: educational preparation, reading, writing, mathematics, problem solving, computer use, programming, technical skills, social responsibility, organizing/inventory and learning skills. In addition, eight interviews were conducted with selected employers within and outside West Virginia.

SKILLS 2000

West Virginia Employability Survey

State of West Virginia
Gaston Caperton, Governor

West Virginia Development Office
Ann Johnson, Director
Hazel Kroesser, Ed.D., Project Manager

West Virginia Research and Training Center
West Virginia University
Don McLaughlin, Associate Director

State Occupational Information Coordinating Committee
George McGuire, Ed.D., Director

September 1991

Funded by an Economic Development Administration 302(a) Grant
From the United States Department of Commerce

Appendix A

Governor Gaston Caperton has been a strong leader in education and workforce development issues. He is serving as the lead governor on workforce issues for the National Governor's Association. He has committed his support and involvement.

West Virginia has a Business Roundtable that has supported a strong linkage between education and economic development. Copies of the Roundtable's letter of support, the Governor's commitment and the Concurrent Resolution are found in appendix C.

West Virginia sees a growing economy supported by workforce development as the key to the future and is the only state to have an office within its economic development department specifically charged with fostering linkages between education and economic development. The education liaison will serve as project coordinator.

In addition to the Governor's lead role in the National Governor's Association, the commissioner of the Bureau of Employment Programs serves a national role as the president-elect of the Interstate Conference of Employment Security Agencies. Additional resources include the Bureau of Business Research at West Virginia University, the Center for Education and Research with Industry at Marshall University, West Virginia Institute of Technology Technical Assistance Center, the West Virginia Research League, Inc. and the West Virginia Education Fund.

West Virginia has one of the best fiber optic networks in the nation. State utilities provide telecommunications services to over 86% of the state's population. In addition, 300 educational sites have downlink capabilities to receive satellite transmission. A distance learning coordinating council is charged with developing long-range plans to integrate the instructional telecommunications system, to coordinate distance learning and to clarify the roles of agencies involved in the state's distance learning enterprise. Together these resources provide an avenue for delivering effective training at remote, rural sites.

Summary

Can a state build an economic development plan that moves an entire state from the past into the future? Can it develop high technology industries and still maintain the integrity and independence of its rural population? West Virginia believes it can create a future that is built on tomorrow's skills without losing respect for its rural nature.

The vision is not an impossible one, but it is extremely difficult to achieve. Quite frankly, while West Virginia has the commitment to dramatic change, it does not have all the skills needed to accomplish the tasks. With a Legislature that meets only 60 days a year and with limited resources, it needs the outside technical assistance that the Investing in People project can provide.

West Virginia would welcome the opportunity to forge a partnership with the National Conference of State Legislatures and Jobs for the Future to become a model for other rural states needing to turn around the economy while preserving the uniqueness of the state's heritage.

modernization. Funding for FY 93 is expected to be around \$3 million. These programs are examples of tools the team will have available to them to restructure incentives to support workforce development.

Reorganize How Workforce Programs are Governed and Structured

The Bureau of Employment Programs Job Training Programs Division is exploring a single point of entry to several federally funded vocational training programs through a grant of \$30,000 from the U. S. Department of Labor. In addition, a pilot project in a public housing area is combining efforts of vocational education, JOBS, the housing authority, community-based agencies and others to test the viability of the one-stop-shop concept and co-location of services.

The Governor's Interagency Task Force on Workforce Development has begun the process of collecting information about current education and training programs which includes information required from NCSL grantees, listed on page 7 of the Request for Proposals. The task force is already examining common computerized data bases, common application forms and generically trained staff with an awareness of the need to reorganize how workforce programs are governed and structured.

Form Partnerships and Coalitions That Cross Sectoral Lines

Clearly, the public/private Council for Community and Economic Development and the innovative Cabinet on Children and Families demonstrate West Virginia's commitment to cross sectoral lines. In addition, there are nine Partnership for Progress Councils covering the state. The partnerships are a collaboration of business, labor, education and government which promote regional economic development. The Investing in People Team also is indicative of West Virginia's commitment to build coalitions to reach its' vision of the future.

Conduct Public Outreach to Build Awareness and Support for Reforming the State's Workforce Development System

West Virginia will conduct electronic town meetings statewide to build public awareness and start to develop a consensus for strategies for workforce development. The Investing in People Team will regularly communicate its progress and provide linkages to other groups working on similar projects. The Governor's Office and Development Office communications experts will assist with preparing periodic communications through the media to the general public. The state's public broadcasting network also will be utilized to communicate with the public.

West Virginia will do whatever is necessary to enable team members to participate fully in the Investing in People project and to reach their goals of improving workforce development.

Unique Resources

The West Virginia House of Delegates and Senate passed Concurrent Resolution 19 committing their support to the Investing in People project and the support of six team members. They also agreed to dedicate \$100,000 to the project.

Joe Powell - Mr. Powell is the President of the West Virginia Federation of Labor, AFL-CIO. He is a member of the West Virginia Labor Management Council and the Rural Development Council.

John Ranson - Mr. Ranson is Cabinet Secretary of Commerce, Labor and Environmental Resources. He has served as the state's Economic Development Director and as a top-level manager in the chemical industry.

James Thibeault - Mr. Thibeault is Director of the Cabin Creek Quilting Cooperative and has organized grass-roots community development programs.

Gary White - Mr. White is President of the Joint Commission for Vocational, Technical and Occupational Education. He is President of International Industries Incorporated and lives in Logan County.

The team is 31% female and 19% minority members (the state is 52% female and 3.8% minority). All team members are committed to attend meetings and the two policy institutes.

Commitment of State Resources

Reallocation of Existing Resources

In a 1990 special legislative session devoted to education-related issues, the Legislature created the Governor's Cabinet on Children and Families. The purpose of the Cabinet is to coordinate a flexible system for comprehensive, unified, effective and efficient services to children and families. The Cabinet is chaired by the Governor and includes the Secretary of Health and Human Resources; the Secretary of Commerce, Labor and Environmental Resources; the Secretary of Administration; the State Superintendent of Schools; the Attorney General; one member of the Senate and one member of the House of Delegates.

This Cabinet has the authority to waive rules and regulations that impede coordinated service delivery; to transfer funds among, between and within departments; and to utilize available facilities and resources under the control of the state and county boards of educations and the governing boards of higher education. This authority will be utilized to reallocate existing resources to implement the strategic workforce development plan.

Restructure Incentives

During the 1992 legislative session, the West Virginia Development Office was placed under the control of a predominantly private sector council which has pledged to raise additional funds from the business community to support the state's economic development programs. This innovative approach to restructuring economic development is an example of West Virginia's willingness to forge new avenues to achieve state goals.

The Governor's Guaranteed Work Force Program provides state support for customized training to assist with new and existing business development and

Team Composition and Organization

The commitment to this project is so strong, the Speaker of the House of Delegates and the President of the Senate have agreed to serve as co-chairs of the Investing in People Team. The following describes the West Virginia Team and project coordinator.

Keith Burdette, Co-chair - Senator Burdette is Senate President and a businessman from Wood County.

Robert "Chuck" Chambers, Co-chair - Delegate Chambers is Speaker of the House of Delegates and an attorney from Cabell County.

Leonard Anderson - Senator Anderson chairs the Small Business Committee. He is a small businessman from Summers County.

Percy Ashcraft - Delegate Ashcraft is Chairman of the House Education Committee and a businessman from Harrison County.

Thelma Ford - Ms. Ford is the Executive Director of North Central (West Virginia) Opportunities Industrialization Center and originator of an innovative Job Training and Family Education program for under educated women and their children.

Barbara Harmon-Schamberger - Ms. Harmon-Schamberger is Secretary of Education and the Arts which is a Cabinet position to coordinate public education, higher education, vocational education, public broadcasting, public libraries and culture and history.

Vivian Kidd - Ms. Kidd is the Executive Director of the West Virginia Education Fund, the nation's first statewide education fund. The Fund serves as a catalyst for private sector involvement in public school improvement.

Hazel Kroesser, Project Coordinator - Dr. Kroesser is the education liaison in the Development Office and has worked in research and development, public education, higher education and economic development. She is from Kanawha County.

Sondra Moore Lucht - Senator Lucht chairs the Senate Education Committee. She is a school psychologist and is from Berkeley County.

Jerry Mezzatesta - Delegate Mezzatesta serves on the House Education, Finance, Rules and Health and Human Resources Committees. He is a teacher and a tree farm operator from Hampshire County.

Michael Peck - Mr. Peck of Shepherdstown is a co-founder of West Virginia's Software Valley movement. He is a Senior Vice President for Corporate Development at Science Applications International Corporation (SAIC), an employee-owned research and development company.

Edward Peeks - Mr. Peeks is a business columnist for The Charleston Gazette. He is a retired business/labor editor from Kanawha County.

Preliminary Strategy for Addressing Challenges

West Virginia has had success utilizing a town meeting format for building consensus for major issues, such as education and health care, facing the state. The town meeting format could be utilized to build an initial consensus for addressing the workforce development challenges. However, instead of a "drive-in" town meeting, statewide, electronic town meetings will be held utilizing existing technology in schools and businesses to pilot a potential training delivery system for the future.

An Interagency Task Force on Workforce Development has focused on four objectives thus far. The need for a common computerized data base, a common application form with key items built in to trigger specific programs, staff members who are generically trained and the flexibility for the client to enter any agency and receive information about the whole array of programs has been identified. This group has laid the foundation for a customer-driven, results-oriented workforce development system.

The Rural Development Council is a newly formed state collaborative of over 75 federal, state and local government leaders as well as representatives of private sector and nonprofit organizations which do business in rural West Virginia. It will provide a forum through which major issues, needs and barriers confronting West Virginia's rural communities can be addressed.

These strategies are the beginning of a process for reaching the project's goal.

Existing Strategies

A number of existing strategies have been mentioned already. They include an Interagency Task Force on Workforce Development, the National Governors' Association Competitive Workforce Group, the Job Training 2000 Advisory Committee, the State Job Training Partnership Council, the Governor's Guaranteed Work Force Program, the Joint Commission for Vocational, Technical and Occupational Education, the Labor-Management Council, as well as others. Through some common membership and careful communication these various groups are moving in complementary directions.

Investing in People would build on these existing efforts by focusing them more sharply. There is a need to define clearly the state's workforce development vision, define what currently exists, determine where the discrepancy between the vision and reality lies, design a strategy to make the vision a reality and create a mechanism to monitor the success of the strategic plan. In other words, a strategic plan for workforce development is needed in West Virginia.

State Workforce and Economic Development Outcomes

West Virginia has the highest unemployment in the nation. This is not just a function of too few jobs. Even if jobs were here, too many citizens lack the education and training to fill them. The only way West Virginia can successfully compete in tomorrow's economy is to build an educated, skilled workforce.

In a rural state, delivery of workforce training is key. West Virginia intends to become a model for the use of technology for delivery of education and training. Through the use of technology, citizens can receive the training they need and still maintain the rural quality of life.

West Virginia's rural nature makes workforce development particularly challenging because workforce issues cannot be separated from transportation and other support services. Since West Virginia is the second most rural state in the nation, it provides an excellent opportunity to develop and pilot utilization of technology for training, agency "circuit riders", single points of access, and other approaches to serve the needs of rural citizens and businesses.

Intended Goals/Outcomes

The goal of Investing in People is to build a consensus for a comprehensive strategic plan designed to close the gap between current levels and future needs for workforce education and training. Keeping in line with this very important goal, West Virginia's project outcomes will include:

- identifying "Best in Class" market areas,
- increasing public awareness of the state's economic development vision so it can be utilized as a planning tool,
- redesigning education and training programs so they are responsive to the needs of a globally competitive business and industrial sector,
- forging a state, local and private partnership to achieve a customer-driven, results-oriented workforce development system, and
- effective and efficient delivery of services to rural areas.

Sustained Effort After the Project Ends

West Virginia is committed to sustaining this workforce development effort. The Investing in People Team is co-chaired by the House Speaker and the Senate President. Governor Caperton is the lead Governor for the National Governor's Association Competitive Workforce Work Group and, in that capacity, will be helping to formulate national workforce development policy. He and the legislative leadership have a long-term commitment to workforce development as part of a comprehensive economic development strategy.

The Bureau of Employment Programs Job Training Programs Division received a grant to explore the Job Training 2000 one-stop-shop concept. The West Virginia Development Office has as one of its objectives to "Develop a world-class workforce that is well-educated and appropriately trained for the job market." The West Virginia Department of Education has as one of its objectives that "All working-age adults will be functionally and technically literate. We will use schools, colleges and universities for life-long learning." The West Virginia Rural Development Council is focusing on short- and long-term strategies to enhance development in rural areas of the state. In other words, all appropriate entities are dedicated to a sustained workforce development effort.

Funding Sources to Support State Goals

The project is being staffed by the education liaison, who is an educator assigned from the state Education Department to the state Development Office to link education and economic development. This program, thought to be the first of its type in the United States, was funded by the Economic Development Administration grant of \$147,000 in FY 91 and \$148,000 in FY 92. In both cases, it is the largest EDA 302(a) grant of its type. Because of the value of the program, it is state funded as part of the Development Office budget and will provide long-term staff commitment to the project. In addition, the Legislature will provide up to \$100,000 to support the project goals.

Figure 1

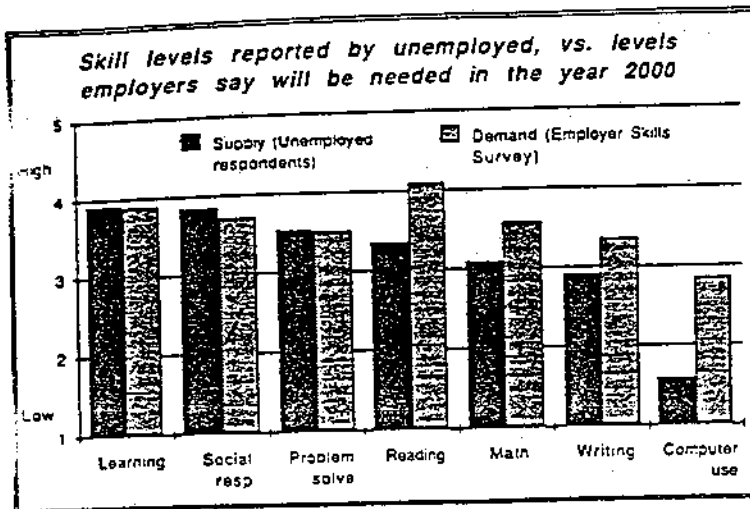
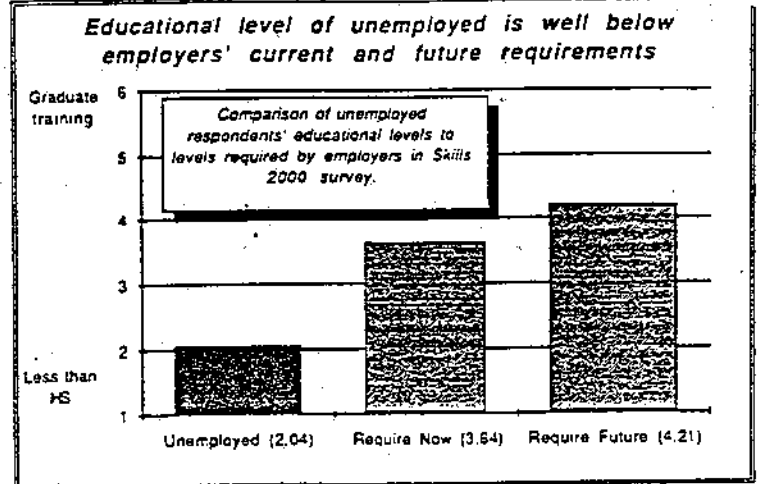


Figure 2



There are a number of efforts in place to address education and training needs. Among numerous other efforts, there is an effective Job Training Partnership Council; a Governor-appointed Interagency Task Force on Workforce Development; and the Joint Commission for Vocational, Technical and Occupational Education which coordinates vocational training at the secondary and post-secondary levels.

Part of the challenge in closing the education and training gap is the coordination and focusing of the various delivery systems. A comprehensive, statewide strategic workforce development plan will provide the road map for this essential coordination.

Challenge 2: The second workforce and economic development challenge is to serve effectively and efficiently the needs of the state's rural populations.

The March 11, 1993 issue of The Washington Post includes a story about the Reynolds family. Bill and Susie Reynolds live in rural Roane County, West Virginia. Mr. Reynolds does auto body work in his garage and Mrs. Reynolds used to work in the local sweater factory. They have transformed a bedroom of their home into a quilting center where they make quilts for the Cabin Creek Quilting Cooperative. Cabin Creek Quilts recently received a contract from Lands' End to make quilts and has provided training in Roane County for residents like the Reynolds. Many rural residents in Roane County are able to make \$150 a week at home preserving the craft of their ancestors.

In rural McDowell and Mingo Counties, schools are involved in a program to teach entrepreneurial skills to students. When they graduate, they will have the basic skills to start a small business enabling them to remain in their rural communities and be economically independent. This program and the Cabin Creek Quilts project are two initiatives designed to support economic development in a rural state.

Challenge 1: West Virginia's primary workforce and economic development challenge is three fold: to identify appropriate markets and project technological advances needed to support the future needs of those markets; to identify workforce skills required to compete globally in the targeted areas; and to close the gap between the level of education and training needed and the level that exists.

Mr. Craig Gunoe is a welder who works at Blaw Knox, a company that manufactures steel rolls in Wheeling, West Virginia. In a discussion involving labor and management, Mr. Gunoe said he wanted to be trained in the use of computers. "It's not enough to know how to weld. These days, I need to know how to operate the computer that does the welding." Mr. Gunoe recognizes the need to upgrade his skills, but if he were to go back to his vocational school, in many cases, he would be trained in the old, out-dated methods for welding.

The old industries cannot be counted on to sustain West Virginia's economy any longer. Several targeted industries have been identified. However, West Virginia needs to identify market areas where companies can become "Best in Class" so that research, education, and training can be focused on supporting those efforts.

The West Virginia higher education system includes several research schools. Research support for developing new technologies for the "Best in Class" industries should be closely coordinated between existing research centers and the companies. Collaboration would increase companies' research and development capacities and also provide opportunities for public higher education to become involved more closely in the state's economic future.

To ensure maximum market place, a workforce must have the basic and technological skills needed for maximum productivity. An initiative is needed to provide technical skills to meet tomorrow's needs. Such an initiative will require close linkages between business, industry, labor, education and training providers. Teachers and entrepreneurs will need to become partners in the education process. Labor, business and schools will need to provide even more apprenticeship opportunities.

However, before technical skills may be enhanced, West Virginia must first address the improvement of basic skills statewide. Thirty-four percent of the population does not have a high school diploma. A comprehensive, widescale upgrading of basic skills is essential.

Even with the currently identified industries, there is a widening gap between what employers will require from employees in knowledge and skills and what citizens have. Skills 2000, a survey that asked West Virginia's industries what skill levels they will need in the year 2000, (a skills demand survey) defined expectations in terms of basic skills, technical skills and workforce readiness. Figure 1 contrasts those results with the self-reported skill levels of one source of workforce supply, the unemployed and underemployed. Figure 2 contrasts the current education levels with employers' expectations. A summary of the study is found in appendix B.

- The Council of Chief State School Officers awarded West Virginia one of five grants to boost its youth apprenticeship program.
- The Governor's Guaranteed Work Force Program, an aggressive, customized training program, has won a national award for its effectiveness.
- An education liaison office was established to foster formal linkages between education and economic development.
- All graduating high school seniors receive a Certificate of Proficiency listing the individual's proficiency level in basic skills.

Are these and other programs working? Yes, there is sound evidence that these efforts are starting to pay off. Over the past four years, payroll employment in West Virginia increased three and one-half times as fast as payroll employment in the United States. West Virginia is one of the three fastest growing states east of the Mississippi in terms of job growth. Personal income has been growing faster than national average. The population decline has been reversed through in-migration and natural increases.

On the public education front, improvements also are evident. West Virginia ranks first among the 15 Southern Regional Education Board (SREB) member states in graduation rate and has the fastest growing advanced placement enrollment rate. It has the lowest dropout rate in the SREB states.

While West Virginia is on the road to a competitive workforce, the road ahead is uncertain for lack of clear direction to create the dramatic changes needed. A grant from the National Conference on State Legislatures would facilitate West Virginia's efforts to clear the road for a globally competitive workforce and straighten its direction through a comprehensive strategic plan.

The remainder of this proposal is organized by the criteria specified in the Request for Proposals.

Identification of Problems, Goals and Strategies

Workforce and Economic Development Challenges Facing West Virginia
West Virginia cannot afford to make a slow methodical transition from the economy of the past to become an economic leader in the future. As a people, the state must leap the gap from the past to the future. This leap will require a statewide vision of West Virginia's appropriate role in tomorrow's markets, a citizenry that not only has solid basic skills but also has competitive technical skills based upon tomorrow's needs, and a system of workforce education and training that truly addresses the needs of a predominantly rural population. Two basic challenges face West Virginia in jumping that gap. Each challenge will be presented and then followed by an explanation of the importance of the challenge.

of Alaska, Idaho, Montana, Oregon, and Washington, and the provinces of Alberta and British Columbia.

- evaluating Portworks, a nonprofit agency designed to help form partnerships to create projects aimed at providing port-related job opportunities to disadvantaged populations in the Seattle-King County area.

This is a critical stage in advancing workforce policy in the Northwest. The expertise of NCSL and JFF could prove instrumental as Washington goes about implementing its workforce reform agenda. The Center would welcome the opportunity to be a partner with you or to assist you in any way.

Best of luck in your efforts.

Sincerely,

David Harrison

David S. Harrison
Executive Director

BIOGRAPHIES OF TEAM MEMBERS

Marilyn Ash
Vocational Director

Bethel School District

Ms. Ash was appointed the vocational director of the Bethel School District in 1989. Prior to that, she served as an assistant principal and has taught business education at both the high school and community college level. Ms. Ash has also served on the State Council on Vocational Education. Under her leadership, the Bethel Schools have been among the first in Washington to integrate vocational and academic education. Ms. Ash is a member of the Washington Vocational Association, the Washington Association of Secondary Administrators, Phi Delta Kappa, and the National Education Association.

Rick Bender
President

Washington State Labor Council, AFL-CIO

Mr. Bender was elected President of the Washington State Labor Council in March of 1993. Prior to that, he served as the executive secretary treasurer of the King County Labor Council, and executive secretary of the Seattle Building and Construction Trades Council. Mr. Bender was a member of the Washington State House of Representatives from 1973 to 1983, and a member of the Washington State Senate from 1983 to 1991. He has served as a member of the Board of Directors of the following organizations: Trade Development Alliance of Greater Seattle, American Red Cross, Washington Dental Service, King County Housing Authority, United Way of King County, and Freedom House.

Judith A. Billings, J.D.
Superintendent

Office of the Superintendent of Public Instruction

First elected in 1988, Superintendent Billings is now serving her second term as head of Washington's K-12 education system. She is a former teacher, state program administrator, and legislative specialist for the United States House of Representatives Subcommittee on Education. Superintendent Billings holds a B.A. degree in education, a M.A. degree in communications, and a doctorate of law. She serves on the Council of Chief State School Officers; and is a board member of the Washington State Historical Society, Phi Delta Kappa, the Washington Association for Supervision and Curriculum Development, and the Washington State Bar Association.

Suzette Cooke
Representative

State of Washington

Ranking minority member House Committee on Human Services. First term Representative (R) from the 47th District, comprising all or part of Black Diamond, east Auburn, Covington, Maple Valley, Kent, and Renton East Hill and Renton Highlands. Formerly Executive Director of the Kent Chamber of Commerce, Director of the Kent Parks Senior Activity Center, and recreation supervisor for athletics, arts, and the developmentally disabled. Past board member of the Washington State Small Business Improvement Council and the Association of Washington Business. B.A. degree in recreation administration from Western Washington University and founding student of Fairhaven College.

