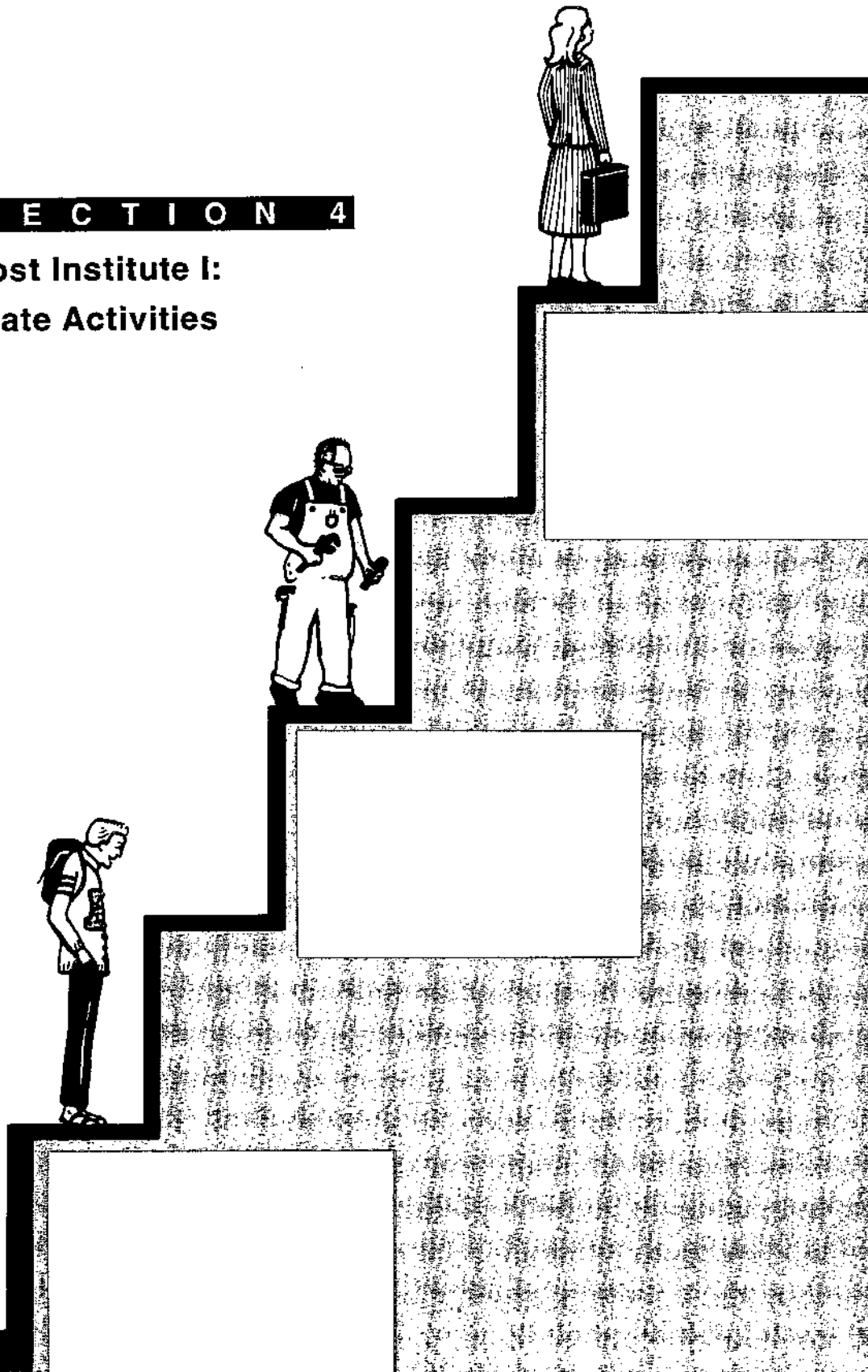


SECTION 4

**Post Institute I:
State Activities**



SUMMARY OF STATE ACTIVITIES

INVESTING IN CONNECTICUT

Connecticut must have the most productive economy in a more competitive world. Increasing competition brings increasing change. We will achieve the most productive economy because our government, employers, and workers will be prepared for, receptive to, and masters of, change. Our state will foster and support an environment that embraces a culture of change.

Connecticut knows what's wrong. We are losing high-paying manufacturing jobs. Workers and businesses alike are moving to other states. Politicians debate how to lower costs, not how to create value. We have an ambitious but unfocused economic development program. Job training programs are tangled in red tape. Schools are plagued by money troubles and violence. Students complain that they are not well prepared for jobs that exist and employers have to spend millions from remedial training of new workers.

It's time for change.

The Best Schools

Connecticut is proposing comprehensive educational reform. A high performance workforce requires a direct link between the classroom and the workplace. School-to-work transition programs will focus on both critical thinking and practical life skills. High school students will have a wide variety of opportunities to learn about, and prepare for, 21st century careers.

The Best Workers

Connecticut spends almost \$380 million every year on worker training programs. A high performance workforce requires workers and businesses to make informed choices as they pursue training. Connecticut will provide Opportunity Cards to employers, displaced workers, and long-term unemployed people. Workers and employers will use the card to gain access to the program and provider that suits them best. We will provide consumer reports on training providers, labor market trends, career options, and full-time educational opportunities at one-stop career centers throughout the state.

The Best Workplaces

Small, medium, and large American businesses have embraced the High Performance Work Organization and now make customer satisfaction their number one goal. Connecticut will make sure that every business in the state has the chance to learn about, and adopt, these principles of change. Our economic development programs will be directed toward fostering opportunities for growth in

Iowa's team has concluded that the route to achieving a higher standard of living in the state is to promote and support the development of high performance work organizations as the means to achieve a greater proportion of high value added businesses. Iowa already has in place several components of such a public support system, but they need to be better integrated, further refined, and above all, better understood by policy makers, service providers, and the public.

The team has also concluded that school-to-work transition and other educational reforms must be pursued as integral parts of a strategy to provide the skilled workers required by high performance work organizations. Similarly, our work and training programs must function as a more cohesive system to meet the more intensive demands of such work places.

The Key West Institute's session on high performance work organizations and school-to-work transition validated the team's work in these areas and helped us to develop implementation plans for these goals. Our "trail guides" were also helpful in moving us toward more concrete implementations steps. Scott Swenson's presentation on the development of public opinion was also extremely helpful. HE affirmed our belief that we need to build a better understanding of the issues and gave us some ideas on how to do so over the next several months. This approach will build a solid foundation for legislative action in 1995.

Our team has convened a group of researchers and experts who deal with economic, demographic, occupational, and labor market data. The objects to obtain data on trends that explain and highlight the importance of workforce and economic development issues, so that we can "translate" the data into information that is meaningful to people who are not experts. This information will be used in a variety of ways, including the benchmarking process under last session's Iowa Invests legislation, to promote understanding.

To build support among leaders and practitioners for the support of high performance work organizations, we have reached agreement among legislators, the Department of Economic Development, the Rural Development Council, the Wallace Technology Transfer Foundation, and others to cooperate on a number of ventures. First, we plan to arrange a series of meetings this winter between Brian Bosworth and developers. Next summer, the Rural Development Council is planning a conference on the same topics, and legislators have suggested an interim study committee to further reinforce the message.

The team supports current efforts under way for school-to-work transition activities and will stress education's integral role in preparing people for the work place. New leadership and recent initiatives within the Iowa Department of Education will provide a vehicle for the team to promote education reforms.

Iowa has also embarked on an ambitious attempt to operate a variety of work and training programs as part of an overall system rather than as discrete units. Local workforce development centers will house multiple programs, a new State Workforce Development Council will provide a perspective that crosses agency and program boundaries and be supported by a coordinator charged with the same comprehensive approach, and a long-term project to integrate the automated support systems for work and training programs is being pursued by several agencies. The team has endorsed these activities and committed to review, advise and promote them.

INVESTING IN KENTUCKY

The Kentucky team left Snowbird with a sense of unity and a new understanding of the global economic challenge and the needs of skilled, educated workers and high performance work organizations. They drafted a vision statement, adopted a set of guiding policy principles, inventoried the existing workforce development system, agreed that the current education/workforce training system will not adequately prepare Kentuckians for the economy of the future. Furthermore, they agreed that state and local government programs and institutions, as well as the roles of business and labor, were open for modifications to reorganize and improve the system.