Randy Dorn
Representative

State of Washington

Chair, House Committee on Education. Representative (D) from the 2nd Legislative District, which includes portions of southern Pierce County. Randy was born and raised in Puyallup and now lives in Eatonville. He has a Master's Degree from Pacific Lutheran University and is an education administrator. He also conducts seminars on success, motivation, and communications. Representative Dorn has been the legislative leader on vocational education and school-to-work transition issues.

Brian Ebersole
Speaker of the House

Representative
State of Washington

Representative (D) from the 29th Legislative District, Pierce County, includes south Tacoma and Parkland. Now serving his sixth term in the Legislature, and his first term as Speaker. Brian served as House Majority Leader from 1987 to 1992 and as Chair of the House Education Committee from 1985 to 1987. He earned his Bachelor's Degree from the University of Tennessee and his Master's Degree from the University of Connecticut. A former teacher, counselor, and college administrator, he is active in professional and service organizations.

Tim Erwin
Senator

State of Washington

Ranking minority member, Senate Committee on Trade, Technology, and Economic Development. Senator (R) from the 44th District of South Snohomish County, serving his first term in the Senate. Raised and educated locally and is an alumnus of Bothell High School. Graduated from Central Washington University with a B.A. in Business, 1990-91 session committee assignments include Education (Vice Chair), Financial Institutions and Insurance (Vice Chair), Transportation, Law, and Justice. 1993-94 session committee assignments are Trade, Technology, and Economic Development (Ranking Minority Member), Health and Human Services, Natural Resources.

Adelina Gonzales
Member

Member of Commission on Student Learning

Ms. Gonzales is a member of the nine-person Commission on Student Learning, representing parents. The mother of three, she is also a student at Eastern Washington University where she will be receiving her B.A. in Human Resource Management in June, and entering the M.B.A. program in the fall of 1993. During the 1991-92 school year, she served as student body president. She is currently co-chair of the Women Students Action Council, a member of the Inland Empire Hispanic Association, the La Raza Coalition, the Single Parent Project, and the Washington League of Women Voters. She is also an organizer with Washington Citizen Action. Ms. Gonzales resides in the Eastern Washington town of Cheney.

David P. Habura
Deputy Executive Director

State Board for Community and Technical Colleges

Mr. Habura has been the Deputy Executive Director of the State Board for Community and Technical Colleges since 1987. Prior to that, he served as executive vice-chancellor for the Saddleback Community College District (CA), Executive Dean for the Tacoma Community College, Dean of Instruction at Central Oregon Community College, and has been a community college instructor. Mr. Habura received his B.S. and his M.S. in Business Administration from San Jose State University.

Ellen O'Brien Saunders
Executive Director

**Workforce Training and Education Coordinating Board
State of Washington**

Ellen O'Brien Saunders became Executive Director of the Workforce Training and Education Coordinating Board in September of 1992. Prior to her appointment, she served as Deputy Commissioner for the Washington State Employment Security Department (1991-1992). Ellen served in the cabinet of Ohio Governor Richard F. Celeste as Administrator of the Ohio Bureau of Employment Services, the Employment Security Agency (1988-1991), and, before that, in the administration of Governor Tony Earl in Wisconsin (1983-1987). Her career developed through a series of professional posts in Wisconsin State government (1972-1983). Ellen received her bachelor's degree in medieval history from Barnard College of Columbia University in New York and a masters in education from Northeastern University in Boston. She is an active member of Women Executives in State Government (WESG), a leadership conference for women in statewide elective or appointive office and was a WESG fellow at the Kennedy School of Government's Executive Program for State and Local Executives. Among other professional affiliations, she serves on the National Commission on Working Women.

Sylvia Skratek
Senator

State of Washington

Chair, Senate Committee on Trade, Technology, and Economic Development. Represents the 47th District of King County (D). Senator Skratek received her B.S. degree from Wayne State University, her M.L.S. from Western Michigan University, and her Ph.D. from the University of Michigan. She has worked as project director, regional coordinator, and contract administrator for the Washington Education Association. Senator Skratek has also been an adjunct professor at Antioch University, Central Washington University, and Eastern Washington University. She is President, Resolutions International, Lake Oswego, Oregon; Vice-President, Mediation Research and Education Project, Chicago, Illinois; Owner, Skratek & Associates. Senator Skratek has been a member of Seattle City Club; Board member, Group Health Cooperative of Puget Sound; Arbitrator, Better Business Bureau; and Board Member, Lake Washington Technical College Foundation.

Marian Svith
Employee Development Manager

Simpson Investment Company

Marian Svith is the Employee Development Manager for Simpson Investment Company, the holding company for Simpson Timber, Simpson Paper, and Pacific Western Extruded Plastics Companies. She is responsible for employment and training activities within Simpson including implementation of reemployment programs for dislocated employees. Her professional activities include the State Workforce Training & Education Coordinating Board, the Seattle/King County Private Industry Council, the Seattle Youth Investment Board of Directors, and the Governor's Investment in Human Capital Advisory Council (1990). In 1992 she received the JTPA Presidential Award for Outstanding Private Sector Volunteer. Marian holds a B.S. degree from Washington State University, an M.S. degree from Indiana University, and a Ph.D. in counseling psychology from the University of Oregon.

Harry Thomas
Staff Director

Office of the Governor

Mr. Thomas was appointed the head of Governor Lowry's staff in January of 1993. Prior to that, he was the Executive Director of the Seattle Housing Authority; Deputy Director of King County; and Executive Director of Neighborhood House, a nonprofit social service agency. He has also been an instructor at Seattle Central Community College, University of Puget Sound, and Portland State University. Mr. Thomas received his M.S.W. and B.A. degrees from the University of Washington. He is a member of the National Association for the Advancement of Colored People, the National Association of Black County Officials, and the American Civil Liberties Union.

Jesse Wineberry
Representative

State of Washington

Chair, House Committee on Trade, Housing, and Economic Development. Fifth-term Democrat representing the 37th District. A graduate of the University of Washington, B.A. in Business Administration, J.D. from the University of Puget Sound School of Law, and currently working on a Master's Degree in Public Administration from Harvard University's John F. Kennedy School of Government. He is a ranking member of the House Appropriations and House Judiciary Committees. A member of the Loren Miller Bar Association, NAACP, Boys & Girls Club of King County, and Democratic National Committee. Representative Wineberry is an adjunct Professor at Seattle University's Institute of Public Service.

WEST VIRGINIA
SUMMARY OF INVESTING IN PEOPLE STATE PROPOSAL

OBJECTIVE: To build a consensus for a comprehensive strategic plan designed to close the gap between levels and future needs for workforce education and training.

STRATEGY: Identify "Best in Class" market areas, increase public awareness, redesign education and training programs, forging a state, local and private partnership, achieve a customer-driven, results-oriented workforce development system and effective and efficient delivery of services to rural areas.

RESOURCES: A commitment of up to \$100,000 will be dedicated to the project. A concurrent resolution passed the House and Senate supporting the proposal and six additional team members and creating a joint committee. Reallocate funds to implement project. Restructure incentives to support workforce development. Other resources include the Bureau of Business Research at West Virginia University, the Center for Education and Research with Industry at Marshall University, West Virginia Institute of Technology Technical Assistance Center, the West Virginia Research League and the West Virginia Education Fund.

SUBMITTED BY: Speaker Robert "Chuck" Chambers and Senate President Keith Burdette.

TEAM COORDINATOR: Hazel Kroesser, Education Liaison in the Development Office.

TEAM CHAIR: Co-Chairs are Speaker Robert "Chuck" Chambers and Senate President Keith Burdette.

TEAM MEMBERS:

The two co-chairs.

Two state senators.

Two state delegates.

The executive director of North Central Opportunities Industrialization Center.

The Cabinet Secretary of Education and the Arts.

The executive director of the West Virginia Education Fund.

A businessman.

A business journalist.

An AFL-CIO representative.

The Cabinet Secretary of Commerce, Labor and Environmental Resources.

A community development specialist.

The president of the Joint Commission for Vocational, Technical, and Occupational Education.

The team is 31% female and 19% minority.

Investing in People Proposal: West Virginia's Commitment to the Future

Submitted to the
National Conference of State Legislatures
and
Jobs for the Future

in Response to the Request for Proposals



WEST VIRGINIA LEGISLATURE
STATE CAPITOL
CHARLESTON, WEST VIRGINIA 25305

KEITH BURDETTE, PRESIDENT
STATE SENATE

March 30, 1993

ROBERT "CHUCK" CHAMBERS, SPEAKER
HOUSE OF DELEGATES

Ms. Barbara Puls
National Conference of
State Legislatures
1560 Broadway, Suite 700
Denver, CO 8202

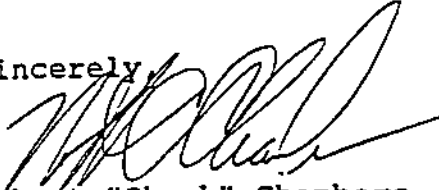
Dear Ms. Puls:


West Virginia is prepared to make a commitment of time, energy and money to successfully implement the "Investing in People" Project. Enclosed are three copies of the proposal which include the following evidence of our commitment:

- A commitment of up to \$100,000 to be dedicated to the "Investing in People" Project;
- A concurrent resolution passed by the House of Delegates and Senate supporting the proposal and creating a joint committee including the President of the Senate, Speaker of the House of Delegates and two additional members from both, the House and the Senate;
- A letter of commitment from Gaston Caperton, Governor of West Virginia;
- A project coordinator with a background linking education and economic development; and
- A fifteen member team that is broadly representative.

If additional information is needed, please do not hesitate to contact us.

Sincerely,


Robert "Chuck" Chambers
Speaker


Keith Burdette
President

Enclosures

**Investing in People Proposal:
West Virginia's Commitment to the Future**

Submitted to
the National Conference of State Legislatures
and
Jobs for the Future

in Response to the
Request for Proposals

March 30, 1993

Introduction

West Virginia is a state in transition. Prior to 1970, its economic base was secure in four key industries - coal, steel, chemical and glass. In the late 1970's these industries became slow-growth industries. In many cases, they could not compete successfully. The negative effects of the shift from a natural resource-based economy to a predominantly service, retail and manufacturing economy were felt throughout the state. The resulting decrease in jobs weakened the workforce as many skilled, educated citizens migrated to other states to find employment.

Compounding this deterioration in the economic base, West Virginia is the second most rural state in the nation. In 1992, the Appalachian Regional Commission designated 28 of West Virginia's 55 counties as "severely economically distressed" based upon a combination of its prevailing wage rate, low incomes and unemployment.

There is a widening gap between the skills employers say they will need in the future and current skill levels. A Skills 2000 survey of the state's targeted industries revealed that by the year 2000, employers will expect educational preparation beyond the high school and technical training level. The survey also underlined the need for greater basic skills, computer skills, problem solving ability, organizational skills as well as the ability to work with minimal supervision and to upgrade skills. A summary of the survey is found in appendix A.

The needs expressed by employers are in sharp contrast to the supply as evidenced from census data and a recently completed survey of the unemployed in West Virginia. Within the state's population, 34% do not have a high school diploma and only 12.3% have a college degree or better. Among the underemployed and unemployed this gap is even wider since 46% do not have a high school diploma and 60% do not have job-related skills.

Despite having the highest unemployment rate in the nation, West Virginia is building a foundation for an economic development turnaround. The following is evidence that West Virginia is committed to a reversal of past practices and patterns:

- The Legislature and Governor established a School Building Authority with more than \$1 billion in bonding authority for public school improvements.
- Governor Caperton serves as the lead Governor for the National Governors' Association Competitive Workforce Work Group.
- A computer-assisted basic skills program funded through state lottery proceeds will place computers in all K-6 classrooms with all K-2 students already having access to computers.
- A Joint Commission for Vocational, Technical and Occupational Education was established to coordinate programs among the vocational schools and community colleges.
- The West Virginia Education Fund was the first statewide fund in the nation and over 80% of the schools now have business partnerships.

WASHINGTON
SUMMARY OF INVESTING IN PEOPLE STATE PROPOSAL

OBJECTIVE: Improve school-to-work transition, particularly for those not receiving a baccalaureate degree; improve coordination of training programs with each other and with economic development efforts; build public support, particularly among business and labor, for workforce preparation.

STRATEGY: Legislature established Workforce Training and Education Coordinating Board (WTECB) as central policy planning office for workforce education and training. This body is developing the first-ever state comprehensive plan for workforce development, which will include analysis of state economy, performance benchmarks, and development of school-to-work, coordination and public support issues. Plan will include specific action steps to meet state goals.

RESOURCES: State funding WTECB (\$1.5 million/biennium); funding support will continue beyond project period. Legislature has also provided \$2.5 million in grants for schools around the state to develop school-to-work programs. Legislature will fund one member from each house to attend each of the two policy seminars.

SUBMITTED BY: House Speaker Brian Ebersole, House Minority Leader Clyde Ballard, Senate Majority Leader Marc Gaspard, and Senate Minority Leader George Sellar.

TEAM COORDINATOR: Ellen O'Brien Saunders, Executive Director, WTECB.

TEAM CHAIR: House Speaker, Brian Ebersole.

TEAM MEMBERS:

Rep. Suzette Cooke.

Rep. Randy Dorn, Chair, House Education Committee.

Rep. Jesse Wineberry, Chair, House Committee on Trade, Housing and Economic Development.

Senator Tim Erwin.

Senator Sylvia Skratek, Chair, Senate Committee on Trade, Technology and Economic Development.

Judith A. Billings, State Superintendent of Public Instruction.

Harry Thomas, Staff Director, Governor's Office.

Rick Bender, President, Sate AFL-CIO.

Marian Avinth, Simpson Investment Company, Business Representative of WTECB.

Marilyn Ash, Vocational Director, Bethel School District.

Adelina Gonzales, Member, Commission on Student Learning.

David P. Habura, Deputy Executive Director, State Board for Community and Technical Colleges.

Of the 14 member, 50% are women and 21% are minorities.



Washington State Legislature

Olympia

March 31, 1993

Barbara Puls
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, Colorado 80202

Dear Ms. Puls:

Please accept Washington State's proposal for "Investing in People".

Washington has a deep and growing commitment to the development of a world-class workforce. As discussed in our proposal, we have been a leading state in education reform and in building a comprehensive, integrated approach to workforce training. For example, we have established the Workforce Training and Education Coordinating Board as the state's central policy planning agency for workforce education and training; we have initiated the integration of vocational and academic education in secondary schools; and during the current legislative session we are putting in place comprehensive K-12 education reform including a school-to-work transition program. With these pieces in place we will have a solid framework for workforce development.

During the balance of 1993, state leaders will begin to use this framework to meet real world challenges. Washington will approach these challenges strategically through the development and implementation of a state comprehensive plan for workforce training, a major assignment of the workforce board. Assistance gained through this proposal would focus on three elements of the comprehensive plan: 1) School-to work transition for non-baccalaureate youth; 2) Coordinating training and economic development efforts; and 3) Building public and business and labor commitment to workforce education and training. Assistance would be used for developing these components of the plan, building understanding and support among key policy makers, beginning the process of implementation, and identifying any further statutory, regulatory, or administrative changes that are required.

In sum our proposal demonstrates a state that is ready to act. We will have a solid framework in place and will be able to use the full value of your assistance.

Sincerely,

Brian Ebersole
Speaker
House of Representatives

Clyde Ballard

Marc Gaspard
Majority Leader
Washington State Senate

George Sellar
Minority Leader

Attachments

Investing in People Proposal
Legislative Resolution
Letter of Legislative Financial Commitment
Letter from Northwest Policy Center
Biographies of Team Members

Enclosures

"Washington Works World-wide," Washington State Economic
Development Board
"Investment in Human Capital Study Findings" Office of
Financial Management
"Investment in Human Capital Study Executive Summary and
Synthesis," Office of Financial Management
"Investing in Workforce Education and Training," The Report of
the Advisory Council on Investment in Human Capital
ESSB 5184, Workforce Training and Education Coordinating Board
Statutes
Workforce Training and Education Coordinating Board brochure
and newsletters
"Workforce Development Directory," Workforce Training and
Education Coordinating Board
"Putting Children First," the report of the Governor's Council
on Education Reform and Funding
"Transitions: School to School and School to Work: Report
of Recommendations," Transitions Sub-group of the
Governor's Council on Education Reform and Funding
SHB 1209
SHB 1820
"School to Work Transitions in Washington State,"
Superintendent of Public Instruction
"Business-Labor Roundtable II: Continuing the Momentum!"
Cover letter and agenda
"The Changing Northwest," Newsletter of the Northwest Policy
Center, Volume 4, Issue 3
"Pacific Northwest Economic Region," May 1992

INVESTING IN PEOPLE

I. IDENTIFICATION OF PROBLEMS, GOALS, AND STRATEGIES

Changing Demographics, Shortage of Skills

In 1990, the Washington Legislature authorized the Investment in Human Capital (IHC) study and advisory council to analyze the workforce preparation needs of employers and employees and to evaluate the performance of state programs in meeting these needs. The study identified certain major challenges facing the state:

Washington's labor force will grow by only 21 percent in the 1990s and 14 percent during the first decade of the 21st century compared to an average increase of 30 percent per decade between 1960 and 1990.

Forty percent of the net increase in the workforce between 1990 and 2010 will be people of color.

A shortage of well-trained workers is hurting the state's economy by lowering productivity, limiting product quality, and curtailing economic development.

The type of education employers most frequently need in their employees is vocational-technical education such as that taught in community colleges, technical colleges, and high school vocational programs. This is also the most difficult type of educational background to find in job applicants.

Lack of Coordination

The study and advisory council found that the state had a hodgepodge of programs rather than a coordinated system. For example, one section of the study's executive summary is titled "Lack of Coordination, Responsiveness, Accountability, and Rational Funding Allocation." The study found that in 1990, "No unified state plan exists for training, nor is there a single recognized entity responsible for coordinated planning at the state level."

Unorganized Transition from School to Work

In 1991, Washington embarked on a two-year examination of K-12 education through the Governor's Council on Education Reform and Funding (GCERF). One of the six subgroups of GCERF focused on "Transitions: School-to-Work and School-to-School." The Transitions subgroup pointed to several areas in need of improvement, particularly for nonbaccalaureate-bound youth.

"Among recent vocational completers who are employed one year following high school graduation, only about one-fourth agree that their job is related to their ultimate occupational goal."

"Only about one-third of recent high school graduates indicate that their high school counselor helped them plan for their life after secondary school."

"The average age of community college students enrolled in nonbaccalaureate-bound programs is 32 years-old."

The report also found areas of hope: "K-12 students who complete a sequence of both vocational and college preparatory instruction are twice as likely to go on to a technical or a community college as are students who complete only vocational instruction."

A Changing Economy

The education and training challenges facing the state take place in the context of a changing economy with its own challenging dynamics. Washington is rapidly moving away from a resource-based economy in which good paying jobs were available to those with only a general high school education or less. Real average hourly earnings declined from \$11.23 in 1982 to \$9.46 in 1990. Major sectors of the state's economy—commercial airplane manufacturing, defense industries, including military bases and wood products—are confronted with their own challenges.

Aerospace

Washington has one of the least diversified economies in the nation. Between 15 and 20 percent of Washington's total economic activity is generated either directly or indirectly by the Boeing Company. In recent years, the Boeing Company has been the world's largest exporter. But Boeing faces growing competition from Airbus Industry, the European airplane consortium; and Boeing has suffered slow sales due to the world-wide recession.

Trade

In part because of Boeing, Washington is more dependent on international trade than any other state. To compete in the trade of high-value products, firms must develop new production processes with greater flexibility to adapt quickly to changing markets. Major employers, including the Boeing Company, are responding by instituting features of high-performance work organizations, such as total quality management which cannot function without workers trained to think, to work in teams, and to use sophisticated techniques.

Wood and Paper Products

Other industries are increasing productivity through increased technology. But this investment in productivity can cost jobs in the short-run. The timber industry lost 40,000 jobs in the late 1970s and 1980s as mills became more efficient and introduced new technologies. These employment cutbacks are now being compounded by supply problems created by both overcutting and environmental restrictions.

Defense

Washington is also one of the most defense-dependent states in the country. In 1990, the military share of total state purchases, including all defense industries and employment, was just under 10 percent. While the state's military bases are not included in the immediate list of base closings, the state will be impacted by the long-run trend away from an economy organized to meet the needs of the cold war.

Adaptable People Plus a Customer-Focused Training System = Economic Health

Washington's economy will continue to face various disruptions as industries adapt to changing technology, international competition, and environmental awareness. The workers who will thrive will be life-long learners capable of going back and forth between work and education frequently throughout their changing work lives; the training system must be capable of efficiently meeting their needs. We must enable our workforce to respond positively to economic dislocations and to take advantage of economic opportunities. There are sectors of our economy which are very promising, including computer software, biotechnology, scientific instruments, and environmental technology. We must make sure that the public education and training providers are supplying workers that match the needs of growth industries. Yet the state has no systematic policy or process for coordinating workforce and economic development strategies or programs.

Challenges and Goals for this Project

The most immediate challenges facing the state are: 1) improving the transition from school-to-work, particularly for those students who will not be going on to complete a baccalaureate degree; 2) improving the coordination of training programs, and the coordination of training programs with economic development; and 3) building public support, particularly the support of business and labor for workforce preparation, without which neither of the other goals can be achieved.

Setting the Stage

The state has taken several actions as a result of its analysis of workforce preparation programs and issues. The state has created the Workforce Training and Education Coordinating Board (WTECB) as the state's central policy and planning agency for workforce preparation. The creation of WTECB has much potential for improving the coordination of training programs because the central mission of the Board is to establish a comprehensive plan for the workforce training system as a whole. The project will complement and strengthen capacity in this assignment.

Strategies

The timing of the "Investing in People" technical assistance project could not be better. Once the Legislature completes its session in the spring of 1993, it will be engaged in oversight of agency implementation of budget and program policy decisions and planning for the next session. Several key workforce development issues will continue to require attention: implementation of education reform and the school-to-work transition program;

coordination between the secondary and postsecondary systems and between other training providers; and further refinement of the state's economic development strategy.

Hearings, legislative weekends, policy briefings, and work sessions are customary legislative methods for continuing work between formal sessions.

In 1993, WTECB will be accelerating work on its major assignment—development of the first ever state comprehensive plan for workforce development. This assignment is scheduled to be completed by the end of 1993 so that recommendations for action can be accommodated in legislative requests for the 1994 legislative session, in agency budget requests for the 1995-97 biennium, and in changes in program alignments and policy throughout 1994. The plan will include indepth analysis of the state's changing economy and demographics, a complete description of the "training enterprise" (the first step of which has been completed in the *Workforce Preparation Directory*), the development of "benchmarks" for the system ("Where, specifically, do we wish to be in the year 2010?") and finally, indepth development of a few key issues, including school-to-work transition, enhancing coordination, and building public and private sector support. The comprehensive plan will include specific action steps to meet the state's goals.

This project will greatly enhance the capacity of the Legislature, agencies, and key external stakeholders to work together on workforce preparation, with assistance anticipated in management of public involvement in setting specific goals, identification of service barriers (whether statutory, regulatory, or administrative), priority-setting, and development of action steps. It is anticipated that the consultation of project staff will greatly enhance the quality of our state's responses to key issues.

The state will provide financial support, in part, through the funding of WTECB and its planning process (approximately \$1.5 million for the biennium). This support will continue beyond the project period as WTECB will continue its additional responsibilities for program coordination and evaluation and advocating for the training system, including reaching out to business and labor. In addition, the goal of preparing nonbaccalaureate-bound youth will be financed through a new school-to-work transition program that has now passed both houses of the State Legislature and which will provide \$2.5 million in grants to local schools throughout the state during the biennium beginning on July 1, 1993. (Additional financial commitments are discussed below under commitment of state resources.)