The team drafted a workplan and then was divided into four working groups. Since Snowbird, most team meetings have emphasized information gathering in the following areas: (1) workforce development systems, models and designs for lifelong learning; (2) existing providers and programs; (3) customer needs and training of the unemployed; and (4) customer needs in training employed workers.

In addition to work group meetings, the full team held five meetings since the Utah Institute. One meeting, a two day retreat, allowed the team to consolidate its work, examine how businesses can be encouraged to "drive" the workforce development system, investigate Oregon's workforce development system, and determine the important issues as outlined by each team member.

The important issues as outlined at the two day meeting can be categorized into the following groups: an effective workforce system, business/industry and labor needs, individual citizen needs, education and training providers, role of local communities, and funding.

In preparation for the Key West Institute and a regular legislative session in Kentucky, the team has begun to design a system through which the important issues can be addressed. In the area of governance the team is reviewing the advantages of a unified delivery system and administration by a "superboard."

INVESTING IN WASHINGTON

The Background

Host of the recent Asia Pacific Economic Cooperation meeting, Washington State is looking to the future -- to the challenges and opportunities an increasingly internationalized economy presents. Washington is the most trade-dependent state in the nation. How to keep our goods and services competitive is the newly emerging challenge. But we are international in more ways than simply economic. Children in the Seattle Public Schools speak over 70 languages. Indeed, our population is changing -- it is aging and becoming more diverse. These dual realities -- an economy undergoing structural and competitive pressures and an increasingly diverse population -- prod state leaders to devise workforce development strategies that can lead to economic growth and opportunity for all.

The Response

Supported through the Dewitt Wallace "Investing in People" project of the National Conference of State Legislatures and Jobs for the Future, a team of Washington leaders is meeting these challenges.

Most of the workers of the future are currently working. For this reason, one set of team members is examining policy options that can target raising the basic skills of current workers. Preparing workers to fully participate in "high performance" organizations requires that employers, unions, schools, and individuals become more aware of the "extent of the need" as well as best practices. Preventing lost productivity and opportunity in the future is the focus of the School-to-Work Transition group. Building on the state's comprehensive school reform activities, the group participated with the Governor's Ad Hoc Committee on School-to-Work Transition which recently submitted a proposal for a federal grant to plan a system for school-to-work transition. The vision of a new high school experience is comprehensive and inspiring. Another team is studying various strategies for more coordinated deployment of the resources of the state's 64 workforce development programs to make them more user-friendly, accountable, and labor market sensitive. The final set of team members is developing strategies to encourage the growth of high performance organizations and the full use of highly skilled workers in those organizations. State policy options include incentives and public education activities.

A theme uniting the work of the groups is the awareness that many -- among the business, education, union, and governmental communities, and the public at large -- do not yet fully realize the economic imperative for change and the role each of us must take in assuring our own long term competitiveness. Therefore, the Team will be developing an integrated public awareness strategy that can support the substantive work of the four groups identified above.

INVESTING IN WEST VIRGINIA

West Virginia's Investing in People team's work has been divided into three phases so far.

In the first phase, Team members, who had a wide range of backgrounds, shared general information about state and federal workforce development programs. This work cumulated at the Snowbird institute where the Team worked intensively to develop a more complete understanding of the general contours of West Virginia's workforce development system. In addition to brainstorming the issues, players, and innovations associated with our state's workforce development system, the Team at Snowbird crafted a vision statement to guide the future work. Finally, the Team set an agenda for the next two phases of its work.

The second phase took place during the summer months and was primarily staff intensive. Team members felt that before they could draft specific strategies for improving the workforce development system, they needed to have a detailed understanding of West Virginia's workforce development programs on a state and local level. Accordingly, significant staff energy was put into compiling an inventory of all major state and local workforce development programs. This inventory not only included specific account of funds expended in each program but also a detailed breakdown of the types of job training offered, the number of students and workers served, and the precise locations of the service providers. This information was then shared at a full Investing in People team meeting in August.

The third phase of the Team's work began in September when "an executive committee" of Team members decided to convene four subgroups to work on discrete workforce development issues. The four issues identified were:

- 1) one-step shop,
- 2) school-to-work transition,
- 3) microenterprise development, and
- 4) oversight entity.

The first two subgroups are self-explanatory to most people familiar with workforce development issues. The microenterprise subgroup is exploring ways to fashion job training programs that train rural people in basic business planning and marketing skills while arranging for "microloans" (\$500 to \$2,500) to launch microenterprises such as crafts, foods, and other niches in the economy that may exist for self-employed individuals. The fourth subgroup is considering how the State of West Virginia can better coordinate its workforce development programs on the state level, such as through a human resources investment council.

Each of these subgroups, which have been meeting regularly throughout the fall, quickly grew to include a majority of people who had not previously been involved with the Investing In People team. Effort was made to include on each group not only representatives in state agencies potentially affected by proposed innovations, but also people from the private and public sectors on the local level who could give a more practical perspective. Each group first defined its general goals and vision and then set about crafting specific strategies that the state might want to achieve the defined vision. The strategies will be reported to the entire Investing In People Team at the Key West Institute and subsequently considered by the legislative and executive branches for appropriate legislative and administrative action.

TRAILGUIDE CORRESPONDENCE

MEMORANDUM

TO: Investing In People Staff
FROM: Karin *(initials)*
DATE: Dec. 1, 1993
RE: West Virginia - Update for Key West

West Virginia has divided the team into four sub-teams. In so doing they have involved a larger group of people in the design and development stages of their project. As their state summary describes the four groups are:

- 1) One Stop Shop
- 2) School to Work
- 3) Microenterprise development
- 4) Oversight Entity

The one-stop shop group has been focusing on where and what a one-stop shop should be. The first meeting of the group was facilitated by Karin. Our objective was to set parameters around who should be involved from both the customer and service delivery side, where a one stop shop might be housed and the level of services provided. The group is still flushing out the concept.

The school to work group has been working quite diligently with the expert assistance of JFF floating faculty member Chip Evans (from Vermont DOE). Chip has been to WV on two occasions and held numerous phone meetings with myself and Will Carter, the team coordinator. He has been walking this group through a system building process as well as tying in a number of the major themes from Gloria's "change process" presentations.

The microenterprise group is not faring as well as the other two groups. There is some divisiveness amongst the members and a lack of clarity as to their objective. I do not think there will be much continued emphasis on the work of this group. The hope had been that this group might be able to do some serious thinking about entrepreneurial ways to help people living in the very rural areas of

the state. Although the need to address the special issues of the rural areas continues, it is reaching beyond the scope of this project at this time to expect that these issues be addressed in any depth.

The oversight entity group is really a mini group consisting of the legislative leadership and the team coordinator - representing the governor's office. This group has had only informal discussions on the subject of an oversight entity, and Will expects that the leadership will be willing to accept a recommendation from the governor's office as to whether or not an oversight body should be developed and what it should look like. Will is anxious to hear about the Texas council and meet with the representative that Texas sends.

The team has set three broad objectives for Key West. They are:

- 1) For each of the groups to present their work and recommendations to the entire team. (They have not all met for this purpose since the sub-groups started their work.)
- 2) To get agreement that the work of each of the groups is worth pursuing (during this discussion, Will expects that the micro-enterprise work will be backburnered.)
- 3) To determine and begin work on next legislative and administrative steps.

WEST VIRGINIA
SCHOOL TO WORK TRANSITION

Small Group
Integration of School and Work
10/8/93

AS IS
(PRESENT STATUS)

- △ We have a variety of programs that combine the classroom and workplace - quality varies from poor to excellent.
- △ The programs serve a small percentage of the high school population.
- △ The legislature controls most of the funding for education - little state money goes to support school/work education programs.
- △ Existing school/work programs are primarily supported by federal money (Perkins, J.T.P.A.).
- △ Recently, these programs have begun to serve small numbers of young women.
- △ School/work (and vocational education) programs serve very few minorities.
- △ Work based education is often limited to traditional trades areas only.

DESIRED STATE

Policy

- △ We would have a system of integrated school/work programs with uniform high quality.
- △ We would use state or private funds to support programs so that we would not be restricted by federal regulations.
- △ Educators and business would form true, equal partnerships.
- △ Technical careers would be accorded equal respect.
- △ Academic education and vocational education would be merged into one

flexible system.