II. UNIQUE RESOURCES

Recent Legislative Initiatives

Accepting Vocational Credits, HB 1936

Enacted in 1991, HB 1936 created a task force to examine college and university admission policies concerning high school credits earned in vocational and applied academic courses. As a result, there is now a process for gaining college and university recognition of competencies learned in vocational and applied academic courses. This radical change in admission policies is essential for ending the separate tracking of "vocational" and "academic" students and for giving "vocational" students the flexibility to continue their education at baccalaureate institutions.

Integrating Vocational and Academic Education and Work-Based Learning, HB 2359 and HB 1820

HB 2350 funds the integration of vocational and academic education at secondary schools. Last year thirty-five school districts responded to the request for proposals; however, the appropriation of \$98,000 was only sufficient to fund four of the proposals. This year both houses of the Legislature have passed amendments broadening the vocational/academic integration program to include work-based learning, and increasing the funding for the next biennium to \$2.5 million (HB 1820). These legislative actions set the stage for further implementation and "getting to scale" Washington's own version of youth apprenticeship.

In addition, during the 1991-92 school year there was a total of 80 secondary schools and 30 community and technical colleges (out of a total of 32 colleges) involved in Tech Prep programs. And the Boeing Company has provided funding grants to more than 40 Washington high schools to implement applied academic courses.

Investment in Human Capital Study

This \$750,000 study provides baseline information concerning the workforce education and training needs of the state's employers and employees and about the performance of the state's training providers. It includes information from approximately 300 focus group participants, including employers; state and local vocational education and training administrators and instructors; survey responses from 4,200 Washington employers, employing approximately ten percent of the state's workforce; survey responses from some 2,700 former participants of vocational education and job training programs, including representative samples from secondary vocational education, technical colleges, community college vocational students, apprentices, and job training partnership act participants; and survey responses from representative samples of both the recently unemployed (1,300 respondents) and the economically disadvantaged (600 responses).

The Workforce Training and Education Coordinating Board

Board membership constitutes a European-style tripartite partnership of business, labor, and government. There are nine voting members:

- Three Representatives of Business
- Three Representatives of Labor
- Three Representatives of Government: the Superintendent of Public Instruction, the Executive Director of the State Board for Community and Technical Colleges, and the Commissioner of the Employment Security Department.

Two non-voting members:

- The Chair (serving at the pleasure of the Governor)
- A Representative of Special Populations (women, minorities, people with disabilities)

The unique tripartite membership gives the Board the expertise of both the producers and the consumers of training services, with the consumers—business and labor—having a majority of the votes—ensuring that the training system is customer driven. In addition, WTECB's membership overlaps with the membership of the State Council on Vocational Education and the State Job Training Coordinating Council. The overlapping memberships help to ensure coordination between state funded programs and programs funded under Carl Perkins and the Job Training Partnership Acts.

Directory of Workforce Preparation

Produced by the WTECB, it contains information on 63 different programs administered by 13 different agencies. The directory provides policymakers with a complete picture of the state training system so that coordination strategies can be developed profitably.

Comprehensive Education Reform

In 1991, the state created the Governor's Council on Education Reform and Funding (GCERF). The membership of GCERF included, among others:

- The Governor (Chair)
- Leadership of the four legislative caucuses
- Superintendent of Public Instruction
- The Mayor of Seattle
- The President of the Washington Education Association
- The CEO of the Boeing Company (also president of the Washington Roundtable)

In December 1992, GCERF produced its final report, "Putting Children First," which formed the basis of the comprehensive education reform act—HB 1209/SB 5306—that has now passed both houses of the Legislature. The act will create an outcome-based education system. The state will establish certain student learning goals and competency standards at various education levels (or grades). Students who demonstrate the mastery of the student learning goals will receive a Certificate of Mastery at approximately 16 years of age. Following the completion of the certificate, students will continue their education through various paths which integrate academic and vocational education, including work-based learning. A new Commission on Student Learning, created in 1992 under SB 5953, will develop the specific competency standards and assessments.

Emphasis on Partnerships

Washington has been very successful in forging partnerships among government, education, business, and labor. The memberships of WTECB, GCERF, and the Commission on Student Learning embody these partnerships. The IHC advisory council, which led to the creation of WTECB, was also a partnership between all four stakeholders. The Association of Washington Business; the Washington State Labor

Council, AFL-CIO; and the Joint Council of Teamsters have worked together on these government-created councils and boards and have gone beyond that to initiate their own private sector partnerships on workforce preparation. These three business and labor groups have just completed a second state roundtable for business and labor leaders on workforce education and training focusing on coordination, high-performance work organizations, school-to-work transitions, and financing workforce preparation. The Association of Washington Business has recently formed a standing committee on Education and Training and the Washington State Labor Council has a long standing Education, Training, and Apprenticeship Committee.

Pacific NorthWest Economic Region (PENWER)

PENWER is an economic consortium created by legislative leaders of states and provinces in the pacific northwest region of the United States and Canada. PENWER has identified workforce development as one of six issue areas in which to concentrate its efforts. PENWER's goals are: "To build a world class workforce to make the Pacific Northwest Economic Region competitive in worldwide markets; and to develop a lifelong education system for the states and provinces which includes measurable objectives."

Northwest Policy Center

Located at the University of Washington's Institute for Public Policy and Management, the Northwest Policy Center (NPC) is a policy research center focusing on economic and environmental challenges facing the Pacific Northwest. During the past several years, workforce training has been one of NPC's core programs, with funding provided in part by the German Marshall Fund of the United States, the Northwest Area Foundation, and the Charles Stewart Mott Foundation. This funding has enabled NPC to provide technical assistance and exchanges between Washington policymakers and policymakers from other states and nations. Because of this assistance, Washington government, education, business, and labor leaders have been able to travel on three study tours to Europe to personally examine European programs for workforce preparation. NPC will be continuing its assistance on workforce training during 1993. NPC's assistance would compliment the assistance of NCSL and Jobs for the Future.

A State Ready to Act

Because of these unique resources, Washington is ready to act immediately on workforce preparation. Start-up costs have already been covered. The training and education infrastructure is in place in the schools, in the two-year colleges, in the partnerships between business, labor and government, and in the state's organizational structure.

III. COMMITMENT OF STATE RESOURCES

As evidence of its commitment to workforce preparation, Washington recently reorganized its structure and incentives for workforce training and will continue to make policy, institutional and management changes necessary to advance a workforce excellence agenda.

Politics of Change

- In 1991, the Legislature merged the community colleges and what were then called vocational-technical institutes into a single system. Until that merger, each vocational-technical institute was governed by its local school district, a governing structure that fragmented the state's approach to adult training. The merger challenged established relationships and was a tough political decision, but it was necessary in order to consolidate the administration of adult training.
- Creating WTECB and assigning it responsibility as the central policy planning agency for workforce training was also a major undertaking by the state. In the short-run it would have been easier to stay with a fragmented structure at the state level. But the importance of the issue demanded action.
- This legislative session will authorize the merger of the state's Department of Trade and Economic Development and Department of Community Development into a single agency. The merger will streamline administration and service delivery of what have been overlapping economic assistance programs. The legislation will also build the framework for coordinating economic development and workforce training by directing the new agency and WTECB to work together to coordinate policy and programs at the state and local levels. Assistance through the "Investing in People" project will be very timely with the creation of the new agency and the new responsibilities for coordinating economic development and workforce training.
- SB 5953 and the education reform act now before the Legislature give a new entity, the Commission on Student Learning, responsibility for identifying "the knowledge and skills all public school students need to know and be able to do," and for developing student assessment and school accountability systems. The Commission will develop essential learning requirements which are specific skills and knowledge that students are expected to have learned at designated stages of their education. These responsibilities will begin as soon as the education reform act becomes law this spring. The Commission will be funded at approximately \$8 million for the biennium. The Commission and the education reform act itself is again evidence of the state's willingness to change in order to better prepare its future workforce and evidence of change that is timely with the "Investing in People" project.
- In order to stimulate educational improvement, the education reform act will alter financial incentives for K-12 education. The act will appropriate approximately \$60 million to fund five additional nonstudent days for teachers, administrators, and other school personnel to plan and to later implement reform. The Commission on Student Learning will develop a financial incentive system to reward schools whose students are demonstrating the competencies they are expected to learn and to assist those schools where lagging results indicate more resources are needed. And as mentioned earlier, the act contains \$2.5 million in funding that will be available in grants to schools to develop school-to-work transition programs that integrate vocational and academic education and classroom and workplace instruction.
- Another bill now before the Legislature, HB 1988, will divert approximately \$29 million in revenues that would otherwise flow into the unemployment insurance trust fund over the next biennium and allocate the money for training at community and technical colleges. The training will be reserved for unemployed workers who are eligible for unemployment insurance or who have recently exhausted their unemployment

benefits. This measure is additional evidence of stakeholders' willingness to do things differently and evidence of funding that is expected to be available to help make change happen.

More specifically in relation to the proposed project: The State Senate and House of Representatives have passed a resolution in support of the project; the state will fund expenses for five of its team members, and the state will commit three FTEs to staff the project.

The State Senate and the State House of Representatives will commit to funding the travel costs for two members of the Legislature to participate in the project, bringing the total number of legislators to six.

The project corresponds with four of the statutory functions of WTECB: 1) "develop and maintain a state comprehensive plan for work force training and education;" 2) "facilitate programs for school-to-work transition that combine classroom education and on-the-job training;" 3) "advocate for the state training system and for meeting the needs of employers and the workforce for workforce education and training;" and, 4) "establish and administer programs for marketing and outreach to businesses." Because of this correspondence, WTECB will be able to devote a portion of its budget appropriation and staff to the project. WTECB will fund its executive director's time and costs as project coordinator, other staff for work on the project, and related costs including public outreach. This constitutes a commitment of approximately \$300,000 for the term of the project.

The Office of the Superintendent of Public Instruction will commit to the participation of the Superintendent (the elected head of the state's K-12 system) and will pay the Superintendent's expenses.

The State Board for Community and Technical Colleges will commit to the participation of its deputy executive director and will pay the deputy's expenses.

In addition, other team members as listed in the next section of this proposal indicate that the state will continue its practice of involving a broad coalition of government, education, business, and labor leaders in improving workforce preparation.

IV. TEAM MEMBERSHIP

Below are the proposed members of the Washington team and their titles. Brief biographies of the members are included as an attachment. Fifty percent of the team members are women. Twenty-one percent of the team members are people of color (twelve percent of the state population are people of color).

Legislative Leaders:

The Honorable Brian Ebersole, Speaker
Washington State House of Representatives
(Team Chair)

The Honorable Randy Dorn, Chair
State House of Representatives Committee on Education
(Team Vice Chair)

The Honorable Sylvia Skratek, Chair
State Senate Committee on Trade, Technology, and Economic Development

The Honorable Tim Erwin
Ranking Minority Member
State Senate Committee on Trade, Technology, and Economic Development

The Honorable Jesse Wineberry, Chair
State House of Representatives Committee on Trade, Economic Development, and Housing

The Honorable Suzette Cook
Ranking Minority Member
State House of Representatives Committee on Human Services

Other Key Leaders:

The Honorable Judith Billings
Superintendent of Public Instruction

Harry Thomas, Staff Director
Office of the Governor

Rick Bender, President
Washington State Labor Council, AFL-CIO

Marian Svinth, Employee Development Manager
Simpson Investment Company
Business Representative on the Workforce Training and Education Coordinating Board

Adelina Gonzales, Member
Commission on Student Learning

Marilyn Ash
Director of Vocational Education
Bethel Public Schools

David Habura, Deputy Executive Director
State Board for Community and Technical Colleges

Ellen O'Brien Saunders
Executive Director
Workforce Training and Education Coordinating Board
(Project Coordinator)

HOUSE RESOLUTION NO. 93-4635, by Representatives Dorn, Cothorn, Brough, Wolfe, Bray, Wineberry, Campbell, Eide, Karahalios, Orr, Sehlin, Lemmon, Linville, Springer, Mastin, Conway, Holm, L. Johnson, Schmidt, Ballasiotes, Cooke, Van Luven, Talcott, Vance, Reams, Carlson, Romero, Basich, Ogden, R. Meyers, Padden, R. Johnson, Fuhrman, Brumsickle, Horn, Jacobsen, Sheahan, Casada, Quall, Thomas, Leonard, Thibaudeau, Morris, Edmondson, Morton, Finkbeiner, Riley, Ludwig, Valle, King, H. Myers, G. Fisher, Wang, Miller, Appelwick, Sommers, Grant, Rust, Rayburn, Sheldon, Dellwo, Roland, Patterson, Kessler, Jones, Pruitt, Johanson and Veloria

WHEREAS, The development of a world class education system and a highly trained work force is essential to promoting economic development in Washington State; and

WHEREAS, Policy makers, employers, employees, educators, and community leaders should work together to create a globally competitive work force that is educated, skilled, and adaptable; and

WHEREAS, Washington State has made significant progress toward reforming our education system, training and retraining workers, coordinating state work force training initiatives, and promoting international trade and economic development; and

WHEREAS, A long-term strategic plan is essential to ensuring that Washington citizens can compete in a global economy; and

WHEREAS, The National Conference of State Legislatures and Jobs for the Future are soliciting proposals from state legislative leaders to develop integrated systems for work force preparation and economic development; and

WHEREAS, The National Conference of State Legislatures and Jobs for the Future have designed the "Investing in People" project to help states achieve their economic and educational goals; and

WHEREAS, Governor Lowry and the legislative leaders of the Senate and the House of Representatives have declared their intention to participate in the "Investing in People" project;

NOW, THEREFORE, BE IT RESOLVED, That the House of Representatives applaud and endorse the goals of the work force preparation and economic development project developed by the National Conference of State Legislatures and Jobs for the Future; and

BE IT FURTHER RESOLVED, That the House of Representatives declare its intention to participate as a partner with the National Conference of State Legislatures, Jobs for the Future, and selected states in the "Investing in People" project; and

BE IT FURTHER RESOLVED, That copies of this resolution be immediately transmitted by the Chief Clerk of the House of Representatives to the National Conference of State Legislatures.



Washington State Legislature

Barbara A. Puls
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, Colorado 80202

March 29, 1993

Dear Ms. Puls:

This letter relates to the National Conference of State Legislatures (NCSL) Jobs for the Future "Investing in People" project and the request to participate in the project sent to you on March 9 by Governor Mike Lowry and legislative leaders.

It is intended as a further expression of interest and commitment.

We wish to take this means to provide assurance that the Washington State Legislature will, if our State is selected, authorize funding for one legislator from each House to cover the costs of attending the two policy seminars.

Please inform us if additional information to facilitate this understanding.

Thank you.


ALAN THOMPSON
Chief Clerk of the House

Sincerely,


MARTY BROWN
Secretary of the Senate

UNIVERSITY OF WASHINGTON
GRADUATE SCHOOL OF PUBLIC AFFAIRS
INSTITUTE FOR PUBLIC POLICY AND MANAGEMENT

NORTHWEST
POLICY CENTER

March 29, 1993



Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

Dear Barbara,

I am writing in support of Washington State's proposal for the "Investing in People" project being sponsored by the National Conference of State Legislatures and Jobs for the Future.

Over the last several years, Washington has launched a number of initiatives aimed at improving the state's workforce education and training system. It has created the Workforce Training and Education Coordinating Board to improve coordination and integration among the various education and training programs. It has made business and labor partners in its workforce education and training efforts. For instance, two-thirds of the coordinating board's members are from business and labor. It has also started the process of restructuring K-12 education, piloting such reforms as applied academics and tech prep. However, much of the work at implementing these reforms remains. As a result, Washington is in a position to make the most of the consultation and assistance to be provided through the "Investing in People" project.

The project also complements the efforts of the Northwest Policy Center in helping the state and the region address the workforce challenge. During 1993-1994, NPC's workforce efforts will include:

- exploring ways of improving the delivery of workforce education and training, under a two-year grant from the Charles Stewart Mott Foundation. Specific issues to be examined include: coordination, business and labor participation, and work-based learning.
- conducting a European on-site institute, under a grant from the German Marshall Fund of the United States. Teams of government officials, educators, and business and labor representatives will design and then implement specific workforce education and training projects.
- conducting a strategic assessment of workforce development efforts in Idaho, Montana, and eastern Oregon and Washington, under a grant from the Northwest Area Foundation.
- examining "best practice" in workforce development and Northwest programs that exemplify best practice, as part of NPC's ongoing policy counsel and assistance to the Pacific North West Economic Region, a working network of key legislators from the states

Ashland also created the Teacher Achievement Awards program in Kentucky and other states where we do business. Teachers are nominated for the honor, then complete detailed application forms. An independent panel of educators selects 10 winners for each state. Each winner receives a cash award of \$2,500.

Each year, the Ashland Oil Foundation awards cash grants to various education and charitable causes. For the past several years, these grants have exceeded \$5 million per year. Of this amount, more than 60 percent has been directed toward education.

The Applied Process Technologies Program is an innovative approach to providing highly qualified employees for entry-level operations jobs in the refining, chemical and petrochemical industries. This program is a collaborative effort between Ashland Oil and the Ashland State Technical School. It combines traditional classroom instruction with hands-on training by seasoned industry professionals. This program is one of only three of its type in the nation.

Ashland Oil knows that a quality education system ensures the economic and cultural vitality of the area in which our company operates. We applaud Kentucky's recent efforts to improve the state's education system.

Yours truly,

A handwritten signature in cursive script, appearing to read "F. M. Jackson".



March 29, 1993

John A. "Eck" Rose
Senate President Pro Tem

Joseph Philip "Joe" Clarke
House Speaker

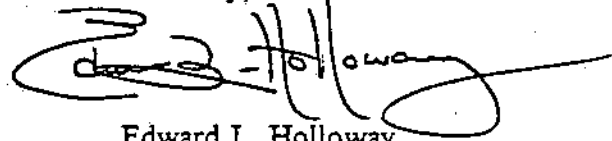
Gentlemen:

It has been brought to my attention that Kentucky has an opportunity to participate in the NCSL - JFF project, Investing in People.

The Associated Industries of Kentucky believes Kentucky's economic well-being and ability to compete in global markets will depend increasingly on the skills of our workforce. The lack of basic skills among workers not only jeopardizes workers' opportunities for employment mobility and success, but also seriously undermines technological advancement, productivity and quality improvements within Kentucky companies.

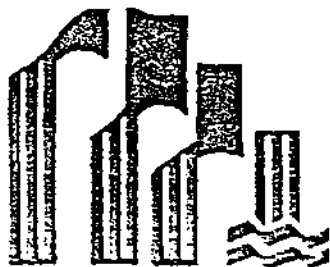
In completing what we hope will be a successful application, please feel free to note Associated Industries of Kentucky's willingness to include our resources and staff assistance in full support of this project.

Sincerely,



Edward L. Holloway
President

Kentucky Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601



COVINGTON BUSINESS COUNCIL

31 W. Pike
P.O. Box 2614
Covington, KY 41012

Ms. Mary Yaeger
Legislative Research Commission
Frankfort, KY 40601

March 25, 1993

Dear Ms. Yaeger:

The Covington Business Council is pleased to offer this letter in support of the City of Covington's application for participation in the Investing in People program. We believe the activities of this program will enhance Covington's competitive position with regards to a well trained workforce.

As economic development is one of the most important elements of federal, state and local governments, the business community in Covington realizes the importance of partnerships with government officials and appreciates the efforts of individuals like Ella Brown-Frye and the city's Department of Economic Development.

Sincerely,

A handwritten signature in dark ink, appearing to read 'T. M. West'.

Thomas M. West
Executive Director



Elizabethtown

HARDIN COUNTY CHAMBER OF COMMERCE

March 23, 1993

TO WHOM IT MAY CONCERN:

RE: "Investing In People"

On behalf of the Elizabethtown-Hardin County Chamber of Commerce, I am pleased to write this letter of support of the "Investing In People" grant application.

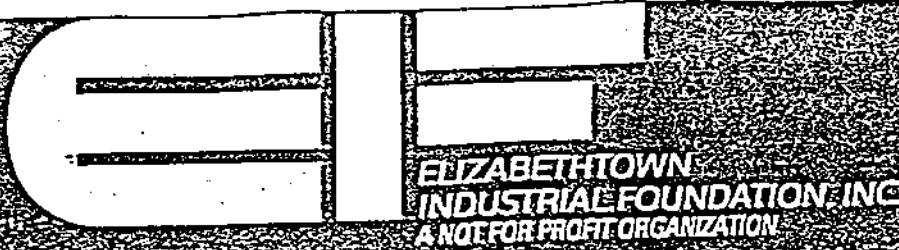
Working with our Communities United For Excellence, I have found that one of the most pressing needs in our community is for upgrading skills and re-educating the workforce. The Chamber of Commerce strongly supports economic development in their application for this "Investing In People" grant.

We appreciate your favorable consideration of this grant application. If we can provide further information, please call my office.

Sincerely,

Edith Dupin
Executive Vice President

bk



March 23, 1993

To Whom it may Concern

RE: "Investing in People" Grant

I am pleased to write this letter of support on behalf of the Board of Directors of the Elizabethtown Industrial Foundation and the Board of Directors for the Elizabethtown Industrial Foundation Training Consortium.

One of the great needs of our workforce today is education in upgrading skills and re-education of displaced workers. Our training consortium was organized to help meet this need in our community, and we realize through our research that this education is needed throughout our state.

We strongly support economic development in their application for this grant. If we can be of any assistance, please contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Gene Smith', is written over the typed name.

Gene Smith
Executive Vice President

lw



The Gates Rubber Company
300 College Street Road
Elizabethtown, Kentucky 42701-3000
Phone: (502) 737-3000

March 24, 1993

To Whom It May Concern:

Educators and Business Leaders of Hardin County began a cooperative effort in 1989 to upgrade the skills of existing employees in the area. Global competition and a need for a source of qualified individuals required improved training be made available. The Maintenance Group was selected first because of the need for qualified technicians to maintain highly sophisticated equipment. Since this small beginning, the Elizabethtown Industrial Foundation Training Consortium has grown to a four committee structure. In addition to a Maintenance Committee, committees for computer software, regulatory requirements and management/quality have now been formed. Membership in these committees includes Representatives from the Educational Institutions, business and local government. This structure allows the educators and individuals responsible for these respective areas to effectively communicate and provide meaningful training for existing employees.

I understand a grant may be available to pursue this initiative. I'm excited to see others share the vision of trained students as well as the existing workforce being able to contribute to the success of the local and state economy. I fully support this effort and will assist in any way I can.

Sincerely,

Michael Janke
Plant Manager



CABINET FOR HUMAN RESOURCES
COMMONWEALTH OF KENTUCKY
FRANKFORT 40621

DEPARTMENT FOR EMPLOYMENT SERVICES
Office of the Commissioner

March 30, 1993

The Honorable John A. "Eck" Rose
Senate President
Capitol Annex
Frankfort, Kentucky 40601

Dear Senator Rose:

The Department for Employment Services fully supports the grant application for "Investing in People."

The development of the workforce is an ongoing process which requires the involvement of many agencies and organizations. Collaboration among government agencies, education and the private sector is already occurring in Kentucky. The goals and strategies identified in the grant proposal further promote the public-private partnership necessary to meet the ever changing workplace.

The Department for Employment Services feels we have a vital role to play in workforce development and will work collaboratively in the implementation of the project should Kentucky be selected as grant recipient.

Sincerely,

A handwritten signature in cursive script that reads "Margaret Whittet".

Margaret Whittet
Commissioner



KENTUCKY CHAMBER OF COMMERCE

452 VERSAILLES ROAD P. O. BOX 817 FRANKFORT, KENTUCKY, 40602
PHONE: 502/693-4700 FAX: 502/693-6824

March 25, 1993

The Honorable John A. Rose
President, Kentucky Senate
State Capitol Building
Frankfort, KY 40601

Dear Sen. Rose:

On behalf of the Kentucky Chamber of Commerce, I would like to urge you to submit a proposal for Kentucky's participation in the "Investing in People" project sponsored by the National Conference of State Legislatures and Jobs for the Future.

As you know, the Kentucky Chamber has long been an advocate of workforce preparedness. Workforce development was, in fact, the focus of the last white paper published by the chamber's Project 21 Committee. Our members have continually shown a firm commitment to job training and education for their employees.