Equity

- Δ Programs would serve representative numbers of women and minorities.
- Δ Funds and technical assistance would be equitably distributed across the state.

Curriculum

- Δ All programs would include academic coursework that meets college entry requirements.
- Δ The connection between the classroom and the workplace would be interactive and individualized.
- Δ School/work programs should be part of the secondary experience for students in all areas of study, including those preparing for "professional" careers.
- Δ School/work programs should be competency based rather than time based.

Counseling

- Δ Every student should have a plan for education that extends beyond high school.

School to Work Transition

West Virginia Present Status

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△ The state Department of Education controls the largest share of public education resources, yet other agencies also deliver important programs and have a long standing interest.

△ Assuring universal access to existing work based education programs is difficult due to student eligibility and federal funding restrictions.

△ The variety of programs that include some workplace experience are confusing to customers, including teachers, administrators and students.

△ Some work based programs are very successful but, in general, performance standards are inadequate or inconsistently applied, making evaluation difficult.

△ Programs that include a work based component often do not include the challenging math, science and communication courses necessary for high skill employment or college entry.

△ Women and minorities do not participate in representative numbers.

△ The potential benefits of forming a working partnership are not fully recognized by educators or businesses.

School to Work Transition

West Virginia Desired State

- Δ All state agencies with an interest in preparing an internationally competitive workforce work together with the business community to support a world class school to work transition program.
- Δ All students, including the traditionally college bound, participate in work based education programs appropriate to their career interest.
- Δ All users have a clear understanding of the purposes and benefits of school to work education programs.
- Δ Women and minorities participate in representative numbers.
- Δ All students have a career education plan that is supported by a comprehensive guidance and counseling program and that extends for at least two years beyond high school.
- Δ Performance standards meet or exceed what is necessary for college entry and employment in skilled occupations.
- Δ The working partnership between schools and businesses is recognized as a major economic advantage in the State of West Virginia.

School to Work Transition

West Virginia Policy Perspectives

- △ Policies must drive teaching and learning practices that are known to produce the desired results.
- △ Policies must support integration of academic and work based learning with a focus on high student performance.
- △ Policies must insure a legitimate role for the business community in establishing student performance standards.
- △ Policies must be directed at systemic change rather than supporting limited pilot programs or targeted populations.
- △ Policies must provide incentives to both employers, state agencies and educators to invest in joint design and implementation.
- △ Policies must set high expectations, ample rewards and real consequences for all participants.
- △ Policies must support the development of performance standards that meet or exceed college entry and workplace requirements.

WEST VIRGINIA
SCHOOL TO WORK TRANSITION

Large Group Brainstorm
10/8/93

Visioning Exercise

Describe a vision of a local education system from the students point of view

Prompting Questions -

- What services are available to students?
- How are the needs of students who do not fit the mold addressed?
- How do students feel about school?
- What happens outside school that is of educational significance?

Counseling and Career Education

- Δ Greatly expanded knowledge of career areas and advancement.
- Δ Career education beginning at 6th grade.
- Δ Counseling on "careers" in addition to college.
- Δ Counseling also focuses on personal goals.
- Δ Culturally sensitive assessment tools are used by educators who respect diversity.
- Δ Emphasis on career exploration and aptitudes.
- Δ Student awareness of total workforce environment includes private, public and non-profit.
- Δ Assist students in selecting careers they are good at and enjoy.
- Δ Clear career pathways are identified.
- Δ Opportunity for work sampling before 8th grade with parent and school involvement in the process.
- Δ Students have free and open access to specialized career counselors extending down into middle/elementary grades.
- Δ Every student has strong one to one mentoring relationship with person outside school environment.

Δ Students have clear goals and understand the relevance of education to the workplace.

Δ Students are oriented to opportunities beyond their local communities.

Policy Considerations

Δ The system operates on the assumption that all students can learn well, given high quality instruction and sufficient time.

Δ Schools are havens for learning and are open extended hours.

Δ Training for teachers in how to encourage students to build positive self image, based on achievement.

Δ Seamless articulation between secondary and post-secondary programs at both public and private institutions.

Δ Encourage academic/workplace integration such as teacher exchange with business.