With the contributions of entities such as our state Workforce Development Cabinet and the chamber's Project 21, Kentucky has taken great strides in the area of workforce preparedness. However, new initiatives are continually needed in order to remain competitive in today's marketplace. The business people of the Commonwealth realize the ever-increasing importance of this issue, and I'm sure you do as well. Participation in the "Investing in People" program would certainly benefit our workforce, both through the evaluation process we would undergo today and the partnerships we would create for the future.

Sincerely,

Charles E. Johnson
1992-93 Chairman of the Board

President & CEO
Signet Systems Inc., Harrodsburg

- | | | | | | | |
|--|--|--|---|---|---|---|
| 1992-93
Chairman of the Board
James E. Johnson | President
Ken Onschlager | Joe Medaille
Thomas C. Meredith
Alois Moore | John Booher
Harold Brantley
Rodney S. "Biz" Cain | Jerry H. Haase
Jann Haller
Gary B. Hill | Gordon Lewis
Thomas K. Lyons
Jeff Manco | Carl Satterwhite
Don Schuerman
David Straton |
| 1st Vice Chairman
Douglas M. Lester | Executive Committee
Steve Bow
Cowan E. Bowie, III
Charles English | Ronald L. Sanders
Paul J. Schnoes
C. Steve Stron | David Carey
Estill Carter
Lucian C. Clabes | Leon L. Hollar
Row H. Hunt
Glenn Jennings | Linda E. Noble
Lawrence E. O'Connell
William Owens | George Warren
Michael Whitley
John A. Williams |
| Treasurer
William Samuel's, III | Joseph A. Goss
1992-93 | Tom W. Wright | Stewart E. Corner
Clay Parker Davis
Thomas D. Davis | Sanders S. Jones
Jack A. Kain
Jerry Kell | Greg Page
Bob Parsons
Paul Rector | Michael Whitley
W. T. Young, Jr.
Mark W. Ziegenfuss |
| Immediate Past
Chairman
D. T. Poppleton | Paul Thomas
1992-93 | Board Members
Charles D. Sanders
David B. Smith | Eric D. Dutton
D. D. Dutton | Franklin D. Dutton
D. D. Dutton | W. T. Young, Jr.
Mark W. Ziegenfuss
D. T. Poppleton | W. T. Young, Jr.
Mark W. Ziegenfuss
D. T. Poppleton |

March 25, 1993

National Conference of State Legislatures
"Investing in People"
Grant Selection Committee



**KENTUCKY
SCIENCE &
TECHNOLOGY
COUNCIL INC.**

Chairman
Lee T. Todd, Jr.
Lexington

Vice Chairman
John W. Dansby
Ashland

Secretary-Treasurer
Charles E. Kupchella
Bowling Green

President
Kris W. Kimel

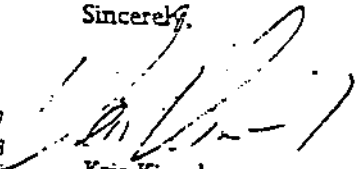
Dear Sir/Madam:

The Kentucky Science and Technology Council, Inc. (KSTC) is very supportive of the Legislative Research Commission's proposal to the "Investing in People" grant program. Kentucky has taken a lead in integrating education, workforce development, and economic development through many activities which bring in the resources of both the private and public sectors. These activities not only cross government departmental lines but also the lines between the private and public sectors.

For example, KSTC, a private nonprofit corporation, works with several state government agencies to advance science, technology, and innovation throughout Kentucky. The public/private strands run through many projects including the "Partnership for Reform in Science and Mathematics" (PRISM), a new collaborative five-year project sponsored by the National Science Foundation to bring about systemic change in science and mathematics. The project involves public school teachers, faculty from public and private higher education, Department of Education personnel, and business and government leaders including legislators, in a collaborative process to change the way Kentucky prepares its workforce. PRISM will provide a solid foundation on which to build this excellent "Investing in People" initiative.

The Kentucky Legislative Research Commission has taken an active role in improving the interfaces between all sectors. Its active support of many innovative activities is evidence of its willingness to look for better ways to do the business of government in Kentucky. Consequently, we strongly support the "Investing in People" proposal and look forward to contributing toward the project's success.

Sincerely,


Kris Kimel
President

Post Office Box 1049
Lexington, KY 40588
606-233-3502
FAX: 606-259-0986

Equal Opportunity
Corporation



KENTUCKY STATE AFL-CIO

340-1 DEMOCRAT DRIVE • FRANKFORT, KY 40601

502-695-6172

March 16, 1993

The Honorable Eck Rose
Senate President

The Honorable Joe Clarke
Speaker of the House

Legislative Research Commission
State Capitol Annex
Frankfort, Kentucky 40601

Dear Senator Rose and Speaker Clarke:

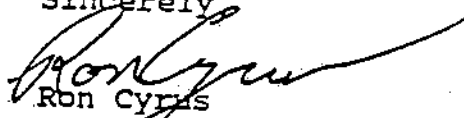
I have recently reviewed application criteria and project information regarding the joint grant program of the National Conference of State Legislatures and Jobs for the Future. The "Investing In People" grant program provides a tremendous opportunity for our state to engage in highly effective economic development planning under the guidance of outstanding authorities in this area.

The working people of this state have a tremendous stake in the success or failure of our state-led economic development ventures. Aggressive industry recruitment, creation of good-paying, secure jobs and providing new opportunities for those just entering Kentucky's work force are concepts we have long held, but failed to achieve in effective dimensions. I believe this grant program would, not only assist Kentucky in implementing its good ideas, but also, provide the ground-work for future efforts to put Kentucky squarely into the global competition action.

The Kentucky State AFL-CIO supports Kentucky's efforts to qualify for this grant program. Further, I am pleased that Mr. Morgan Bayless has been appointed from labor to participate as potential member of the program team. His leadership and initiative will serve the team - and the working men and women of our Commonwealth - well.

If the Kentucky State AFL-CIO may demonstrate further its support of this undertaking, please feel free to contact me. With best wishes for success, I am

Sincerely,



Ron Cyrus
Executive Secretary-Treasurer

ROBERT T. CURTIS
President

BOBBIE "BOB" BARNETT
Executive Vice-President

RONALD R. CYRUS
Executive Sec.-Treas.

JOSEPH B. WARREN
President Emeritus

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MICHAEL HEWLETT
Ashtand

JAMES "BUTCH" HINTON
Crestwood

JOE HOLLAND
Madisonville

HERB KEARNS
Louisville

CHARLES KIMBERLIN
Irvine

CKIE MCCLINTOCK
Lexington

ED MCCORMICK
Lexington

JAMES "KIP" PHILLIPS, JR.
Lexington

RON RELIFORD
Covington

JOE SILLS
Calvert City

RONALD STORMER
Fl. Thomas

TERRY L. STRINGER
Somerset

ERNEST R. THOMPSON
London

KEN TYLER
Lexington

DUFFORD H. WEDDING
Medora

JERRY WYATT
Louisville

STAFF

RAY CRIDER
COPE Director

GEWEY PARKER
Public Relations

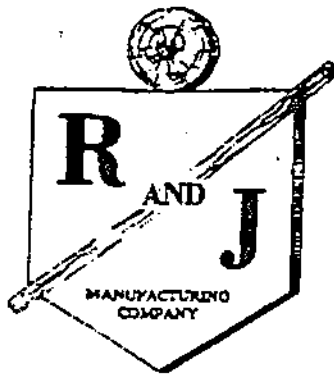
DA WALLACE
Communication Liaison

CHRIS DYKE
Office Manager

INA MARTIN
Job Accountant

LEGAL COUNSEL

SEGAL ISENBERG,
SALES, STEWART,
AND CUTLER



R & J Manufacturing Company

P.O. Box 531 Georgetown, Ky. 40324 Phone (502) 863-0520
FAX (502) 868-9068

March 24, 1993

To "Investing in People" Selection Committee:

As the president of R&J Manufacturing, I wish to lend my support on behalf of Kentucky Investing in People grant application. Our company is a hardwood dowel manufacturer and we supply ladder and chair rungs, drumstick rounds, and golf putter shafts to companies throughout the U.S. and abroad.

The wood industry has had a problem in finding persons qualified in skilled trades. In Kentucky, this problem is magnified by the rapid growth of exports of both the lumber and wood products sector and the furniture and fixtures sector. According to the Kentucky District Export Council, Kentucky's exports of lumber and wood products rose 78% from 1989-91 and exports of furniture and fixtures rose an astounding 673%. As of 1991, there were 489 companies, employing 12,623 workers in the secondary wood industry.

Also, I would like to point out that my opinion regarding the economic promise of the secondary wood products sector is not unique. The Kentucky Cabinet for Economic Development listed secondary wood products as one of its targeted industries. According to the Cabinet:

Kentucky's abundance of raw timber resources makes it a natural location for manufacturers of wood products. By targeting the secondary wood industry, Kentucky can reap the benefits of greater employment in the manufacture of high value-added wood products such as furniture and hardwood flooring.

In addition, in his 1991 study of growth industries in Kentucky, economist Larry Lynch (Transylvania University) found that the wood products industry had a high growth potential for the state. What has made this industry particularly attractive to those who track Kentucky's growth industries is its diversity - wood products businesses can be found throughout the state and are comprised of roughly equal numbers of small, medium, and large businesses.

In setting forth the goals of post-secondary training in skilled trades, base-line standards for technical certification, and a public-private partnership in the design of appropriate curriculum, I believe that Kentucky's grant proposal would go far in helping to provide needed, skilled labor to Kentucky's wood products industry and jobs to its citizens.

Sincerely,

R & J MANUFACTURING COMPANY

Obey Wallen
Obey Wallen, President

klw

Manufacturers of Wood Products, Dowels, Squares, Rounds
and other Specialty Wood Items.



ASHLAND OIL, INC. • POST OFFICE BOX 331 • ASHLAND, KENTUCKY 41114 • PHONE (606) 329-3333

March 25, 1993

H. M. ZACHEM
Senior Vice President
External Affairs
(606) 329-4271

Grant Selection Committee
Investing in People

Dear committee members:

Ashland Oil is pleased to endorse Kentucky's application for an "Investing in People" grant. The state's decision to seek this grant, combined with the recent education reforms in the state, is evidence of the state's determination to improve the public education system in Kentucky.

Ashland well recognizes the need for a globally competitive work force and is a major supporter of education in Kentucky, as well as other states where we do business.

In 1983, when a national report, "A Nation at Risk," unveiled the deplorable condition of education in the United States, Ashland's management recognized the company could make a difference. Since 1983, education has been the theme of Ashland Oil's corporate regional advertising campaign.

But advertising is only a small part of Ashland's involvement in the education system.

We asked educators where they needed help in reaching today's students. The educators said self-esteem was a problem, explaining that if students don't feel good about themselves, they cannot learn as quickly. Ashland created "Recipes for Self-Esteem," literally a recipe box of self-esteem exercises for use by elementary school teachers.

The "Day on Campus" program in Kentucky and West Virginia was created by Ashland to help combat the dropout problem. "Day on Campus" allows students in grades four through nine to spend a day on a college campus.

To encourage parents to get involved, Ashland created a free newsletter called "Parent Power" to help everyone learn how to make a difference in a child's education. Three issues of the newsletter were distributed during the 1992-93 academic year.

APPENDIX C

LETTERS OF SUPPORT

Ashland Oil, Inc.
Associated Industries of Kentucky (AIK)
Covington Business Council
Elizabethtown - Hardin County Chamber of Commerce
Elizabethtown Industrial Foundation, Inc.
The Gates Rubber Company
Jobs Training Partnership Act (JTPA)
Kentucky Chamber of Commerce
Kentucky Science & Technology Council, Inc.
Kentucky State AFL-CIO
R & J Manufacturing Company

PROJECT COORDINATOR BIOGRAPHICAL PROFILE

Name: Mary C. Yaeger

Relevant titles: Legislative Analyst, Kentucky Legislative Research Commission
Staff, Interim Joint Committee on Economic Development
Staff Member of the National Conference of State Legislatures

Specific experience and expertise brought to the project:

Served as staff to the Special Subcommittee on Economic Development Structure and Programs and assisted in the drafting of 1992 House Bill 89, which restructured the Kentucky Economic Development Cabinet.

As legislative staff, arranges agenda detail for committee meetings and legislative sponsored workshops; researches economic development, workforce training, Executive agency programs, and related topics; drafts legislation; and writes speeches for legislators.

Reviewed, evaluated and planned government program changes since 1977, primarily in the Cabinet for Human Resources and the Program Review and Investigations Committee of the Legislative Research Commission.

Provided budgetary analysis of the fiscal impact of introduced bills on state and local government.

Specific achievements / projects of interest valuable to the project:

Participated in: the *Jobs for the Future*, Strategic Development Organization meeting, 1992, as part of their "Pioneers of Progress" Project; the State and Local Economic Development Strategy Summit, sponsored by the Hubert H. Humphrey Institute of Public Affairs and NCSL, 1992; and the NCSL sponsored "Third Wave" conference, 1991.

Successfully completed the Kentucky Institute for Economic Development program, at the University of Kentucky, accredited by the American Economic Development Council, 1990.

Produced study reports in the areas of youth and adult education. Other selected LRC publications include:

The Impact of Reductions in Defense Spending on the Kentucky Economy, Dec. 1990;
Development of a Performance Measurement System for Kentucky State Government,
Nov., 1989;

Barriers to Self-Sufficiency in Kentucky's Public Assistance Programs, Jan., 1988.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Jonell Tobin

Relevant titles: Director, Morehead State University's Licking Valley Center
Assistant Professor of Vocational Education, MSU
BA, MA, Education, University of Kentucky
ABD, Joint Doctoral Program, MSU and University of Kentucky,
Adult and Higher Education, currently writing dissertation
Member, Board of Directors, Leadership Kentucky

Relevant affiliations:

Kentucky Association for Adult and Continuing Education (KAACE)
Kentucky Community Education Association (KCEA)
Phi Delta Kappa (PDK)
Leadership Kentucky - Class of 1988
Morgan County Chamber of Commerce.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Employed by Morehead State University, whose service region includes 22 Eastern Kentucky counties.
Thoroughly familiar with the Commonwealth of Kentucky, its people, politics, problems, issues, and needs:
Lived in Eastern Kentucky from 1971 to present
Raised in Western Kentucky

Specific experience and expertise brought to the team:

Organized and developed MSU-Morgan Center, now Morehead State University's Licking Valley Center, in 1987. The Center is a comprehensive adult educational center with components of literacy, adult education, higher education, testing, training programs, and coordinates governmental services.

Completed ABD in Joint Doctoral Program, Adult and Higher Education, University of Kentucky, Morehead State University, 1992; presently writing dissertation.

Proposal development and grant writing experience.
Networking contacts in Kentucky's Workforce Development Cabinet, Cabinet for Human Resources, and Leadership Kentucky program as well as adult educators throughout the state.

Specific achievements / projects of interest valuable as a team member:

Leadership Kentucky graduate, Board of Directors
Advisory Council Member of the Kentucky Competency-Based Adult Education (KCBAE)
Project currently being directed by the University of Kentucky.
Vocational Teacher Certification by the Kentucky Department of Education

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Teresa Suter

Relevant titles: State Director, Adult Education Services
Workforce Development Cabinet
BS, Rehabilitation Education
MA, Public Affairs

Relevant affiliations: Kentucky Association of Adult and Continuing Education; Kentucky Interagency Transition Council for Persons with Disabilities; National Rehabilitation Association; American Society of Public Administrators.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Statewide programs; educationally disadvantaged adults 16 and older; and adult education component of JTPA eligible participants and JOBS (welfare) participants.

Specific experience and expertise brought to the team:

Have had numerous experiences with interagency collaboration.

Was a member of the Kentucky team trained by the Helen Keller National Center to develop and implement state policies to improve services to youth who are sensory impaired transitioning to adult services.

Was Chairman of the Kentucky Supported Employment Council, an interagency group, for three years.

Specific achievements / projects of interest valuable as a team member:

Formulation of public policy that eliminates duplicative agency efforts.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Marvin E. (Gene) Strong, Jr.

Relevant titles: Secretary, Cabinet for Economic Development
Member, Governor's Executive Cabinet

Relevant affiliations: Greater Lexington Chamber of Commerce, Kentucky Industrial Development Council, Southern Industrial Development Council, Industrial Development Research Council, National Association of Corporate Real Estate Executives, and Institute for Real Estate Management.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Kentucky Cabinet for Economic Development - CEO of the primary statewide governmental agency promoting economic development in the state; responsible for statewide business attraction and recruitment, existing industry development and retention, administration of state financial incentive programs, and support for local community development efforts.

Represents economic development interests on various boards and commissions including the Bluegrass State Skills Corporation, Job Training Coordinating Council, Labor-Management Advisory Council and Export Council.

Specific experience and expertise brought to the team:

As Secretary of the Cabinet for Economic Development, responsible for day-to-day activities, including staff of 130 employees and budget of \$57 million. Also involves sensitive negotiations, strategic planning and extensive travel.

As Executive Vice President of The Webb Companies, a nationally known real estate development entity, developed comprehensive plans for the site development, marketing, leasing and management of approximately 25 office and industrial projects.

BBA Eastern Kentucky University.

Specific achievements / projects of interest valuable as a team member:

Negotiated over 300 real estate transactions across the country.

Leader in effort to establish regional development offices throughout Kentucky within nine months of the initiation of Governor Brereton Jones' administration.

Leader in initiating economic development legislation, including 1992 Senate Bill 314, the Kentucky Jobs Development Authority, passed by the 1992 General Assembly, which allows communities to be effective in attracting business and industry with service sector jobs.

Major negotiations include International Paper - 400 jobs; Trim Masters - 500 jobs; Ford Motor Company - 1,500 jobs, \$650 million investment; Stride Rite - 300 jobs; GTE - 700 jobs.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Anne Meagher Northup

Relevant titles: State Representative, 32nd District (Louisville)
Member, House Committee on Economic Development
Member, House Committee on Appropriations and Revenue
Member, House Committee on Education and Subcommittee on
Students and Curriculum
Member, Special Subcommittee on Education Accountability
Executive Committee Member, Partnership for Kentucky School Reform
BA, Economics and Business, St. Mary's of Notre Dame

Relevant affiliations: Women's Club of Louisville; Member, National Organization of
Women Legislators; Member, National Republican Legislative Conference;
Member, The Institute for Republican Women; Leadership Louisville.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

The 32nd District is a strong business community, primarily well-educated, pro-education constituency of 37,940 population which is 97% white, 2% black, 1% other.

Specific experience and expertise brought to the team:

Work Group Chairman, EPA Financial Advisory Board, Washington, D.C.
Served on Special Subcommittee on Economic Development Structure and Programs to reform Kentucky's economic development system, which resulted in 1992 House Bill 89..

Specific achievements / projects of interest valuable as a team member:

Southern Legislative Conference, Alternate from Kentucky to Education Committee
Kentucky Delegate to Southern Legislative Summit on Healthy Infants and Families,
1990.
St. Matthews BPW 1990 Outstanding Woman of Achievement
The University of Notre Dame Award of the Year, 1991, presented by the Kentucky
Alumni Association.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Richard H. Lewis

Relevant titles: State Representative, 6th District (Caldwell, Lyon and Marshall Counties)
Chair, West Kentucky Legislative Caucus
Member, House Committee on Education and Subcommittee on
Postsecondary Education and Teaching Profession
Member, Greater Paducah Economic Development Council
Member, Board of Directors, Purchase Area Development District
Member, Board of Directors, Marshall County Chamber of Commerce
BS, Murray State University
JD, College of Law, University of Kentucky

Relevant affiliations: Kentucky Bar Association; Benton Lions Club; Habitat for Humanity;
Citizen of the Year Benton-Marshall County; Kentucky Workers' Compensation
Board.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

The 6th District is primarily rural (farming is major industry in Lyon and Caldwell, however, Marshall County is not); the largest town is Princeton, population 6,000.
Industry in the 6th District which is in western Kentucky on the Tennessee River, population 36,000, includes: the chemical industry employees approximately 10,000; Martin-Marietta (Paducah), Fisher-Price Toys, General Tire, Bremner Biscuit Company.
Kentucky Lake is the world's largest man-made lake and supports one of the largest recreational and tourism attractions in Kentucky.

Specific experience and expertise brought to the team:

Served as Chief Executive Officer, Governor Julian Carroll.
Served on Special Subcommittee on Economic Development Structure and Programs which radically reformed Kentucky's economic development system.
Chaired subcommittee which developed the Kentucky Model Business Corporation Act in 1972 (check), and sponsored the bill.

Specific achievements / projects of interest valuable as a team member:

Co-sponsor of 1992 House Bill 89, the Kentucky Economic Development Partnership Act.
Sponsored 1992 House Bill 738 creating the West Kentucky Corporation, which covers 42 Kentucky counties west of I65 and is designed to coordinate strategic planning, development and prioritization of infrastructure projects within that area. The Board of Directors includes the chairmen of the Purchase and Lincoln Trail Area Development Districts, the mayor of the City of Owensboro, the President of the Peoples Bank of Paducah (a regional bank), and many other business and industry officials.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Bill Lear

Relevant titles: State Representative, 79th District (Lexington)
Chair, House Economic Development Committee
Member, Budget Review Subcommittee on Human Resources
Member, House Committee on Business, Organizations and Professions
BA, Davidson College
JD, University of Kentucky, College of Law

Relevant affiliations: NCSL Commerce and Economic Development Committee (Chair, 1991-92); Chairman-elect, Greater Lexington Chamber of Commerce; Board Member, PRISM (Partnership for Reform Initiatives in Science and Mathematics), winner of National Science Foundation grant to restructure math and science education in Kentucky.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Kentucky General Assembly, consisting of 100 Representatives and 38 Senators.
House Economic Development Committee, consisting of 21 Representatives from throughout Kentucky.

Seventy-ninth legislative district located in southeast Lexington has 37,500 plus residents comprising a primarily well-educated, relatively affluent, business-oriented constituency with less than 5% minority population.

Specific experience and expertise brought to the team:

Spent the majority of 1991 as Co-chair of Special Subcommittee on Economic Development Structure and Programs, a blue-ribbon group of corporate CEO's, legislators, economic development professionals and economists that radically reformed Kentucky's economic development system based on extensive study of innovative approaches in U.S. and abroad. Presenters included Hillary Pennington of Jobs For The Future and Dan Pilcher of NCSL.

Participant in 1992 NCSL European Study Tour of Denmark, Germany, and Italy.

Presenter at numerous economic development programs, including NCSL Third Wave Conference, Marco Island, Florida, 1991.

Specific achievements / projects of interest valuable as a team member:

Sponsor of House Bill 89 passed by 1992 Kentucky General Assembly which established the Kentucky Economic Development Partnership based upon the work of the Special Subcommittee.

Have made extensive study of workforce development issues and initiatives prior to, as a part of, and since the NCSL tour mentioned above, with special emphasis on in-company worker training and school-to-work transitions.

Extensive involvement in the passage of the 1990 Kentucky Education Reform Act, recognized nationally as a model for education reform (see Corporation for Enterprise Development, 1992 Vanguard Awards).

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Susan D. Johns

Relevant titles: State Senator, 36th District (eastern Jefferson County)
Chair, Senate Committee on Economic Development and Tourism
Corporate Manager, General Services, Presbyterian Church, USA
Chair, Senate Program Review and Investigations Committee
BA, MA, Education, Georgetown College
Post-graduate work, University of Louisville

Relevant affiliations: Attorney General's Domestic Violence Task Force ; Board of Directors, Kentucky Independent College Fund; Metropolitan Louisville Women's Political Caucus; St. Matthews Business and Professional Women's Association; National and Kentucky Education Associations; Chair, County Judges Task Force on 1990 Census; John Sherman Cooper Documentary Committee for Public Schools; Board, Kentucky Independent College Fund; Member, Concerned Citizens for Education.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Kentucky General Assembly, consisting of 38 Senators and 100 Representatives.
Senate Economic Development and Tourism Committee, consisting of 9 Senators from throughout Kentucky.
Thirty-sixth Senatorial District encompasses eastern Jefferson County.