Δ System flexibility; open entry and exit - students can choose to leave school and return without stigma.

Δ Eliminate concept of tracking

Δ All students enrolled in focused programs (eliminate general track).

Δ Full use of school buildings/facilities for continued education and enrichment.

Δ Eliminate lower status attached to vocational/ occupational education.

Δ Education is lifelong message needs to be spread. (Career opportunities evolve and change over time.)

Δ Transcripts recognize alternative experiences that student has.

Curriculum

Δ Clear performance standards, based on the skills necessary for career success are established and widely understood

Δ Students have critical thinking skills and can come up with multiple solutions

to given problems.

Δ Students are encouraged to dream and understand how education can help them achieve those dreams.

Δ Writing across the curriculum, not just in english class.

Δ Career education/work "relevance".

Δ Assistive technology is available for special needs students.

Δ Applied academics that relate to work place environment.

Δ Teaching focuses on learning to learn in early grades.

West Virginia -
One Stop Shopping Work Group Meeting - October 8, 1993

"Vision Statement" - (taken from comments on question asking what do we mean by one-stop shop)

Provides clients - defined as employers, current workers, unemployed job seekers, welfare recipients, etc., with a point of access - that may or may not be a full service provider, but at a minimum provides the necessary connections to services.

There is no wrong door - anyone can use/enter this one-stop shop and expected quality services and equal access to information.

The one-stop shop utilizes a case management process whereby the nature of the service level needed is assessed and *supply side customers* are counseled using labor market, job training, community service, etc., information and *demand side customers* generate creation of job training programs and are matched with appropriate supply sides. (Note: supply/demand side customer terminology my own - supply side are the "traditional" client base, demand customers are businesses, training programs, etc.)

The one-stop shop embodies a high level of coordination between and among agencies and builds on the strength of existing resources available to promote training and development of a "superperson" staffer who can effectively provide and/or refer customers to the services needed.

One-stop shop is accessed through immediate entry or referral through a single point of access (SPA). The one-stop shop delivers services and makes referrals. The SPA makes referrals to OSS or to other service providers. Both the SPA and OSS are supported by a technology system that is networked state-wide and updated frequently. The system provides superperson with the information needed to efficiently run the SPA or OSS and serve both demand and supply side customers. (SPA for rural areas)

West Virginia -
One Stop Shopping Work Group Meeting - October 8, 1993

Meeting Notes

What Do We Mean by One-Stop Shop?

Access for both participant and business
1 facility or several

Services

Single Location

No wrong door - universal access

Share info across agencies

Schools and agencies work together

Place to find right training/right job

Place where all needs are identified

Coordination between and among agencies

Data system

Receive tangible service - both information and actual service delivery

Case Management - Both assessment and counseling

Build on strength of existing resources

Co-location

Participant driven thru assessment and case management

Varying nature/degrees of services

Plan of Action - ISS (Individual Service ?? - *The ISS is currently used in JTPA*)

ALEX (current data base)

Labor market exchange

Single point of access - linked via technology to providers, OSS, etc.

3 Questions...

1. What/who does a one-stop shop include?
2. What are the service components?
3. Who are the customers and what specific services do they get?

#1. WHO -

UNIVERSAL - open to anybody and any kind of determination can be made here

WHAT -

eligibility determination

assessment

career exploration

labor market information

referrals to community service, training, education

career counseling

job search assistance

career awareness

technology - MIS that supports universality

client profiles - to identify services needed and eligibility - also to determine level of service needed

quality control

quality customer service

SUPERPERSON - well trained person or machine/computer assisted individual

assessment against national standards

treatment plan/plan of services - ISS

access and services for existing/current workforce

support services

waivers

OSS is as many places as possible - with information available

#2.

assessment

testing

counseling

support services

friendly

job placement
labor market information - job specs and occupational outlook specs
case management system
personal development/self-esteem workshops/job search
workshops/how to interview workshops
"schedule of events" - like a YMCA calendar telling all that is
happening at the OSS
employment services - information on training services
identify employee skills - do skill match and re-training
info on skill standards and an understanding of what they are
career fairs
placement services to jobs and voc schools, comm. colleges, 4 year
univ.'s

#3.

anybody
customer determined by market
welfare clients
high wage earners >all of these groups receive all services
employers
high school kids
means test to determine who receives services
fee for service/sliding scale fee

Where might the OSS be housed?

anywhere

library

book mobile

grocery store

ES office

shopping mall

colleges

voc schools

churches

community centers

schools

community based organization site - like the United Way

build a consortium of sites

some discussion that a single point of access entity could be any of these places but a OSS would need to be someplace like an ES office or a school to insure access to superperson and on-line capabilities

MEMORANDUM

TO: Investing in People Staff
 FR: Mary Ellen and Jana *Mary Ellen*
 DT: November 29, 1993
 RE: Washington State Team Update

In preparation for Key West and our meetings with the state team coordinators and chairs, we wanted to give you an update on Washington's progress since Snowbird and highlight issues which Dan and Hilary may want to raise in their meeting with Ellen O'Brien Saunders, the team coordinator.

As you may recall, the WA team left Snowbird with a draft vision statement and with the team divided into four working subgroups: (1) designing an integrated workforce development system; (2) building the skills of current workers; (3) linking economic development and workforce quality; and (4) school-to-work transition. NOTE: These subgroups are largely "study groups", assigned to research what other states are doing, and assess what the state is currently doing in order to develop policy options to improve the state's workforce development system.

The full team met last week to touch base before Key West. Ellen O'Brien Saunders says that the team's morale is very high, the subgroups have learned a lot about their issue areas and are excited about developing policy options at (and after) Key West. NOTE ALSO: We will see new faces at Key West due to scheduling conflicts. Fortunately, the participants replacing original team members are in line with not only the agencies/organizations represented on the original team, but also with the subgroup issue areas and their evolution. Although this may initially cause some problems in getting new team members up to speed, we see this as a positive expansion of the team, which will help spread the message back home.

A brief update on the work of each subgroup follows, as well as issues which Hilary and Dan may want to raise with Ellen O'Brien Saunders.

Coordination and Integration of Workforce Development

This subgroup is looking to the Oregon Workforce Quality Council model for integration and coordination of all workforce development programs at state, regional, and local levels. WA is particularly interested in Oregon's "three-tiered" approach to coordination, but is also investigating the approaches of other states.

Building the Skills of Current Workers

This subgroup is concentrating on two issues: workplace literacy and voluntary skill standards. They have involved the State Office of Adult Literacy in their discussions so far, especially on the issues of increasing the ability of public institutions to train at the worksite, and increasing college/business/labor workplace literacy partnerships.

On the subject of adult literacy, the team is interested especially in discussing the recent US Department of Education report on adult literacy and its findings. (We have included the executive summary in the conference binder, and I gave copies of the summary to Brian and Hilary for inclusion in their presentations, if possible.)

Linking Economic Development and Workforce Quality

This group was revolutionized completely by Brian Bosworth's hpwo sermon at Snowbird and is organizing another revolution by Brian in Washington for January (depending on his schedule). They are committed to developing policy options for the state to facilitate hpwo and they are also exploring the connections between the newly-created State Department of Community, Trade, and Economic Development and workforce development programs.

School-to-Work Transition

This subgroup is proceeding closely with the state planning team that went to the Baltimore Bidders Conference and has submitted a proposal to DOL for STW planning and development money. Beyond merging the programs and funding from the state school-to-work legislation from last session with their existing Tech Prep efforts, I don't have a clear sense of what their plan is. I imagine that they will unveil the state's proposal to DOL to the team at Key West.

Issues To Be Raised With Ellen O'Brien Saunders

Since a major focus of Washington's work in this project is on school-to-work transition, and the state showcases the work it has already done on STW, and they are well-positioned to soon receive federal funds in this area, it will be important to use STW as the linchpin which ties in the issues of coordination/integration, incumbent worker training, and hpwo.