Specific experience and expertise brought to the team:

Former Jefferson County School Teacher
Former Staff Member at University of Louisville
State Educational Coordinator for "Hands Across America"
Volunteer Coordinator, 1987 Bluegrass State Games

Specific achievements / projects of interest valuable as a team member:

Outstanding Young Women of America Award, 1988
presented for her civic service and achievements
1983-88 served as Director of Internal Services, Department of Education
Voice of Children Award, Comprehensive Child Care
Sponsored Child Care Bill of Rights passed by the 1992 General Assembly
which, upon passage, was the first of its kind in the nation
Committed to improve quality of life for all Kentuckians through government

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Paris Hopkins

Relevant titles: Chief of Staff, Office of the President, Kentucky State Senate

Relevant affiliations: Arts and Tourism Committee (N.C.S.L.) and the Transportation Committee (Southern Legislative Conference)

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

As Chief of Staff of the Office of the President, Kentucky State Senate, coordinate the flow of information among members of Senate Leadership; serve as liaison between President of Senate and various committee chairs of the Senate; work closely with House of Representatives counterpart to facilitate the flow of information between the House and Senate; and serve as Senate Leadership liaison to State Government Committee, Transportation Committee, and the Executive Branch of government.

Specific experience and expertise brought to the team:

Extensive experience with effecting consensus building.

Deeply involved in formulating the structures and mechanisms, which ultimately lead to the drafting and passage of KERA.

Worked with Representative Lear and Senator Quinlan in selecting and establishing the Special Subcommittee on Economic Development Structure and Programs, which ultimately lead to House Bill 89, the Kentucky Economic Development Partnership Act.

Specific achievements / projects of interest valuable as a team member:

Served as Staff Director, Kentucky Senate Majority Office, coordinating staff and directing the flow of information related to the day to day activities of the office during legislative sessions and the interim.

Served twice as Deputy Secretary of the Kentucky Cabinet for Human Resources, a statewide agency encompassing 13,000 employees, which primarily serves the human resource needs of disadvantaged youth and adults. Emphasis on administration and management, allowing a general knowledge of all Cabinet programs, including employment, welfare and health care.

Past Commissioner, Office of Vocational Rehabilitation, Department of Education, which assists those with physical and mental disabilities through vocational training with the ultimate goal of job placement.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Sam Heltman

Relevant titles: Vice President, Toyota Motor Manufacturing, U.S.A., Inc.
BS, Industrial Engineering, Pennsylvania State University

Relevant affiliations: Vice President-at-Large for the Society of Human Resource
Management's National Board of Directors

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

As of 1992 the total investment in capital projects in Kentucky by Toyota Motor Manufacturing, USA, Inc. stood at approximately \$2 billion. Direct employment at their Scott County facility exceeds 4,300, with an annual payroll (excluding benefits) of \$185 million.

Specific experience and expertise brought to the team:

As Vice President for Toyota Motor Manufacturing, U.S.A., Inc., Mr. Heltman is responsible for all human resource activities, including compensation and benefits, employee relations, safety, and training and development.

Prior to joining Toyota, Mr. Heltman was employed for 19 years by New Holland, Inc., where he held a number of positions, including General Manager of Combine Manufacturing, Plant Manager of New Holland's Lexington, Nebraska, plant, Industrial Engineering Manager and Vice President of Personnel.

Specific achievements / projects of interest valuable as a team member:

Vice President-at-Large for the Society of Human Resource Management's National Board of Directors

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Billy Harper

Relevant titles: President, Harper Industries, Inc. (Construction Corporation)
Member, Board of Directors, Kentucky Chamber of Commerce
Member, Board of Directors, Leadership Kentucky
BS, Mechanical Engineering, University of Kentucky

Relevant affiliations: Chairman, Education Committee, Paducah Area Chamber of Commerce; Leadership Kentucky - Class of 1986; Associated General Contractors of Western Kentucky (WKCA) and America; Council Member, Four Rivers Council, Boy Scouts of America; Member, Southeast Region Advisory Board, Boy Scouts of America; Board of Directors, Peoples First National Bank and Trust Company; Board of Directors, Kentucky Education Foundation, Inc.; Board of Directors, Kentucky Center for Public Issues; President, Paducah Public School Foundation Board; Past member, Board of Directors, Kentucky Highway Industries Political Action Committee.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Paducah is the 6th largest city in Kentucky and is located in the Purchase Area Development District, which is far western Kentucky.

Specific experience and expertise brought to the team:

Served as Private Sector Member on Special Subcommittee on Economic Development Structure and Programs to reform Kentucky's economic development system, which resulted in 1992 House Bill 89.

Served on Special Commission for the Study of the Consolidation of Counties (1988-89).
Member, Associated General Contractors of Kentucky Self-Insured Workmen's Compensation Fund, Paducah Area Construction Advancement Foundation, and Paducah Iron Workers Construction Advancement Foundation

Specific achievements / projects of interest valuable as a team member:

AGC of Western Kentucky: Contractor Service Award, 1973, 1976; Contractor Merit Award, Outstanding Achievement Award, 1982.
Four Rivers Council, Boy Scouts of America, Service Award, 1982; Silver Beaver Award, 1984.

Construction Man of the Year, Western Kentucky Construction Association, 1982.
Distinguished Eagle Award, Boy Scouts of America, 1989.
Finalist, Entrepreneur of the Year, 1989.
Volunteer of the Year, Paducah Chamber of Commerce, 1990.
Kentucky 4-H, Outstanding Alumnus, 1990.
Kentucky Colonel, 1991.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Leonard W. Gray

Relevant titles: State Representative, 42nd District (Louisville)
Member, Appropriations and Revenue Committee
Member, Budget Review Human Resources Subcommittee
Member, House Committee on Business, Organizations and Professions
MS, University of Louisville

Relevant affiliations: Louisville Personnel Association; NAACP; Louisville/Jefferson County Democratic Executive Committee; State Central Democratic Committee; Who's Who Personnel World, 1986; Distinguished Citizens Award; Chair, Jefferson County Delegation (Legislative); Member, Governance Committee of Louisville Chamber of Commerce.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

The 42nd District has 35,203 population which is 71.97% African-American and 27.19% white. It is a diverse, urban area running east to west through Louisville, and including a several enterprise zones, ten senior citizens high-rise living facilities, and three low-income housing projects.

Specific experience and expertise brought to the team:

Served as Director of Personnel, City of Louisville, with 5,000 full-time employees and 2,500 seasonal and part-time employees.

Past Deputy Commissioner of Personnel, Commonwealth of Kentucky, with 35,000 employees statewide.

Past Executive Director of JOBS, Inc., which represents the private sector in placing disadvantaged workers in industrial jobs.

Specific achievements / projects of interest valuable as a team member:

Distinguished Citizen's Award from the City of Louisville, Kentucky
Recognized by the National Alliance of Businessmen as Executive Director of JOBS, Inc.
Member, Governor's Commission on Health Care (Gubernatorial Appointment)

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Patricia V. Durbin

Relevant titles: Mayor, City of Elizabethtown

Relevant affiliations: Primary representation - City of Elizabethtown; Organizer and member of "2010", organization of elected officials for long-range plans for Hardin County; Board member, Kentucky League of Cities; Board member, Kentuckians for Better Transportation; Hardin & LaRue County Retired Teachers Association, Business & Professional Women's Club; Board member, Lincoln Trail Area Development District; Member Elizabethtown\Hardin County Chamber of Commerce.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

The City of Elizabethtown, the county seat of Hardin County, has a population of 18,167 according to 1990 census. Characteristics of the population include 46.8% male, 53.2% female, with 10.8 % minority population. The per capita income is \$12,955.

The Lincoln Trail Area has an eight (8) county population of 219,101. This area is rural in nature, confirmed by the fact that no city in the entire region has a population larger than 20,000.

Kentucky League of Cities is an organization representing 324 cities across the Commonwealth.

Specific experience and expertise brought to the team:

Former Kentucky high school teacher (31 1/2 years)

Have attended Total Quality Management classes and is initiating the concept in city government.

Budgeting experience helps get the most for the money expended.

Served on committee expanding the membership of the Elizabethtown Industrial Training Consortium, which provides classes for training all levels of employees.

Elizabethtown City Council (14 years)

Specific achievements / projects of interest valuable as a team member:

Initiated application for Rural Telecommunication Center Grant; Elizabethtown was one of two recipients in Kentucky awarded by the Kentucky Science and Technology Council; working to develop a center in cooperation with Lincoln Trail Area Development District, Elizabethtown Community College, Kentucky Vocational/Technical School, local public schools, GTE South, and numerous businesses.

Teacher of the Year, Elizabethtown Independent Schools, 1989

Woman of Achievement, Elizabethtown Business and Professional Women's Club, 1990

Kentucky Woman of Achievement, Kentucky Business and Professional Women's Club, 1990-91

Manager of the Year, National Management Association, Hardin County Chapter, 1992

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Ben W. Carr, Jr.

Relevant titles: Chancellor, University of Kentucky Community College System
Associate Professor (with tenure), University of Kentucky Community College System
Member, Bluegrass State Skills Corporation Board, Kentucky Cabinet for Economic Development
Registered Professional Engineer, Electrical, KY
BSEE, MSEE, Ed.D., University of Kentucky

Relevant affiliations: American Association of Community Colleges, Bluegrass State Skills Corporation, National/Kentucky Society of Professional Engineers, Member of Board of Visitors, Community College of the Air Force.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Chancellor (CEO) of state community college system, consisting of 14 colleges, with a combined credit enrollment of over 48,000 students, and serving over 400,000 citizens in non-credit programs and activities each year.

Experienced Visiting Committee Chair for accrediting teams, Commission on College, Southern Association of Colleges and Schools.

Registered Professional Engineer.

Member of U.S. Army Reserve, rank of Lieutenant Colonel, with over 20 years of service.

Specific experience and expertise brought to the team:

Over 20 years of experience in community college programs, including training/retraining for business and industry. Experience with Kentucky Economic Development Cabinet through service on Bluegrass State Skills Corporation Board. Experience as an engineer, and in educating technicians.

Specific achievements / projects of interest valuable as a team member:

Instrumental in establishing Business and Industry Technical Assistance Centers (BITAC - small business development centers) at three community colleges in Kentucky.

Instrumental in moving community colleges into training/retraining for business and industry (SPC, TQM, ISO 9000, etc.)

Instrumental in developing a mobile training unit which assists businesses and industries across Kentucky in CNC, PLC and CAD training.

Coordinating effort to build a rural economic development center in Somerset, Kentucky.

Developing a growing partnership with Kentucky Department of Adult and Technical Education, Workforce Development Cabinet.

Encouraging numerous and various activities in support of the Kentucky Education Reform Act, passed in 1990.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Ella I. Brown-Frye

Relevant titles: Director of Economic Development, City of Covington, Kentucky
BS, Business Administration/Finance and Economics, University of Delaware

MA, Business Administration, Central Michigan University
Board of Directors, Kentucky Economic Development Finance Authority

Relevant affiliations: Commonwealth Small Business Development Corporation Board; and U. S. Small Business Administration, Kentucky District Advisory Council.

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Covington ranks 3rd in the Greater Cincinnati area as a city and is part of the 27th largest metropolitan area in the nation. Total population - 43,264, of which 26.9% is under 18 years of age, 14.3% is 65 years and older, and 7.67% is black.

Specific experience and expertise brought to the team:

Expertise includes public relations presentations and briefings; credit analysis; development of credit information; record maintenance; verbal and written communication; data and statistical analysis; cost/benefit analysis and administration; and financial and accounting ability.

Five years experience as Director of Business Development for the Wilmington Economic Development Corporation, promoting economic growth, in the City of Wilmington, Delaware. Worked closely with industrial and retail businesses, commercial lenders, civic community groups, corporate boards of directors, and city government officials.

Specific achievements / projects of interest valuable as a team member:

Economic Development Agency Regional Planning Conference, Philadelphia, PA, 1990.
The Kentucky Economic Development Authority Board (KEDAB) is the financing authority under which all state economic development financing agencies (except JTPA) were consolidated by directives in 1992 House Bill 89.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Charlie Borders

Relevant titles: State Senator, 18th Senatorial District (Bracken, Carter, Greenup, Lewis & Mason Counties)
Senate Minority Whip
Member, Senate Committee on Economic Development and Tourism
Management, Ashland Petroleum Company
Past member, Senate Appropriations and Revenue
BS, MBA, Morehead State University

Relevant affiliations: Russell Rotary Club, Past President; Chair, Board of Directors, Wee Wisdom Learning Center; Goldenrod Chapter, March of Dimes, Past Chairman; Former Instructor, Night Classes, Ashland Community College of the University of Kentucky (7 years).

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

One of the largest senatorial districts in Kentucky, located in Northeastern Kentucky, with an approximate population of 97,000. Area is rural, industrial, farming, recreational attractions, and includes one of the largest tobacco warehouse sales areas in the world. The largest city is Flatwoods with 10,000 population.

Specific experience and expertise brought to the team:

Broad spectrum educational and work experience from one-room school through university (MBA), from state parks system maintenance department to management position with state's largest homebased corporation (Ashland Oil, Inc.) and legislator.

As Supervisor of Forecasting and Movements in Crude Oil Supply Department at Ashland Petroleum Company, is part of a team of four who are responsible for processing payments of approximately \$7 million daily, or \$2.5 billion per year.

Work with foreign countries including: Mexico, Canada, Saudi Arabia, Kuwait, England, Nigeria, Iran, and Iraq.

Specific achievements / projects of interest valuable as a team member:

Served on Special Subcommittee on Economic Development Structure and Programs to reform Kentucky's economic development system, which resulted in 1992 House Bill 89.

Since election to Kentucky State Senate in November, 1990, has served on every major task force or commission including, Appropriations and Revenue, Economic Development, Agriculture and Natural Resources. Elected to Senate Leadership as Minority Whip in January, 1993.

Member, Health Reform Commission (Gubernatorial Appointment)

- **Interpersonal Skills** - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
 - **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
 - **Systems** - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
 - **Technology** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.
- THE FOUNDATION** - competence requires:
- **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening;
 - **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
 - **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.

*Source: "What Work Requires of Schools, A Scans Report for America 2000," The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June, 1991, p. vii.

2. Goal two is to establish standards of technical competency for post secondary students in selected industrial sectors. The standards, training for and testing of performance of these standards, will be developed through a consensus of government, education, labor, business and industrial representatives.

3. Goal three is to plan and effect a training program in selected industrial sectors which includes coordinated high school and post secondary educational programs, through the Kentucky Community College System, Regional Universities, Kentucky Technical Schools, and apprenticeship programs in identified businesses. Successful programs could then be expanded to include additional students and other businesses and industries. Industries chosen will be growth industries in Kentucky; high-wage, high-performance industries, those requiring larger numbers of workers; those with little or no standardized training, and those most appropriate for apprenticeships.

4. Goal four is to identify those displaced workers in declining industries, like coal mining and farming, and to provide them, as well as other job seekers, the opportunity to receive basic competency training and technical competency training in identified growth industries.

5. Goal five is to build strong linkages between key groups, to achieve the stated goals of this grant, through a process of learning and problem-solving by the team members, education of those targeted interest groups, and solicitations of support from private and public resources.

C. Identify funding sources to support state goals

See Section III. A.

D. Suggest a preliminary strategy for addressing these challenges which could be developed and implemented under this project

1. The strategies for goal one could include the following activities:
 - a. Identifying those populations which would benefit by acquiring the basic competency skill levels.
 - b. Determining how attainment of this level of skill will benefit their employability and enhance the productivity of businesses.
 - c. Determining those skills which would be required by the standard.
 - d. Determining testing methods, particularly performance-based testing, which would clearly demonstrate acquisition of the standardized skills.

e. Identifying those institutions and educators with the ability to design the standardized criteria, testing, and necessary curricula. This would include analysis of the new KERA curricula and assessment to determine whether they have applicability to the competency standards.

f. Determining the delivery system which will provide the learning experiences, including possible funding, student access, and program availability.

g. Promoting the basic competency skills certification, through the news media, businesses, schools, employment offices, chambers of commerce, and other organizations.

h. Designing a certification registry as a means of enhancing employment options for certified workers.

i. Designing a method to evaluate the attainment of the goal, including level of improvement in the workforce and the utilization rate of the certification program.

2. The strategies for goal two could include:

a. Identifying those industries which lack standards of technical competency. Targeted industries may include: secondary wood products, telecommunications, pharmaceuticals, electronics, plastics and rubber, printing and publishing, transportation, and health care.

b. Developing sound selection criteria and determining how attainment of these standard skills would effect the employability and advancement of employees and job seekers, and enhance the productivity and competitiveness of those industries.

c. Selecting two or three of the identified industries or sub-sectors of industries that could best benefit by and most readily support these standards.

d. Enlisting a consortium of individuals from Kentucky technical schools, community colleges, universities, affected private industries, as well as union representatives, and appropriate government and community leaders to develop the technical standards, testing instruments and necessary course curricula.

3. The strategies for goal three could include:

a. Soliciting industry, businesses and schools to provide the technical skills programs, including course work and apprenticeships.

b. Identifying those Kentucky Technical Schools, Community Colleges, Regional Universities, and private businesses that would offer the standardized technical competency programs.

c. Using those identified programs as a pilot program, establishing a process for evaluating and assessing the success of the programs.

d. Provided the pilots meet the successful criteria, planning for the expansion of the technical competency programs into additional high schools, businesses and industries.

4. The strategies for goal four could involve:

a. Identifying through existing programs, such as the Job Training Partnership Act (JTPA), Department of Employment Services, labor unions, and Vocational Liaison Programs, those displaced workers, unemployed and under-employed who would be candidates for the technical skills programs.

b. Developing a system of program funding that incorporates federal, state and industry training allocations, private sector and school scholarships and loans, public sector loans and student tuitions, scholarships and wages through the apprenticeship components.

5. The strategies for goal five could involve:

a. Learning through the expertise of the grant consultants and out-of-state institutes' methods of identifying strategies to effect these project goals.

b. Learning through public meetings and problem-solving sessions how best to involve industry leaders, policy makers and interested groups, and how to promote the project.

c. Conducting informational sessions through the news media, community colleges, state universities, technical schools, teleconferencing systems, and industries regarding proposals and planning programs to solicit support and broadcast the availability of training.

E. Identify existing strategies and state how participation in this project would assist, build on or differ from these strategies

1992 House Bill 89 restructured the Cabinet for Economic Development to provide an economic development partnership of government and business. Among other changes, the legislation provides for flexibility in creating and supporting successful projects; five- to ten-year strategic planning, based on a set of guiding principles; and setting benchmarks to measure economic performance. The Cabinet will assist in determining growth industries, in assessing the impact of workforce retraining, and in implementing other project recommendations.

The 1992 Kentucky General Assembly created an interagency Commission on Educational and Job Training Coordination, composed of education and workforce development state heads, to promote additional cooperative educational and job training partnerships with the business community. As several members of the Commission or their staff are also on the Project Team, the "Investing in People" project would utilize the effort of this Commission to implement its goals.

The changes made since the Kentucky General Assembly created the Kentucky Workforce Development Cabinet in 1990, show a dedication to important adult educational issues, that can be seen in the following examples. All 23 of the Workforce Development Cabinet's vocational-technical postsecondary schools, collectively called Kentucky Tech, have assumed a new curriculum structure designed to increase accessibility of programs, proficiency and accountability of students, system capacity, and efficiency of facilities, staff and equipment. Additional initiatives, such as the Technical School Graduates' Skills Guarantee and the Kentucky Tech Prep (KTP) program, show a willingness to change and consider the goals set out in this grant proposal.

The Workforce Development Cabinet's Office of Adult Education Services has addressed quality of adult education services by initiating a series of educational standards for adult basic education programs, to ensure a level of instruction that will yield higher quality programs. This Office will be invaluable in the process of determining competency standards for the workforce and in utilizing the existing programs to implement approved programs.

The Bluegrass State Skills Corporation (BSSC), is another innovative program, placed in the Cabinet for Economic Development, which targets business training needs by providing matching grants to industries for customized training and by brokering the services of other state agencies. Some funding for the technical competency training in selected industrial sectors, as proposed in this project, may be provided through BSSC.

Other programs that would complement or help implement this project are: the Kentucky Labor Cabinet's Office of Labor-Management Relations, the Division of Employment Standards and Mediation, and the Apprenticeship Training Program, which registers apprentices in 309 training programs; the Kentucky Competency Based Adult Education (KCBAE) Project at the University of Kentucky; the Jobs Opportunities and Basic Skills (JOBS) program, to help welfare recipients reach self-sufficiency, administered through the Cabinet for Human Resources and the Workforce Development Cabinet; and the Morehead State University Personal Development Institute (PDI). (See III. Commitments, and IV. Unique Resources, for more linkages.)

F. Explain how your state's strategy will affect state workforce and economic development outcomes.

Establishing workforce competency and technical skills standards in selected industries, establishing certification requirements, and implementing training and apprenticeships would be a tremendous investment in economic development human capital in Kentucky. Not only would it provide tangible evidence of the ability of Kentuckians to learn and perform, but it would challenge both businesses and individuals to become world-class competitors in economic development. It would also allow for innovation, updating of necessary skills, and the development of a "roll up your sleeves" problem-solving relationship between government, business and labor.

II. Team Composition and Organization

- ✓ Board member, Commonwealth Small Business Development Corporation
- ✓ Member, U.S. Small Business Administration, Kentucky District Advisory Council
- ✓ MBA, Central Michigan University
- ✓ 1990 Economic Development Agency Regional Planning Conference, Philadelphia, PA

Marvin E. (Gene) Strong, Jr.*
Secretary

Cabinet for Economic Development

- ✓ Member, Governor's Executive Cabinet
- ✓ Chief Executive Officer for statewide governmental agency promoting economic development
- ✓ Member, Industrial Development Council and Southern Industrial Development Council
- ✓ BBA, Eastern Kentucky University

Lois Adams-Rodgers

Department of Education

Deputy Commissioner for Learning Support Services

- ✓ Deputy Commissioner, Kentucky Department of Education
- ✓ President, Kentucky Association of School Administrators
- ✓ Certifications as elementary and secondary principal, general supervisor and superintendent.
- ✓ BA, MA, and completing doctoral work at the University of Louisville

Billy Harper

State Chamber of Commerce
Construction Corporation

- ✓ President, Harper Industries, Inc., Paducah
- ✓ Private Sector Member of Special Subcommittee on Economic Development Structure and Programs
- ✓ Member, Board of Directors, Kentucky Chamber of Commerce
- ✓ Member, Board of Directors, Leadership Kentucky

Sam Heltman

Large manufacturing
Toyota Motor Manufacturing, USA

- ✓ Vice-President, Toyota Motor Manufacturing, U.S.A., Inc.
- ✓ Responsible for all human resource activities, including training and development.
- ✓ Experience as General Manager, Plant Manager, and Industrial Engineering Manager, New Holland, Inc.
- ✓ BS, Industrial Engineering, Pennsylvania State University

Ben W. Carr, Jr.

Community College System

Chancellor, University of Kentucky Community College System

- ✓ Board Member, Bluegrass State Skills Corporation, Cabinet for Economic Development
- ✓ Member, American Association of Community Colleges
- ✓ Instrumental in establishing Business and Industry Technical Assistance Centers (BITAC)
- ✓ BSEE, MSEE, and Ed.D., University of Kentucky

Paris Hopkins

Senate Leadership Office

- ✓ Chief of Staff, Office of Kentucky State Senate
- ✓ Former Deputy Secretary, Cabinet for Human Resources
- ✓ Former Commissioner of the Office of Vocational Rehabilitation, Department of Education
- ✓ M.Ed., University of Mississippi; M.S.W., University of Kentucky

Mary C. Yaeger

Project Coordinator

Legislative Analyst, Legislative Research Commission

- ✓ Staff, Interim Joint Committee on Economic Development
- ✓ Successfully completed the Kentucky Institute for Economic Development, 1990
- ✓ Seventeen years experience in researching, evaluating and designing government programs

III. Committing of State Resources

A. Reallocating existing resources to implement the plan:

Funding and resources of most governmental programs listed in this proposal will be considered in reallocating existing resources. The following are specifically relevant. The JTPA program provides employment and training through eleven service delivery areas in Kentucky, with funding that is nearly \$19,000,000. Based on the grant project design and promotion, some funding should be available

through the Private Industry Councils. Additionally, JTPA's 8% set aside for educational initiatives would be an appropriate source.

As a result of 1990 House Joint Resolution 54, which called for higher education assistance for KERA, universities have reallocated more than \$15 million in funds and faculty release time in support of KERA projects. The use of faculty and university resources in the development of youth apprenticeships programs and competency curricula could be particularly useful.

Additional resources would include Section 353 of the Adult Education Demonstration grant funds, Section 322 of the Adult Education Act, and Carl Perkins discretionary funds, and the JOBS program, and BSSC. (See sections I. E. Identify Strategies, and IV Unique Resources for additional resources.)

B. Restructuring incentives

Promotion of the project goals may include incentives to industries and businesses, such as tax credits for training or participation in apprenticeships, and reintroduction of legislation that would allow counties receiving coal severance tax to include workforce training as an allowable expenditure of these revenues.

Selection of technical competency training in some industries, such as the lumber/wood products, and furniture/fixtures would restructure current training programs to better target needed resources to solve these workforce deficiencies. The availability of such certifications would act as an incentive to bolster these industries.

C. Reorganizing the governing and structure of workforce programs

Kentucky has already demonstrated its willingness to reorganize programs, structures and organizations. Examples include the consolidation of adult educational programs from the Department of Education and elsewhere into the Workforce Cabinet; the total rethinking and restructuring of the Kentucky Department of Education and educational programs and governance; and the restructuring of the Kentucky Cabinet for Economic Development to provide continuity, vision, and direction. The Workforce Cabinet identified obsolete technical training offerings in Kentucky Tech Schools, which led to the discontinuation or reduction of approximately 60 programs, allowing high-demand job training programs to be expanded and new programs to be developed, including petro-chemical process and environmental technologies.

D. Forming partnerships and coalitions that cross sectorial lines

There are numerous public-private coalitions upon which this project will build. They include: the interagency Commission on Educational and Job Training Coordination, as discussed in section I. E.; the Three Regional (East, Central, and West) Development Roundtables, comprised of economic development personnel and all parties interested in development in the regions; the Kentucky Labor-Management Advisory Council, an advisory council of government, labor, and management representatives; the Community-based Work Transition Program, providing services to students with disabilities through the Departments of Vocational Rehabilitation and Education; and the Commonwealth Training Partnership (CTP), a partnership between the Kentucky Tech system and the University of Kentucky Community College System, offering Kentucky companies highly effective packages of privately copyrighted training programs.

Other examples of partnerships which have been successful and may be useful in implementing this project include: Labor-management programs at the Ford Assembly Plant, GE Appliance Park, and Philip Morris in Louisville; the Kentucky Safety and Health Network; the Kentucky Labor-Management Conference; the state Labor-Management Grant program; Manpower Service's Rapid Response program.

E. Conducting public outreach to build awareness and support for reforming the state's workforce development system.

Numerous strategies will be used for public outreach. The visits of the grant experts and consultants will be one of the first opportunities to educate and begin consensus building, not only with the Project

Team, but a wide cadre of interested and relevant legislators, policy makers, government employees, educators, business and labor leaders, and other concerned citizens and groups. The public will be educated through presentations at business and professional meetings, work seminars and educational forums. Teleconferences, use of our interactive television system, and use of public media networks are all strategies to gain support for proposals and implementation plans. The Kentucky State Adult Education Resource Center, employment services, trade associations, factories, labor unions and JCBs program are additional sources for public input and support.

IV. Unique Resources

The Team Members support the Project through their time, dedicated work, and financial contributions. While the grant covers the expenses of the institutes for ten members, the Kentucky AFL-CIO, League of Cities, Chamber of Commerce, Toyota, Kentucky Community College System, the Cabinet for Economic Development, and the Legislative Research Commission have agreed to assist in the travel costs of those who exceed the expenditure grant allocation.

As discussed in other sections of this application, three major Kentucky initiatives provide unique and innovative resources which can be utilized by the "Investing in People" Project. They are: KERA, which addresses the educational and skill levels of students in the public elementary and secondary educational system; the Workforce Development Cabinet, the first of its type in the nation, which consists of the Kentucky Technical Education System of 78 post secondary and secondary vocational-technical schools, adult education and literacy programs, and vocational rehabilitation programs; and, restructured of the Cabinet for Economic Development, through House Bill 89, which provides an economic development partnership of government and business to establish priorities for action and accountability through planned strategies.

The following are only a few of the innovative Kentucky programs. **The Applied Process Technology Program**, the only program of its type in the US., formed out of a partnership between Ashland Oil, Inc. and the Kentucky Tech program at Ashland, to provide a highly technical specialized program in the refining, chemical and petro-chemical area. **The Elizabethtown Industrial Foundation Training Consortium**, created with the help of the Elizabethtown Industrial Foundation and the Elizabethtown Plant Managers Association, provides specialized and advanced training through the community college and Kentucky-Tech. **PRISM (Partnerships for Reform Initiatives in Science and Mathematics)** is a five-year project which builds upon KERA to address reform efforts and restructuring of science and mathematics education. It is funded by \$9.7 million from the National Science Foundation and \$5 million in matching funds. It is a partnership between the Kentucky Department of Education and the Kentucky Science and Technology Council, Inc.

Technical School Graduates' Skills Guarantee is an innovative policy developed by the Workforce Development Cabinet whereby employers are guaranteed that if a former student at any Kentucky Tech school, within two years of graduation, performs below a satisfactory level in his or her certified skill, that student will be specifically retrained at no charge. **Kentucky Educational Technology System (KETS)**, with a five-year appropriation of \$400 million, is a statewide management and instructional network which will extend to students' homes, schools, administration offices, and state agencies.

The Science and Technology Council, Inc., under contract with the Cabinet for Economic Development, is undertaking a **Kentucky Human Capital Audit**, to profile the future education and capabilities required for sustained economic growth and employment in Kentucky over the next ten years. The findings of this study will be of help in setting criteria for the certification standards. **A Kentucky Telecommunications Network**, under development by the higher education community, will eventually link all campuses through interactive video, increasing access to baccalaureate and graduate programs. The previously mentioned **Commonwealth Training Partnership (CTP)** and the **Bluegrass State Skills Corporation (BSSC)** are both unique approaches to service delivery.

APPENDIX A

FOOTNOTES

- 1 Project 21 Executive Summary of White Paper Four, "Training and Re-training: the Road to a Competitive Future, p. 1.
- 2 U.S. Bureau of the Census, 1990 CPH-L-80, Table 1.
- 3 Kentucky's Workforce: Preparing for the 21st Century; "Education of the Kentucky Workforce", Urban Research Institute and Labor-Management Center, University of Louisville, for Kentucky Cabinet for Workforce Development, May, 1992, p. 6.
- 4 1993 Kentucky Deskbook of Economic Statistics, Division of Research and Planning, Capital Plaza Tower, Frankfort, KY, p.53.
- 5 "The Economic Significance of Toyota Motor Manufacturing, U.S.A., Inc., in Kentucky." Center for Business and Economic Research, College of Business and Economics, University of Kentucky, December 1992.
- 6 "Japanese Direct Industrial Development in the United States, 1992".
- 7 Kentucky Department for Employment Services, Cooperating Representative for U.S. Department of Labor, Bureau of Labor Statistics.
- 8 Lawrence K. Lynch, The Kentucky Economy: Structure, Performance, and Prospects, Prepared for the Interim Committee on Appropriations and Revenue, for use by the Special Subcommittee on Economic Development Structure and Programs, August 28, 1991.
- 9 Kentucky Workforce Preparing for the 21st Century, p. 15.
- 10 Kentucky Workforce Preparing for the 21st Century, p. 17.
- 11 U.S. Department of Commerce, 1989 U.S. Industrial Outlook, U.S. Government Printing Office, Washington, D.C., January, 1989.
- 12 Kentucky's Workforce, p. 22.
- 13 1993 Kentucky Deskbook of Economics, p. 17.
- 14 1993 Kentucky Deskbook of Economics, p. 16.
- 15 Kentucky Workforce, p. 22.
- 16 Ron Crouch presentation, Kentucky Journal, April, 1989, Vol. 1, No. 2, p. 9.
- 17 Ron Crouch presentation, Kentucky Journal, April, 1989, Vol. 1, No. 2, p. 10.
- 18 Ron Crouch presentation, Kentucky Journal, April, 1989, Vol. 1, No. 2, p. 10.
- 19 Ron Crouch presentation, Kentucky Journal, April, 1989, Vol. 1, No. 2, p. 10.
- 20 "Task Force on High School Restructuring", preliminary draft report, Kentucky Department of Education, February 9, 1993, p.13.

APPENDIX B
TEAM MEMBER BIOGRAPHICAL PROFILE

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Lois Adams-Rodgers

Relevant titles: Deputy Commissioner, Kentucky Department of Education
Bachelor's and Master's Degrees, Elementary Education, and
currently completing doctoral work, University of Louisville

Relevant affiliations: Kentucky Association of School Administrators, President

SPHERES OF INFLUENCE and/or KNOWLEDGE

Demographics and characteristics of relevant sectors represented:

Employed as Superintendent for the Jessamine County Schools, her responsibilities included management of six schools, 5,600 students and 350 teachers.

Specific experience and expertise brought to the team:

Former Jessamine County Schools Superintendent.
Served as teacher, principal and assistant superintendent in Henry and Jefferson Counties.
In-service education specialist for the University of Louisville.
Certifications as an elementary and secondary principal, general supervisor and superintendent.

Specific achievements / projects of interest valuable as a team member:

Bachelor's degree, and a master's degree in elementary education.
Currently completing doctoral work at the University of Louisville.
Certifications as elementary and secondary principal, general supervisor and superintendent.

TEAM MEMBER BIOGRAPHICAL PROFILE

Name: Morgan Bayless

Relevant titles: Director, Committee on Political Education
Kentucky State AFL-CIO

Relevant affiliations: United Mine Workers of America; Member Workers Compensation Advisory Board; Member Unemployment Insurance Advisory Board; Member Governor's Commission on Quality & Efficiency; President-elect Kentucky Safety & Health Network; Member Labor-Management Board; Member Delta Dental Advisory Board; Member Kentucky Coal Authority Board; Member Mayor's Commission for Better City Government, Middlesboro, Kentucky; Executive Board Member, Behavioral Research Aspects of Safety & Health, University of Kentucky; and, Executive Board Member, Center for Labor Education & Research, University of Kentucky.

SPHERES OF INFLUENCE and/or KNOWLEDGE
--

Demographics and characteristics of relevant sectors represented:

Represent and serve all AFL-CIO affiliates statewide, approximately 80,000 membership. Perform duties as legislative agent of the Committee on Political Education, AFL-CIO, including research and advise members on pending and proposed legislation of concern to union members and lobby on specific legislation in Washington, D.C. and Kentucky. Active union members are generally: age 20-55; heads of households or members of two-income households; married with children; earn more than minimum wage and receive health, retirement and other employer-provided negotiated benefits; and, encompass all race, gender and political affiliation sectors. (Retired union members are included among represented membership.) Primary concerns include: job security; workplace health and safety; elementary & secondary education; adult training and education; adequate wages & benefits; government enforcement of labor law and workplace standards; the economy; and, foreign trade and tax equity.

Specific experience and expertise brought to the team:

Knowledge of and expertise in government regulations; labor-management relations; legislative and judicial processes; professional relationships with lawmakers, chief government executive officials and business and labor leaders; economic development efforts and results; effects of economic development and government regulations on labor and industry; domestic productivity rates and effects of various industry, government and economic factors; comparative results of various state, industry and labor efforts to affect job creation, retention and security and expansion of existing industry; aspects and effects of various labor-management approaches to enhanced productivity and competitiveness (i.e., team concepts, total quality management, labor-driven quality teams, etc.); impacts on labor, communities, prospective business as the result of foreign imports and export domestic jobs to foreign countries; success and failure of federal and state initiatives regarding labor and industry.

Specific achievements / projects of interest valuable as a team member:

Successful execution of current and past job duties and appointment and contributions to studies, programs, services and other initiatives promulgated by leadership-oriented boards and commissions.

► The 1993 Legislature has already passed an appropriations bill which included the Governor's proposed funding for a workforce coordinator position effective July 1, 1993. It is likely that several departments will contribute funds to begin the position prior to July 1.

When given solid recommendations, Iowa has a track record of committing resources and implementing plans.

Preliminary Strategy for Addressing these Challenges

The proposed design for Iowa's workforce development system calls for:

- regional workforce development centers;
- an integrated management information system;
- the creation of a workforce council;
- the creation of a workforce development coordinator position;
- seeking waivers to decategorize federal job training funds; and
- a process to gain active participation by a wide range of local, regional and state level stakeholders in the final design of the system.

Iowa has three existing strategies for addressing the economic challenges it faces. This project provides an opportunity to develop recommendations to tie into these policy and planning strategies.

- Department of Economic Development has developed a five year plan for its work related to economic development.
- The state designed a state human investment system through SHIP and plans to continue the planning and implementation of these efforts. Its welfare reform model developed as part of SHIP is unique among the states in both its respect and expectations of recipients.
- With the creation of the SHIP Council, benchmarks, modeled after Oregon, will be developed so agencies can coordinate, collaborate, and measure outcomes as never before.

These strategies will be refined and evaluated during the Institute process for final implementation.

TEAM COMPOSITION AND ORGANIZATION

The House and Senate legislative leadership has jointly appointed the following individuals to the Policy Team for Investing in People:

Chair and Vice Chair will be determined by the Team members at their first meeting, if Iowa is selected to participate in the Institute.

Team Members:

Project Coordinator: To Be Hired. Last week, the Iowa Legislature passed the appropriations bill containing the authority to hire a Workforce Coordinator.

Karen Ackley, President, Chops of Iowa: Ms. Ackley heads a small business which serves

the upscale specialty foods market with value added Iowa agriculture products. She is a former teacher and is knowledgeable about quality management, work and family issues and other aspects of workforce development as they relate to small businesses.

Randy Clegg, Superintendent, Saydel Community School District: Mr. Clegg has eight years of innovative leadership experience as a superintendent in both rural and metropolitan schools in Iowa. He has a commitment to developing strong relationships between education and industry, has served on the Area IV Regional Planning Council for Vocational Education, and currently serves as a member on the Work Start Advisory Committee for the development of Iowa's youth apprenticeship system.

Reynel Dohse, Bureau Chief, Department of Employment Services: Ms. Dohse is the Bureau Chief of Field Operations with over twenty years of experience in state government. Ms. Dohse is the primary liaison to all partners in the employment and training and has worked to form better interagency cooperation and a unified delivery system.

Phil Dunshee, Administrative Assistant, Governor's Office: Mr. Dunshee is the Administrative Assistant in the Governor's Office who is responsible for educational and employee relations issues. In addition, Mr. Dunshee has extensive experience working with the Iowa Legislature as the past Governmental Affairs Director for the Iowa Association of School Boards.

Lois H. Eichacker, retired: For several years, Ms. Eichacker was the Executive Director of the Southeast Iowa Community Action Agency and is a current member of the Iowa Commission on Community Action Agencies. She also serves on the State Job Training Coordinating Council, the Board of Directors of the Iowa Department of Economic Development and the NAACP.

Twila Young Glenn, Project Coordinator, Labor Institute for Workforce Development: Ms. Glenn is the Project Coordinator of the Labor Institute for Workforce Development for the South Central Iowa Federation of Labor of the AFL-CIO. In addition, she is an employment and training consultant and very knowledgeable individual on workforce development issues. She has served on the Central Iowa Private Industry Council and recently, Ms. Glenn served as an union representative on the National JTPA Advisory Committee. She helped author the report's section dealing with coordination between JTPA and education.

Jeff Nall, Division Administrator, Department of Economic Development: Mr. Nall is the Division Administrator for the Division of Workforce Development. In this capacity, he is responsible for a majority of the state and federally funded employment and training programs in Iowa. Mr. Nall has been instrumental in the interagency initiatives to redesign Iowa's workforce system and is a steering committee member of Iowa state government's continuous improvement initiative.

Steve Ovel, Kirkwood Community College: Mr. Ovel is the Executive Director for Grants and Governmental Relations and works with the Iowa Legislature as the community college's liaison. Previously, Mr. Ovel was the Executive Director for Economic Development Services and in this capacity provided customized training and

retraining services to new, expanding and existing industries.

Lin Phillips, Career Counselor, Iowa Methodist Medical Center: Ms. Phillips provides career counseling for Iowa Methodist Medical Center's 4,000 employees. She has extensive experience in developing and delivering innovative services and programs in employee recruitment and retention, career development counseling, employee involvement, employee education and adult literacy. She currently serves on the state Work Start Advisory Committee, the Greater Des Moines Chamber of Commerce Business-Education Alliance and the Governor's Target Alliance.

The Honorable Lee Plaisier, Iowa House of Representatives: Rep. Plaisier represents the 47th District in Iowa. He is the Chair of the Human Resources Committee and a member of the Labor and Industrial Relations, Ways and Means, and Human Resources Appropriations Committees. Rep. Plaisier is the floor manager for the SHIP legislation currently under consideration by the Iowa Legislature.

Otto Stegmaier, Industrial Relations Manager, John Deere, Des Moines Works: Mr. Stegmaier is the business representative for labor management relations of approximately 800 production workers, who are represented by the UAW and International Association of Machinists, at one of John Deere's major agricultural implement manufacturing facilities. In addition to his in-plant responsibilities, he is active in a variety of economic development, workforce development and school to work transition efforts in Iowa.

The Honorable Elaine Szymoniak, Iowa Senate: Sen. Szymoniak represents the 13th District in Iowa. She is the Chair of the Human Resources Committee and a member of the Education, Judiciary, Local Government, Ways and Means, and Human Services Appropriations Committees. Sen. Szymoniak is the floor manager for the SHIP legislation currently under consideration by the Iowa Legislature.

Marvin Weidner, Department of Human Services: Mr. Weidner is the Administrator of the Division of Economic Assistance, which administers the state's AFDC, Food Stamps, and JOBS program, as well as the Office for Homelessness. He chairs a multi-agency welfare reform group to coordinate and streamline services. He also chaired the State Human Investment Policy (SHIP) work group in its successful effort to create a Human Investment Plan for Iowa.

Mary Wiberg, Department of Education: Ms Wiberg is currently the Work Start Project Director, coordinating Iowa's youth apprenticeship system. For the past eight years she has served as Iowa's gender equity administrator for vocational education, administering funds to serve single parents and displaced homemakers and promote nontraditional occupations for women. Ms. Wiberg also represents the Department on policy work groups for welfare reform and the State Human Investment Policy.

Percentage of Women on the Team: 46%

Percentage of Minorities on the Team: 7%

COMMITMENT OF STATE RESOURCES

The state is willing to commit to the participation of the 15 team members so they can fully participate in the project and devote the time and energy needed to make this a successful project.

The state is willing to reallocate existing resources to implement the plan completed part of this project. It has established a track record with the legislature and executive branch already committed to such reallocation principles. Its preliminary work on the workforce development centers indicates its intent to reallocate and decategorize fund pools to create a centralized and seamless workforce development delivery system.

The state is further committed to restructure incentives; reorganize how work force programs are governed and structured; form partnerships and coalitions that cross sectoral lines; and conduct public outreach to build awareness and support for reforming the state's workforce development system.

UNIQUE RESOURCES

Iowa is committing to adding an additional five members to its team. Funding for this will be provided through existing agency budgets and contributions from the private sector. State funds are designated for this purpose and, should the state be selected, it will raise the additional funds from the private sector.

The state of Iowa has a strong commitment for collaboration among agencies, including public input into its human investment initiatives. Two examples of its collaborative approach to public policy are:

Welfare Reform Council and the development of Promise JOBS. Iowa departmental heads form the Welfare Reform Council and have 5 years experience in working together. They have a corresponding welfare reform work group with agency staff working across agency departments to design human services proposals. This group has produced 4 generations of welfare reform.

The SHIP Council includes all agency heads and representatives from business, labor, community providers, recipients, community colleges, and the legislature. This working group spent 1992 developing the Iowa Invests plan which has been drafted into state legislation and is currently under consideration.

Several coalitions currently working on workforce development exist within the state. In summary these are:

Iowa Quality Coalition, created by the legislature in 1988, provides training, conducts conferences, disseminates information, and promotes quality and high performance work environments in both the public and private sector.

The Labor Institute for Workforce Development, a program of the South Central Iowa Federation of Labor, AFL-CIO, is implementing a "Foundations for Quality" initiative for workers participating in work place quality programs.

Education reform is underway in most local Iowa school districts. The Area Education Agencies are providing support for the school transformation initiatives within Iowa.

State Labor Management Cooperation Council with 14 local area labor-management committees. These groups are particularly active in economic development and quality/high performance work place initiatives.

The TARGET Alliance was a statewide coalition formed by the Governor with representatives of business, labor, government, and education with the purpose of establishing broad goals related to Iowa's economic and workforce goals. A report was published in 1990 on its efforts.

State Human Investment Policy (SHIP) Council was established and supported by the Governor and the Legislature. It produced a plan called Iowa Invests which has recommendations for welfare reform, asset development, services to empower families, economic development and workforce development.

Iowa has begun a program called "work start" as a school to work linkage program so as to develop a youth apprenticeship system in the state.

Examples of public input into the state planning efforts include:

The Governor's Task Force on Homelessness held public hearings in each of Iowa's six Congressional districts. Findings from the hearings were compiled and included in recommendations and legislation.

Department of Employment Services Information Seminars were part town meetings and part information sessions to identify customer needs and discuss departmental initiatives with communities throughout the state. Each district conducted seminars and the process was used to revamp user services.

State Human Investment Policy (SHIP) Focus Groups were conducted by the SHIP Council. These groups resulted in the redesign of the SHIP process so that the recommendations were consistent with the values and ideas of Iowans.

KENTUCKY
SUMMARY OF INVESTING IN PEOPLE STATE PROPOSAL

OBJECTIVE: Initiate basic standard of competency for the adult workforce, establish standards of technical competency for post secondary students, plan and effect a training program in selected industrial sectors which includes coordinated high school and post secondary educational programs, identify those displaced workers in declining industries and provide an opportunity to receive basic competency training and technical competency training, and to build strong linkages between key groups.

STRATEGY: Identify the people, the skills, the testing methods, the institutions and teachers, the delivery system. Promote certification. Identify industries, develop criteria of how to attain standard skills, develop consortium to set technical standards. Solicit groups to provide skills programs including course work and apprenticeships. Identify existing programs and develop a system for funding. Learn through the expertise of consultants, meetings and other groups.

RESOURCES: Reallocating existing resources, like JTPA and PICs, higher ed funding, etc. Tax credits for training Legislation to allow counties getting coal severance tax to use it for workforce training. Reorganize programs. Forming public-private partnerships. Conducting public outreach. Additional funding has been obtained from a number of sources to pay for expenses outside the project money.

SUBMITTED BY: Senate President John A. "Eck" Rose and Speaker of the House Joe Clarke.

TEAM COORDINATOR: Mary Yaeger, Legislative Analyst with the Kentucky Legislative Research Commission.

TEAM CHAIR: Co-Chairs, Rep. Bill and Sen. Susan Johns

TEAM MEMBERS:

The two Co-Chairs.

Three state representatives.

One state senator.

A university professor.

The State Director of Adult Education Services.

The AFL-CIO representative.

A mayor.

The Director of Economic Development.

The Secretary Cabinet for Economic Development.

The Deputy Commissioner of the Department of Education.

A chamber of commerce representative.

A corporate vice-president.

The chancellor of the community college system.

The chief of staff from the Senate Leadership Office.

The project coordinator, legislative analyst from the Legislative Research Commission.

INVESTING IN PEOPLE

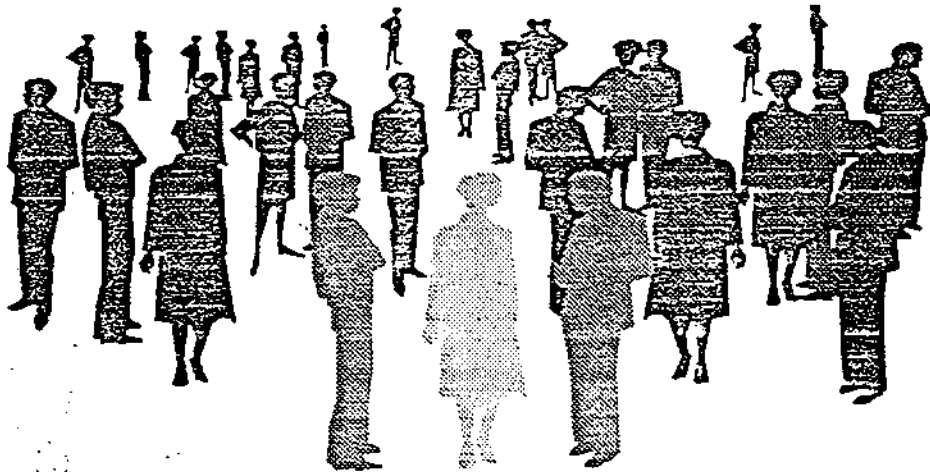
Kentucky Grant Application

A project of the
National Conference of State Legislatures (NCSL)
and Jobs for the Future (JFF)

Project Funded By the DeWitt Wallace - Reader's Digest Fund

Submitted on March 26, 1993, by

Senator John A. "Eck" Rose, Senate President
Representative Joe Clarke, Speaker of the House
Kentucky State Legislature



I. Identification of problems, goals, and strategies

The competing demands of the emerging global marketplace have become an ongoing threat to the prosperity of all areas of the United States. Those states that have traditionally lagged behind the national average in economic development face even greater challenges. Kentucky, with its high illiteracy rate, pockets of crippling unemployment and poverty, and under-educated aging workforce, is one of those states. We have not buried our heads in the sand, however, but have emerged as a leader in such areas as automotive industrial recruitment, education reform, adult workforce development restructuring, and long-range economic development planning.

Through our model legislation, the Kentucky Educational Reform Act (KERA) of 1990, we have provided a system to produce a well-educated and prepared workforce of the future. The "Investing in People" Project comes at a particularly appropriate time for us, as we now focus our attention more keenly on existing workforce training issues. Our mission includes developing a higher standard of workforce preparedness, through training and education of the current and future workforce, as a means of increasing worker performance and economic growth. In brief, our strategy to "Investing in People" is to develop a workforce competency certification process, and technical training standards and programs for adults and youth in selected industrial sectors, through private-public partnerships, consensus and participation.

A. Identify the workforce and economic development challenges facing the state

Lack of education, unemployment, poverty, especially in rural locations

Although a high school diploma is no longer the standard for workforce readiness that it once was, of every 100 first-graders in Kentucky today, only 63 will complete high school.¹ Of those Kentuckians 25 years and over, 35% do not have a high school diploma and 19% of those have less than a 9th grade education.² An equally serious employment problem is that of Kentuckians who are not currently in the workforce; 54% of this group have not completed high school.³

Poverty is found throughout the Commonwealth, although remote and rural locations are particularly hard hit. Based on 1989 data, 19% of all Kentuckians (681,827), live below the poverty level, compared to the national average of 13.1%. Sixty-four of Kentucky's 120 counties have at least 20% of their population living in poverty.⁴

Unemployment and low wages despite automotive industry

As of 1992 the total investment in capital projects in Kentucky by Toyota Motor Manufacturing, USA, Inc. stood at approximately \$2 billion. Direct employment at their Scott County facility exceeds 4,300, with an annual payroll (excluding benefits) of \$185 million. The employment effects from Toyota represent some 17,883 jobs.⁵ Currently, 50 direct Japanese manufacturers and 27 Japanese transplant suppliers operate in Kentucky.⁶

Kentucky's 1992 unemployment rate of 6.9% was below the national rate of 7.4%.⁷ Since 1984, employment has grown faster in Kentucky than in the nation, but our unemployment rate from 1980 through 1991 was above the national average and growth in personal income and population was sluggish.⁸ Kentucky has the forty-third lowest labor force participation in the nation. For the U.S. as a whole, 66% of adults are in the labor force, compared to 63% for Kentucky.⁹ Additionally, 18% of jobs in Kentucky are part-time, compared with 16% for the U.S.¹⁰

Displaced workers and diminishing employment sectors

The U.S. Department of Commerce identified twelve manufacturing industries which had experienced declines in employment over the years 1972-1986, and are expected to continue to decline. As of 1988, 53% of Kentucky's manufacturing workers were employed in declining industries, compared to just 47% of U.S. manufacturing workers.¹¹ Despite these losses, manufacturing will continue to be an important

industry for Kentucky in the 1990's, increasing by 7% or 14,000 new jobs.¹² High skill jobs will continue to require well-trained employees.

Coal mining has traditionally been an important industry for Kentucky, not only because of the number of direct and indirect jobs it generates, but also because it has paid relatively high wages in depressed eastern and western Kentucky. Kentucky coal mining employment has decreased between 1985 and 1991 by more than 10,000 jobs.¹³ Dr. Charles Haywood, Director of the Center for Business and Economic Research at the University of Kentucky, estimates that there will be a reduction of 2,000 to 3,000 additional jobs in mining if the proposed Federal BTU energy tax is imposed.

Farming is also an industry that has suffered in the last decade. Tobacco is a significant cash crop in Kentucky, allowing reinvestment in the family farm. In 1980 there were 102,000 farms in Kentucky, but in 1991 only 91,000 remain.¹⁴ The tobacco industry is projected to lose 15% of its workforce between 1988 and the year 2000, following a decline of 58% between 1973 and 1988.¹⁵ This projection does not consider the added effect of an additional sales tax on cigarettes by the federal or state governments.

An aging population and declining birth rate

"Projections are that Kentucky's median age will rise to 36.3 years in the year 2000 and to 41.9 years in 2020. Projections for 2020 are that 22.6% of Kentucky's population will be age 19 or under and 25.9% will be age 60 or over, with 51.5% in ages 20 to 59."¹⁶ In 1980, Kentucky's birth rate was 16.9 per 1,000 population, which was higher than the national rate of 15.9 per 1,000. By 1987, it had dropped to 13.8 per 1,000, compared to 15.8 nationally.¹⁷ While teen births are declining in Kentucky, in 1986, 17.4% of Kentucky births were to teenagers, making it more difficult for these women to receive needed education, training and employment.¹⁸ During 1986, 28.4% of Kentucky women giving birth had not finished high school, and in the eastern Kentucky area development districts, the rate ranged from 31% to 47%.¹⁹

Kentucky's education system learning from European models

The Kentucky Educational Reform Act (KERA) was a major effort involving all three branches of government to address the need for dramatic overhaul of Kentucky's public educational system. A significant goal of KERA is to provide students with the knowledge and skills needed in performance of quality work as adults. The curriculum framework encourages a variety of teaching strategies to assist every student in achieving the six KERA Learning Goals and in mastering 75 Valued Outcomes.²⁰ Keeping students in high school, graduating literate students with critical thinking skills, and providing employment and post secondary learning opportunities is a challenge for Kentucky schools. However, an even greater challenge is providing a world-class education system that provides a dual approach, i.e., academic classroom learning and business apprenticeship, work-based learning. This system of education requires ongoing investments by industries, businesses and labor organizations, as well as government. School-to-work transitions, career counseling, mentorships and program marketing are all components of a world-class educational system, which is anticipated but not yet achieved in Kentucky.

B. Identify intended goals and a plan for sustaining the effort after the project ends

1. Goal one is to initiate a basic standard of competency for the adult workforce, including areas of standards definitions, instructional curricula, training accessibility, testing development and certification registry. The following chart details possible basic workplace requirements:

Workplace Know-How

The know-how identified by SCANS²¹ is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES - effective workers can productively use:

- **Resources** - allocating time, money, materials, space, and staff:

IOWA
SUMMARY OF INVESTING IN PEOPLE STATE PROPOSAL

OBJECTIVE: 1. To design an integrated workforce development system. 2. To develop a competitive workforce with a common vision and comprehensive set of strategies that integrate the economic development system. 3. To conduct an analysis of the infrastructure issues or support services related to workforce development initiatives. 4. To develop a methodology for measuring a return on human investment and apply it to the workforce development system.

STRATEGY: 1. Regional workforce development centers. 2. Integrated management information system. 3. Creation of a workforce council. 4. Creation of a workforce development coordinator position. 5. Waivers to decategorize federal job training funds. 6. Process to gain active participation.

RESOURCES: Iowa has a bill pending which will continue the efforts of their State Human Investment Plan (SHIP), reallocating existing resources and reinventing government type approaches to its service delivery and funding programs. The Department of Employment Services was awarded almost a million dollars, a portion of which will be used to develop the integrated information system. The Legislature recently passed a bill which funds a workforce coordinator position.

SUBMITTED BY: Senate Majority Leader Wolly Horn and Speaker Harold VanMaaned with cooperation from Department of Economic Development.

TEAM COORDINATOR: To be hired. Last week the Iowa Legislature passed the appropriations bill containing the authority to hire a workforce coordinator.

TEAM CHAIR: To be determined by the Team at their first meeting.

TEAM MEMBERS:

Iowa is committed to adding five members to its team with funding from existing agency budgets and private monies.

A small businessperson.

A school superintendent.

The Bureau Chief of the Department of Employment Services.

A Governor's staff person.

A retired Executive Director of the Southeast Iowa Community Action Agency.

A Project Coordinator for the Labor Institute for Workforce Development.

A Division Administrator for the Department of Economic Development.

An Executive Director for Grants and Governmental Relations for a community college.

A Career Counselor for a hospital.

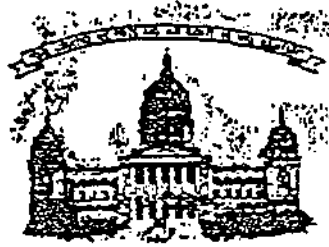
A state representative.

An Industrial Relations Manager for a business.

A state senator.

An administrator from the Department of Human Services.

A Work Start Project Director from the Department of Education.



WALLY E. HORN
STATE SENATOR
Linn County
Twenty-Seventh District
Linn County
Statehouse (515) 281-3931

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115-2nd Street S. W.
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Home: (319) 266-4949

The Senate
STATE OF IOWA
Seventy-Fifth General Assembly
STATEHOUSE
Des Moines, Iowa 50319

MAJORITY LEADER
—
LEGISLATIVE COUNCIL, Chair
—
COMMITTEES
Rules & Administration,
Chair
Appropriations
—
APPROPRIATIONS SUBCOMMITTEE
Administration

March 31, 1993

Ms. Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, Colorado 80202

Dear Ms. Puls:

We are pleased to transmit the State of Iowa's proposal to participate in the National Conference of State Legislatures' and Jobs for the Future's Institute on Investing in People. We have assembled a team of 15 outstanding individuals to refine and implement a workforce development system for Iowa.

Questions concerning our proposal should be directed to Marvin A. Weidner at 515/281-8629. We hope we can work with NCSL and JFF to develop a model system addressing our unique problems as a rural state with a rapidly aging population.

Sincerely,

Wally E. Horn
Senate Majority Leader

Representative Harold G. Van Maanen
Speaker of the House of Representatives

INVESTING IN PEOPLE

**A PROPOSAL TO THE
NATIONAL CONFERENCE OF STATE LEGISLATURES
AND
JOBS FOR THE FUTURE**

CONTACT PERSON:

**Marvin Weidner
Department of Human Services
Hoover State Office Building
Des Moines, Iowa 50319
515/281-8629**

INVESTING IN PEOPLE

IDENTIFICATION OF PROBLEMS, GOALS, AND STRATEGIES

Problem Statement

The State of Iowa is at a crossroads as it prepares for the 21st Century. Iowa experienced a major economic trauma in the early to mid-1980's, and has been slowly recovering since 1987. The depth of this trauma is indicated by the fact that Iowa's gross state product actually declined in real terms between 1981 and 1983. Iowa's population also declined during the 1980's; only West Virginia experienced a greater percentage of population loss during the decade. Iowa's per capita income relative to the national level declined from near 100 percent to about 90 percent. To be economically viable in the future, Iowa must build a skilled workforce, support economic opportunity that will generate well-paid jobs, and redesign human service programs that will enable them to support those goals.

Iowa is poised to participate in this project and it comes at a perfect time for Iowa to implement the recommendations developed in the proposed process. Iowa, as outlined later in the proposal, has undertaken a number of initial steps which provide the foundation for this project. Iowa officials are aware of the need, have started redesigning our delivery system and are positioned to make maximum use of this project.

The following is a summary of issues facing Iowa:

- ▶ **More and more Iowans are losing economic ground.**

Average wage rates have fallen 29% in real terms nationally over the past decade. *Iowa, never a high wage state, now ranks 43rd among the 50 states in average annual pay.*¹ More people are falling out of the mainstream economy. Pre- and post-transfer poverty rates have been increasing nationally since 1973; *in Iowa the number of people living in poverty has been increasing as wage levels have decreased. The overall poverty rate for Iowans went from 10.1% in 1979 to 11.5% in 1989.*²

- ▶ **Income levels are more related to education levels than ever before.**

During the past decade, the earnings of college educated males aged 24 to 34 increased 10%, while those of their counterparts with only a high school diploma or less, dropped 12%.³ *Even in Iowa, which has maintained*

¹ *The Corporation for Enterprise Development, The 1992 Development Report Card for the States (Washington, D.C.: CFED) 1992, p. 62*

² *Kids Count Quarterly, Iowa Kids Count Project*

³ *Commission on the Skills of the American Workforce...*

income equity more than any other state in the union,¹ the gap is widening. The high school graduation rates, which distinguished Iowa as one of the "most educated states in the nation" in the post-war era, lack significance at a time when post-secondary education is essential; unfortunately, while Iowa ranks 10th among the states in the former, it ranks 38th in the latter.² It is not that Iowa ranks poorly in college enrollments; the state ranks 27th on this indicator, an enrollment rate proportional to its population. The reason Iowa ranks 38th on post-secondary educational attainment appears to stem from the fact that Iowa exported a large number of college graduates during its 1980's economic crisis. Stemming this "brain drain" will depend on the creation of more high-skill/high-wage jobs in Iowa.

- ▶ **The effect of education levels on income is mediated by business practices.**

The businesses that are doing well in this global economy are those that compete on the basis of innovation, flexibility, and quality; they require, invest in, and reward skilled employees. The Massachusetts Institute of Technology Commission on Industrial Competitiveness, the American Business Conference, and others are finding that the firms which are doing well in this economy are competing with their heads – or more precisely, with the heads of their employees – in terms of continually improving quality, innovation, speed, and flexibility.

Iowa firms rank 20th among the states in traded-sector strength -- the degree to which people outside of Iowa are paying for "value-added by Iowans". This is a good showing; even more impressive is the state's record of increasing traded-sector strength at a rate which places it seventh among the states.⁶ It must quickly be cautioned, however, that what is best in America is not necessarily best in the world. Since half of everything we produce is exposed to international competition, the business practices and culture of Germany, Italy, Denmark and Japan are more relevant to Iowa than Minnesota's or North Dakota's.

- ▶ **Investment in people's skills (human investment) and economic development – always closely related – are now inextricably linked.**

All the indications are that the relationship between human investment and economic improvement can only become stronger as the focus of competition becomes increasingly based on innovation and worker skill levels.

Labor force participation will continue to rise but at a much slower rate than in past decades when the number of women in the workforce grew quickly. *Analysts believe that labor force participation by Iowa women is close to the practical upper*

¹ *The 1992 Development Report Card.*

² *Ibid.*

⁶ *Ibid.*

limit of 70%.

The age distribution of Iowa's population is considerably different from that of the national population. In 1990, Iowa ranked 30th in total population, but 34th in population under age 5, 26th in population under 18, and 20th in population age 85 and older. Iowa had the 7th oldest median age among the state in 1990. The age 65 and older population will be the fastest growing demographic group in percentage terms; the number of Iowans age 80 and over will grow most rapidly. This means that those in the workforce will have to be very productive to support the "greying" of Iowa. In this respect, Iowa is in the forefront of a major national demographic trend. Participation in the proposed Institute will provide information that will be valuable to other states in the near future.

Iowa's increased population will have fewer young people, resulting in an increase in the population's median age to 40 by 2010 as compared to the current 33 years. Older, more experience workers will result in a more productive, competitive workforce. The labor force participation rate for Iowa -- now between 70 and 75 percent -- is well above the national average. To stay productive we will need retraining. There will be slower growth in the workforce with a decrease in the number of new workers due to a decrease in birth rates and consequent decline in the number of youth entering the workforce. The majority of persons in the workforce for the year 2000 are already in the workforce or looking for jobs.

- ▶ Budgets are tight, so monies must be reallocated, and existing resources used for human investment where the return will be greater.

Iowa state government is in its third year of tackling its structural deficit problem and will continue to reduce the deficit over the next two to three years. Until the deficit is eliminated, the state must look beyond the two time-honored ways to make budget ends meet -- raising taxes and cutting spending - to a third way: using existing resources in new ways to increase returns by supporting entrepreneurship in government. Iowa has recently completed a State Human Investment Plan (SHIP) which addresses this third way of doing business.

- ▶ Addressing poverty adequately requires a broader perspective.

Single programs aimed at specific problems are not enough. If we are serious about having an impact on poverty, we must address several elements under a human investment system. In Iowa, this means economic development programs which create better jobs; education and training systems capable of preparing people for these jobs; family support services which take a more effective, holistic approach; and welfare reform which requires accountability and supports a true transition from recipient to worker.

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Goals and Outcomes

Goals for the project include the following:

1. To design an integrated workforce development system for the state that maximizes federal, state, local, and private resources. A specific focus would be on developing complementary outcome measures for such a system to ensure that diverse programs reinforce each others' efforts.

Iowa has designed a new concept for workforce development centers in Iowa which will begin with the co-location of services and move to a locally designed and operated workforce development system. Participation in the NCSL Institute will provide a team to continue the design and implementation of this concept.

Current plans to better integrate Iowa's workforce development programs into a cohesive system are only partially developed. Iowans want to refine and expand the plan to design more "horizontal" links into the system, which support collaboration between programs and build community stakeholders that share in the planning and implementation of these new centers which will be the foundation for building the workforce development system.

2. To develop a competitive workforce for the state of Iowa by establishing a common vision and comprehensive set of strategies that integrate the economic development and education/training systems into a workforce development system within Iowa.

Iowa faces a unique challenge as it moves towards creating, attracting, or retaining good paying jobs. Legislators and government officials are caught in the dilemma of which comes first -- the business development initiatives or workforce development strategies aimed at future jobs. The state has completed an economic analysis and has research indicating what industries hold potential. This study was completed by Batelle for the Department of Economic Development and the Wallace Technology Foundation. It provides a background on Iowa's economic potential, but the challenge is still how to create public policies strategies that will make use of this information.

Iowa understands that to be successful and remain competitive it must lay the ground work now. Integrating economic development and workforce development strategies with a particular focus on how to tap the resources of local economic development programs will be important. Iowa would seek to develop strategies to better link community, state, and federal initiatives for the most effective impact on Iowa's economy.

3. To conduct an analysis of the "infrastructure" issues or support services related to workforce development initiatives.

Transportation and housing in a rural state such as Iowa are major issues for any training initiatives, just as child care services must be provided. To what extent should Iowa subsidize at an increased level and how important are they to implementing a successful workforce development strategy would be considered in

this project. These are major issues themselves, but we are committed to examine their relationship to workforce development and to work with other groups not represented on the Team to effect appropriate policies and actions.

4. To develop a methodology for measuring a return on human investment and apply it to the workforce development system in Iowa.

Iowa has been discussing how to measure a return on human investment for the dollars it invests in workforce training programs. While many states have talked about this no such methodology exists for actually completing one. Iowa would like to design and apply this concept to its workforce development system. We would hope that a successful model would influence state budget and policy decisions.

Plan for Sustaining the Effort

Iowa has a track record of implementing what it designs. The legislature and the executive branch have formed bipartisan coalitions in the past in response to similar initiatives. The SHIP Council and other interagency task forces will continue the work of the Project team. Legislation is pending to codify the SHIP Council. It has already passed the Iowa Senate and is expected to pass the House yet this session.

Recommendations from this Project will be presented to the SHIP Council for joint development of appropriate legislative proposals. Several team members are on the SHIP Council and will provide information and recommendations to the Council for action and continued development.

The Institute itself will also ensure sustained effort by expanding participation and ownership from the team members.

Funding Sources to Support the State Goals

- ▶ Iowa has already committed to designing a human investment system through its initial work on the SHIP plan. It has legislation pending which will continue this effort, reallocate existing resources and try "reinventing" government type approaches to its service delivery and funding of programs.
- ▶ The legislature has a track record of decategorizing other areas of funding, working with community groups to develop community based models, and experimenting with collaborative efforts with government agencies. It has five years of collaborative work on welfare reform which resulted in the design of Promise JOBS. Through the Promise JOBS program resources were reallocated between the Department of Economic Development, the Department of Employment Services and the Department of Human Services.
- ▶ The Department of Employment Services was recently awarded an \$967,000 federal automation grant of which a significant portion will be used to develop the integrated information system.

PROJECT TIME TABLE

RFPs distributed	Jan. 4, 1993
Proposals due	April 1, 1993
Winners announced	April 15, 1993
First state visit	April 15-June 1, 1993
First policy institute	June 5-9, 1993
State visits	July-Nov. 1993
Second policy institute	Dec. 4-7, 1993
State visits	Jan-June 1994
Team attains goal	July 1, 1994
Evaluation workshop (NCSL Annual Meeting)	July 1994
Project ends	Aug. 30, 1994

NOTICE OF INTENT: If you plan to submit a proposal, please return the attached card or separate letter with the name, affiliation, and telephone number of your state's key contact. If you have questions, please contact NCSL staff.

**NOTICE OF INTENT TO SUBMIT A PROPOSAL
IN RESPONSE TO
NCSL/IFF WORKFORCE DEVELOPMENT RFP**

Legislative leaders to submit and sign proposal:

Name _____
 Position _____
 Address _____
 Phone _____
 Fax _____

Name _____
 Position _____
 Address _____
 Phone _____
 Fax _____

Staff contact:
 Name _____
 Position _____
 Address _____
 Phone _____
 Fax _____

Please return to:
 Barbara Puls
 Economic Development Program
 National Conference of State Legislatures
 1560 Broadway, Suite 700
 Denver, CO 80202

CONNECTICUT
SUMMARY OF INVESTING IN PEOPLE STATE PROPOSAL

OBJECTIVE: 1. Improve coordination among education, work readiness and job training programs. 2. Ensure schools are teaching skills appropriate for available jobs. 3. Implement strategies for assessing programs. 4. A joint effort with private sector employers, educational institutions, labor and others. 5. Use resources in cost-effective manner. 6. Conduct a communications program to improve morale. 7. Publicize the project.

STRATEGY: 1. Develop benchmarks. 2. Upgrade the Economic Information System for the benchmarks. 3. Make programs more market or business driven. 4. Integrate job training organizational structure with economic development programs. 5. Update studies. 6. Set up employment and training accounts. 7. Innovative production methods, organizational structures and information-sharing networks. 8. Tracking system on graduates to assess programs.

RESOURCES: A bill for a Task Force on Job Training with funding of \$200,000 is before the Legislature. State grants and federal job training funds—\$450,000 appropriation for regional workforce development boards. Business resources to schools. Professional staff available. Several commissions and boards already in place.

SUBMITTED BY: Senate President Pro Tempore John B. Larson and Speaker Thomas Ritter.

TEAM COORDINATOR: Allan Green, Director of the Office of Legislative Research.

TEAM CHAIR: House Chairman of the Labor and Public Employees Committee Mike Lavior.

TEAM MEMBERS:

Six state representatives.

Two state senators.

A member of the Chamber of Commerce.

An educator.

Two principal analysts with the Office of Legislative Research.

The Secretary-Treasurer of the state AFL-CIO.

A Department of Labor representative.

A vice president of the Connecticut Business and Industry Association.

An attorney from the Legislative Commissioners' Office.

A budget analyst with the Office of Fiscal Analysis.

In addition, six ex-officio members: Senate President Pro Tempore John Larson; Speaker of the House, Thomas Ritter; Senate Majority Leader, William DiBella; House Majority Leader, Thomas Luby; Deputy Speaker of the House, David Pudlin and Peter Herschel.



State of Connecticut
GENERAL ASSEMBLY
STATE CAPITOL
HARTFORD, CONNECTICUT 06106

March 31, 1993

Ms. Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

Dear Ms. Puls:

Enclosed is our proposal for Connecticut's participation in the "Investing in People" project. We believe this project will be an ideal compliment to our efforts in focusing state educational, employment, and economic development policy on the creation of a workforce that will be competitive in the 21st century's global economy.

Connecticut has been hard hit by the national recession and defense spending cuts have more adversely affected our economy than any state's. Our energy, housing, and other costs are high. Our workforce is aging. We face particular challenges to be competitive. But we intend to meet these challenges through public and private cooperative efforts such as envisioned by your program.

Setting goals for the future is not new in our state. The 1985 study, "Jobs for Connecticut's Future," is an example. Now is the time for new efforts and your project can be the catalyst for building on prior plans, evaluating how other state's strategies, such as Oregon's benchmarks, can be employed here, and preparing a set of goals that will work for Connecticut.

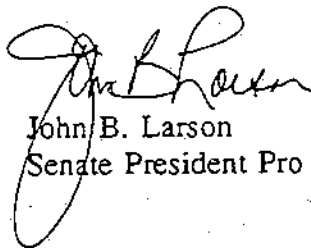
We have put together a team for this project that will assure cooperation within government and with the private sector. Connecticut faces a particular challenge with a strong two party system and a third party governor. All of us are committed to this project. The Senate and House minority leaders have enthusiastically endorsed our proposal. The executive branch shares our commitment and will be an active participant. The private sector, including organized labor, is well represented.

Our team will be headed by the House Chairman of the Labor and Public Employees Committee, Mike Lawlor. He sees this as his highest priority for the next two years and is prepared to commit the time and energy to make it work. The project coordinator will be Allan Green, Director of our Research Office. He shares our strong interest. He and his staff experts will provide the organization and staff support.

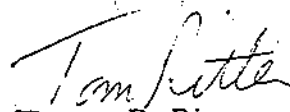
With the financial assistance of the DeWitt Wallace-Reader's Digest Fund, this program can provide Connecticut with the resources to make the project succeed. By providing us with consultants to give us ideas and evaluate our plans, we will develop innovative goals which we can then test through pilot projects.

Our commitment is firm. We view "Investing in People" as the link to bring it all together. We hope you agree that ours is a proposal that can work.

Sincerely,



John B. Larson
Senate President Pro Tempore



Thomas D. Ritter
Speaker of the House

PROPOSAL FOR CONNECTICUT'S PARTICIPATION IN NCSL/JFF "INVESTING IN PEOPLE" PROJECT

IDENTIFICATION OF PROBLEMS, GOALS, AND STRATEGIES

Problems

Despite its reputation as the richest state, Connecticut has experienced severe economic problems in the past five years. Some of these problems are attributable to the recession but others stem from irreversible, structural changes in both the state and national economies as well as political changes in the rest of the world. Among the most difficult workforce and economic development challenges facing the state are summarized here.

- **Defense Cutbacks**

Connecticut has one of the most heavily defense-dependent economies in the United States and is facing an era of rapidly declining defense expenditures. Federal figures show that Connecticut stands to lose more than any other state from defense industry job cutbacks over the next five years. Cutbacks could lead to the loss of 2.3% of Connecticut's jobs by 1997, a percentage that translates to roughly 37,000 high-paying jobs lost. This does not include subcontractors and secondary job losses that could at least double this figure.

- **Recessionary and Structural Job Losses**

The projected loss of defense jobs comes at a time when the state has already suffered losses in both manufacturing and service areas. The contraction began slowly but has picked up speed so that, since the beginning of 1989, Connecticut has lost over 200,000 jobs. The disappearance of these jobs not only affects the state's economy but represents a serious blow to the state's historic tradition of high technology production and defense manufacturing; a tradition represented by companies such as Colt, Sikorsky, Pratt and Whitney, and Electric Boat.

- **Aging Workforce and Overall Population Loss**

Connecticut has the second oldest workforce in the nation. The average Connecticut machinist is 60 years old. In addition, census figures show that Connecticut was the only state to lose population between July 1991 and July 1992. The net loss over that time was 8,000 people. The aging workforce and population drain represent a serious loss of talent and skills, especially since a skilled workforce is one of Connecticut's biggest assets.

- **Skills Mismatch**

There appears to be a mismatch between the types of jobs being created in the state and the training that students in Connecticut schools receive. Employers expect strong basic skills in potential employees but also need people who can make decisions, work in teams, are familiar with computers, are able to learn continuously on the job, and can learn and apply knowledge from related technical fields. Employers say Connecticut students and job applicants are not sufficiently prepared, although some of the problem is attributable to social factors and the speed of technological change, rather than to educational shortcomings.

- **Outmoded Technologies and Structures**

Many workplaces, including some in Connecticut, are not suited to accommodate new technologies or organizational structures that could increase productivity. Physical plants and organizations put in place decades ago may not be on line to enhance competitiveness in the 21st century.

- **Economic Disparity**

The state suffers from a wide disparity between rich and poor. The state has the highest average per capita income of any state but within its borders are three of the country's poorest cities: Bridgeport, Hartford, and New Haven. Furthermore, the population of poor minorities is increasing more rapidly than that of other groups. The state's Hispanic population grew by 71% between 1980 and 1990. Hispanics, as a group, have a tendency to drop out of school at a higher rate. Almost half of the Hispanic students attending public high school in Connecticut in 1990 failed to graduate.

- **Desegregation Lawsuit**

The state is facing a lawsuit that contends that its schools are unconstitutionally segregated by both race and income level. A verdict in that case, Sheff v. O'Neill, is now pending. The governor has proposed a plan to regionalize schools in the state to promote racial and economic diversity. Whatever the outcome of the lawsuit and the ultimate fate of the governor's plan, the state's educational system will face major challenges in the near future.

- **High Costs**

In Connecticut, several basic items cost more than they do in most other states. Among the high-cost items are: energy, wages and benefits, health care, housing, and insurance. These factors add to the cost of doing business here and require the state to provide greater value for each worker in order to overcome its cost disadvantages.

Goals

The legislative and executive branches of state government and the state's business, labor, education, and community groups have collaborated for the past decade to foster a more favorable and better coordinated business and training climate. While there have been some successes, the current recession and the persistence of the problems listed above have shown that these efforts have not yet succeeded in giving the state a unified workforce development strategy.

Because past collaborative efforts have fallen short of expectations, it is important that the goals for this project be concrete and realistic, not pie-in-the-sky. Thus, we propose goals that are attainable without creating new bureaucracy or spending scarce resources. They are aimed at bringing into the process, and building a consensus among, all the parties that traditionally care about workforce development and economic growth. Our goals are to:

- Improve coordination among the state's education, work readiness, and job training programs.
- Ensure that our schools are teaching skills appropriate for the jobs that will be available.
- Implement strategies for objectively assessing the accomplishments of programs established to prepare state residents for work.
- Identify successful approaches for binding together private sector employers, educational institutions, labor, and others in a joint effort to encourage students to remain in, or return to, school, and to create conditions under which students have a realistic expectation of success.
- Direct the state's limited resources to projects identified as the most cost-effective.
- Through a public communications program, dispel the tide of despair that has overtaken a state shaken both by the ongoing recession and by business difficulties at many well-known and long-established companies closely identified with Connecticut.
- Give wide publicity to the project's activities and accomplishments in order to foster public involvement in and support for its goals.

Strategies

Attaining these goals will not be easy. The state's economic problems are serious. Entrenched public and private bureaucracies often seek to maintain themselves. But there is widespread consensus that we must reexamine existing strategies and seek new solutions. The following strategies will be employed by the state team.

- Develop a set of benchmarks to measure how the state's economy is doing and to compare the jobs we expect to create with those for which we are training people. Use the benchmarks

for state program planning and to allocate state funds. Integrate the benchmarks into the state's budget process.

- Upgrade the Economic Information System being set up by the state departments of Labor and Economic Development to accommodate the benchmarks.
- Make the state's job training programs more market or business-driven. Expand the state's customized job training program, which, in consultation with specific employers, puts together training programs to teach specific high-skill, high-technology jobs for employers who need workers.
- Integrate the state's job training organizational structure with its economic development programs by building on a recent job training protocol between the departments of Labor and Economic Development. Use job training programs as an economic development tool and make successful programs part of public relations campaigns aimed at attracting business and residents to the state.
- Update both the 1985 study, Jobs for Connecticut's Future, which forecast the state's economic and educational needs from 1985 through 1995, and the Workforce 2000 in Connecticut report to produce a roadmap for training and skill development programs and ongoing education reform efforts.
- Assess the feasibility of forcing job training programs to compete with each other by setting up employment and training accounts for workers, possibly tied to the unemployment compensation system, so workers could decide what training to take depending on the jobs available. The employment and training accounts could be tied to the unemployment compensation system.
- Identify and promote efficient and innovative production methods, organizational structures, and information-sharing networks through joint government and business programs, such as awards for companies that successfully adopt recommended concepts.
- Track those educated and trained to gain information on graduates and use the information to determine the value of programs.

TEAM COMPOSITION AND ORGANIZATION

The Connecticut team incorporates the diversity needed for a project of this sort. It includes eight legislators whose districts provide a cross-section of the state and whose interests include employment, education, and economic development. Five team members are from business, education, labor, and the state executive branch. And four team members are legislative staff who will be closely involved in all deliberations. The 17 member team includes seven women and three African Americans.

The Connecticut Team

• **Mike Lawlor, State Representative and Team Chair**

Lawlor, serving his fourth term in the General Assembly, is House Chair of the Labor and Public Employees Committee. His undergraduate degree is from the University of Connecticut where he was an honors student in Slavic and East European studies. He received a M.A. from the University of London and a law degree from George Washington University. He studied in the Soviet Union and Hungary under a Fulbright-Hays scholarship.

• **John W. Betkoski, III, State Representative**

Jack Betkoski is a fourth term legislator and House Chair of the Commerce Committee. His M.A. is from Sacred Heart University and he earned a M.S. in Special Education from Southern Connecticut University. He is a life long resident of Beacon Falls.

• **George S. Brusznicki, New Britain Chamber of Commerce**

Brusznicki is the executive vice president of the Bristol/New Britain Private Industry Council and the New Britain Chamber of Commerce. He has worked with federal, state, and local agencies in the development of economic incentive packages for new and expanding industries. He holds a B.A. from the University of New Haven and a M.S. from Central Connecticut State University.

• **Michael Caron, State Representative**

Caron is a second term Republican legislator from Killingly. He serves on the Education Committee. He holds two B.A.s from Central Connecticut State University and is active in local theater.

• **Catherine W. Cook, State Senator**

Cook is a newly elected Republican Senator from an area of the state hard hit by defense cuts. She is Senate ranking member of the Commerce Committee. Cook earned her undergraduate degree from Connecticut College.

• **Dr. Norman DeMartino, educator**

DeMartino is principal of East Haven High School, a position he has held since 1986. He holds an undergraduate degree from Sacred Heart University, a M.A. from Fairfield University, and a D. Ed. from Nova University.

- **William R. Dyson, State Representative**

Dyson is serving his ninth term in the legislature and is in his third term as House Chair of the Appropriations Committee. A history teacher, Dyson earned his B.A. at Morris College in South Carolina and a M.A. in urban studies from Southern Connecticut State University. Among his legislative leadership positions, he has served as chair of the Black and Puerto Rican Caucus.

- **Judith Lohman, Principal Analyst, Office of Legislative Research**

Lohman has worked at OLR since 1978. She staffs the Labor and Public Employees and Education committees. She holds a B.A. from Skidmore College and M.A. and Ph.D. degrees, all in history, from Syracuse University.

- **Martin M. Looney, State Senator**

Looney has served in the State House and Senate, a total of seven terms. He has been particularly active in promoting programs to provide support for defense contractors converting to production for the civilian economy; providing retraining, education and placement for displaced workers; and assistance to small businesses seeking overseas markets. He holds a B.A. from Fairfield University and a M.A. and law degree from the University of Connecticut.

- **Tamar H. MacFadyen, Secretary-Treasurer, State AFL-CIO**

MacFadyen has held her present position since 1989. Prior to that time she worked with the Amalgamated Clothing and Textile Workers. She is chairman of the Advisory Board on Occupational Clinics and a member of the Joint Council on Economic Education. Her degree is from the University of Connecticut.

- **John Rappa, Principal Analyst, Office of Legislative Research**

Rappa joined OLR in 1984 and has specialized in economic development issues. Prior to coming to the Legislature, Rappa monitored federally-funded job training programs for the Regional Council of Elected Officials of South Central Connecticut and, later, monitored and evaluated Bridgeport's community development block grant programs. Rappa earned a B.A. from Southern Connecticut State University and an M.A. from the University of Connecticut.

- **John Saunders, Department of Labor**

Saunders is responsible for the overall coordination of the state's programs of education and training for employment. He holds a B.A. from Central State University of Ohio and an M.A. in Human Service Administration from Lincoln University in Pennsylvania. Saunders

was president of the Urban League of Greater Hartford until his appointment with the Labor Department.

- **Janet Spegele, Connecticut Business and Industry Association**

Spegele is vice president of regulatory affairs for the Connecticut Business and Industry Association, the state's largest business organization. She holds a B.A. from the University of Illinois and a law degree from the University of Connecticut.

- **Joyce Williams, Attorney, Legislative Commissioners' Office**

Williams, who staffs the Labor and Public Employees Committee, holds a B.A. from the University of Connecticut and a law degree from the University of Connecticut. Her concentration in law school was labor-related issues and during that time she completed a one year internship with CIGNA companies in their Commercial Litigation Unit.

- **Lenny T. Winkler, State Representative**

Winkler's legislative district, Groton, is directly hit by defense related cutbacks. She has served in the Legislature since 1988. She is a licensed practical nurse who also serves as a board member of the Mystic River Business and Professional Women's Club.

- **Nancy Wyman, State Representative**

Wyman is serving her fourth term in the Legislature and her second as House Chair of the Education Committee. In that position she has been a leader in promoting technical education. She is a member of the Commission on Educational Excellence.

- **Robert Wysock, Jr., Budget Analyst, Office of Fiscal Analysis**

Wysock is a budget analyst working on jobs programs among other responsibilities. He holds a B.A. in economics from Hartwick College in New York and an M.A. in that subject from the State University of New York at Albany.

In addition to these members, the team will include six ex-officio members: Senate President Pro Tempore, John Larson; Speaker of the House, Thomas Ritter; Senate Majority Leader, William DiBella; House Majority Leader, Thomas Luby; Deputy Speaker of the House, David Pudlin; and Peter Herschel.

Project Coordinator

Responsibility for team organization will lie with the project coordinator, Allan Green. Green is the Director of the Office of Legislative Research, the Legislature's nonpartisan policy research office.

Green has worked for the Washington, Colorado, and Oregon legislatures. He is a former faculty member of the University of Puget Sound. He has also served as Staff Chair of NSCL's Commerce and Economic Development Committee. Green's undergraduate degree is from Willamette University in Oregon and his M.A. from the University of Washington.

COMMITMENT OF STATE RESOURCES

Connecticut's legislative and executive branches of government have put economic development, job creation, and educational excellence at the top of their agenda this year. One example of the state's commitment is the "Connecticut Works" public information campaign, aimed at convincing businesses that the state is serious about fostering an economic climate second to none. Another example is the many legislative proposals directed at reducing the cost of doing business, defense diversification, education reform, and job training.

Connecticut's policy makers have been among the nation's leaders in seeing a connection between investing in people and the economic future. The state provides funds, within its available appropriations, to support Family Resource Centers, school-based health centers, before and after school care programs, displaced homemaker job preparedness, and other human resource programs. Two things are for sure—the state needs to do more and wants to do more.

Specific resources available to participate in an ongoing program to reform the state's workforce and economic development systems are described below. These show the remarkable extent of concern the public and private sectors have exhibited in investing in people, and their willingness to commit resources, human and financial, to getting the job done.

- Task Force on Job Training in Connecticut, a 22-member group consisting of legislators and representatives of labor, business, and academia, to be created by a bill currently before the General Assembly and funded by a \$200,000 appropriation. The task force's charge is to study and report on federal job training programs, to formulate job training plans for the existing and future Connecticut workforce, and to develop methods of financing the plans. After submitting its report in January 1994, the task force is to continue to monitor the progress and performance of the states' job training programs.
- State grants and state and federal job training funds, such as the proposed \$450,000 appropriation in the FY 1993-94 state budget to assist the state's regional workforce development boards.
- School-business partnerships, through which businesses provide resources to particular schools. Current programs include the Southern New England Telephone Company's grants for school data processing equipment (SNET Links to Learning), as well as internships, adopt-a-school, and other similar programs.

- Members and staff of the Employment and Training Commission, administered by the state Department of Labor, whose function is to coordinate all employment and training programs to avoid duplication and promote delivery of comprehensive, individualized service.
- Staff of the Office of Legislative Research, the Office of Fiscal Analysis, and the Legislative Commissioners' Office. These three legislative agencies offer nonpartisan, professional research, economic, and legal expertise and staffing to General Assembly leadership, members, and committees.

UNIQUE RESOURCES

Connecticut has been a leader in establishing public and private partnerships, such as the School-Business Forum, to work toward developing mechanisms to achieve identified goals. Educational reform has been a high priority of the General Assembly and the state Department of Education, as can be seen by statewide mastery testing of students. The state Employment and Training Commission has fostered coordination of employment and training programs.

With the "Investing in People" project, the General Assembly's commitment will again be evidenced. In addition to covering the in-state costs of the state team, the legislature will assume the expenses of legislative staff members of the team attending the two Workforce Policy Institutes. Working through the legislative press offices, the state team will publicize its activities and foster public support for its goals.

- **Connecticut Employment and Training Commission**

Connecticut was one of the first states to create a commission to oversee coordination of all employment and training programs in the state. The commission's membership represents all the parties whose collaboration is needed to address the problems of the future. Among the members are the state's labor, economic development, income maintenance, education, and higher education commissioners; business representatives (30%); and unions, community organizations, and the public. The commission, established in 1989, has developed a strong foundation of coordination, cooperation, and collaboration on which to build.

- **Regional Workforce Development Boards**

Connecticut is a national leader in creating regional boards and giving them greater authority and responsibility to plan and coordinate regional job training programs. The regional boards are also allowed to review state job training programs that affect their regions. The regional boards' activities are overseen and coordinated through the Connecticut Employment and Training Commission. The boards bring together leaders from education, government, business, labor, and the public.

- **Coordinated Employment and Training Opportunities Program**

CETO is a model collaborative state program that blends five federal funding streams from the departments of Labor, Income Maintenance, and Education to form a unified program to enhance the provision of integrated service to clients. The Department of Economic Development is also involved.

- **School-Business Forum**

Created by the General Assembly in 1990, the forum is a statewide effort to strengthen the ties between business and education and to promote educational excellence and school reform. The forum's members include business people, parents, public officials, and representatives of higher education. The forum is currently focussing on restructuring the schools, particularly to improve educational quality and school performance. The forum is creating an institute to support development of total quality education concepts.

- **Education Accountability Measures**

Unlike many other states, Connecticut already has in place tools to assess how its educational system is performing. Connecticut was one of the first states to institute statewide mastery testing of students in the 4th, 6th, 8th, and, starting in the 1993-94 school year, the 10th grade. Students who meet or exceed the statewide standard on each component of the 10th grade exam will have that fact certified on their permanent educational records. The certification will provide employers with assurance that a student, regardless of the high school he attended, has mastered specific educational skills.

In addition, state law requires each school board to prepare an annual strategic school profile for each of its schools. Profiles measure student needs, school resources, and student and school performance. The goal of the profiles is to provide accountability, teacher empowerment, and equity; to allow funding and resources to be channelled to needy schools; and to permit statewide comparisons of individual schools. The first profiles were published this year.

- **Commission on Educational Excellence**

Created by the General Assembly in 1991, this 43-member commission is made up of educators, parents, legislators, government officials, and business leaders. It is charged with developing a blueprint for the implementation and equitable funding of an outcome-based public education system that challenges, supports, and prepares all students. The state, through the commission, seeks to create a world-class educational system whose graduates are prepared to enter an internationally competitive workforce; pursue higher education successfully; or develop their own combinations of education, training, and employment. The commission's final report is due on January 1, 1994.

SECTION 2.

Selecting the States: The Proposal Submission and Review Process

Project Rationale

In January of 1993, NCSL and JFF sent a request for proposals (RFP) to the 50 states. The RFP broadly described the goals and rationale of the Investing in People (IIP) Project: "NCSL and JFF are soliciting proposals from state legislative leaders to formulate, refine and implement integrated systems for workforce preparation and economic development." It was the firm belief of NCSL and JFF that state workforce and economic development systems were characterized by disjointed service delivery that did not position states well for success in the global economy. Furthermore, NCSL and JFF firmly believed that most states' workforce and economic development policies did not promote cooperation between the public and private sectors at either the state or local levels, despite growing national rhetoric on the benefits of public/private partnerships. The IIP process was designed to be a process that initiated cooperation among a diverse set of interests and political affiliations within states.

Review Process

Proposals were judged on four criteria: team membership; identification of current problems, goals and strategies; a commitment of state resources; and, the existence of financial and institutional resources unique to a particular state. Each of the criteria carried a maximum of twenty-five points for a total of 100 points.

One of the critical issues in the proposal review process was whether states had assembled teams that reflected the various state agencies (education, economic development, employment and training, social services, etc.) whose activities affected workforce and economic development in the state. A second priority was that state team membership reflect the interests of both the business sector and the public sector. Finally, recognizing the essential role of state legislatures and governors' offices in the policy making process, the RFP required legislative membership on the project's state teams, and it required an endorsement from each state's governor. The RFP itself was sent directly to state legislative leaders reflecting the desire of NCSL and JFF to solicit broad political support for the project's outcomes.

In addition to team membership, state proposals were judged on their identification of: vexing workforce challenges, objectives in light of those challenges, existing strategies, and willingness to allocate (or reallocate) resources. NCSL and JFF wanted to insure that efforts to move forward on the action agendas resulting from the project could be sustained in the state after the project ended. Therefore, the existence of commissions or councils, plans and/or projects, and fiscal resources devoted to system restructuring was an important consideration in the selection process.

Twenty-one states submitted proposals. The proposals were reviewed by an eight-member review committee selected by NCSL and JFF. This review committee was composed of three state legislators, one legislative staff, one economic development expert, one business representative and one organized labor representative. Five states were selected: Connecticut, Iowa, Kentucky, Washington and West Virginia.

Outcomes

Each state was required to select a team chair and team coordinator for the project. While it was the team chair who led team activities, the team coordinator's job was to inform other team members of project activities and to keep JFF and NCSL abreast of team activities. In addition, two "trail guides," one NCSL staff person and one JFF staff person, were assigned to each state team. The role of the trail guides was to guide these winning states through the IIP process, not to push solutions on them or pull them in any specific direction.

Enclosed

The Request for Proposal (RFP)
The Five Winning Proposals