Therefore, I would hope that Hilary and Dan could do the following in their meeting with Ellen:

- get info on what the state's plan on STW is;



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF ECONOMIC DEVELOPMENT
ALLAN T. THOMS, DIRECTOR

Date: August 19, 1993

To: Investing in People Team Members

- | | |
|----------------|-------------------|
| Randy Clegg | Phil Dunshee |
| Renny Dohse | Mary Wiberg |
| Marv Weidner | Lee Plasier |
| Tom Vilsack | Twila Young Glenn |
| Steve Ovel | Karen Ackley |
| Norma Hohlfeid | Andrew Shell |
| Linda Phillips | Dana Ashley-Oehm |

From: Jeff Nall

Rm
310

Regarding: Meeting Dates

This letter is to inform you that a two day meeting has been set for September 13 and 14, 1993 at the Hotel Fort Des Moines 10th and Walnut.

There will be a briefing at 1:00 p.m. on September 13, for those individuals who did not attend the Utah meeting. Those members who attended the meeting in Utah are more than welcome to attend to offer input.

The whole team will gather at 5:00 p.m. on September 13. Dinner will be provided for all team members at 6:00 p.m. We will have a brief team meeting following dinner.

An all-day meeting will be held on September 14, 1993 from 8:00 a.m. to 5:00 p.m. Lunch will be provided. Team members who elect to stay over on the 14th can be reimbursed for both nights' lodging.

For those individuals who will need lodging, please let Leanna Stahl know at (515) 242-4786 and she will make arrangements with the hotel.

Additional times and locations of meeting rooms will be sent later.



Investing in People Tentative Agenda

September 13 & 14, 1993
Hotel Ft. Des Moines
Des Moines, Iowa

Monday, Sept. 14

- 1:00 Catch up session for team members unable to attend Utah Institute (Room 310)
- 5:00 Gather in lounge
- 6:00 Dinner (Room 302)
Brief meeting

Tuesday, Sept. 14

- 8:00 Convene, review agenda (Governor's Room)
- 8:30 Review:
 - 4 original goals
 - Vision
 - Subcommittees
- 10:00 Content Updates:
 - Brian Bosworth / *legislation (KS)*
 - School-to-work transition
 - One-stop shops
 - Return on human investment
 - Other
- Noon Lunch
- 1:00 Develop work plan
 - Align goals, vision, subcommittees
 - Work assignments
 - Team schedule
 - Subcommittee schedules

Subcommittees

Education - Tom, Lois, Steve

- ◆ Address the relationship between educational activities and work force system outcomes.
- ◆ Explore/create/describe strategies for (educating/enlightening) system -- identifying effectiveness -- institutionalizing/systematizing enlightened/informed work force dynamics with education.

Economic Development - Tom, Lois, Jeff

- ◆ Address the relationship between economic development activities and work force development system outcomes.
- ◆ Describe a comprehensive "higher end" economic development strategy (per Bosworth) for the state.
- ◆ Describe the interplay (education/enlightenment) between state economic development policy, local autonomous economic development activities, and statewide public and private organizations.
- ◆ Incorporate work of Customer Engagement & Marketing Strategy subcommittee into economic development framework.

Work Force Development Centers - John, Norma, Jeff

- ◆ Describe the position/function of Work Force Development Centers relative to the overall vision of an integrated work force development system in the state.
- ◆ Describe the process of communication, validation, refine perceptions so that the NCSL/JFF team and ongoing implementation of the centers inform each other

Plan of Action - Mary, Twila

- ◆ Identify general time frame and process for work of team.
- ◆ Consolidate goals and actions steps of subcommittees into the team's time frame.
- ◆ Describe a time frame and process for stake building.
- ◆ Describe a time frame and opportunities for implementation.

Customer Engagement and Marketing Strategy - Steve, Karen, Lee

- ◆ Surface needs, perceptions, relationships, barriers, and other relevant dynamics in the work force development arena through market research.
- ◆ Identify customers and stakeholders within the work force development system.
- ◆ Promote participation in a work force development system.
- ◆ Describe a strategy for public education, information, promotion and stake building.

Federal Changes and Waivers - Lee, John, Norma, Phil

- ◆ Consult state and local work force development professionals to surface potential waiver issues.
- ◆ Describe a process to work with the National Conference of State Legislatures, National Governors Association, Jobs for the Future, the Corporation for Enterprise Development, Congressional delegates, and others to build interstate coalitions for federal changes and waivers.



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF ECONOMIC DEVELOPMENT

ALLAN T. THOMS, DIRECTOR

September 23, 1993

Dear Iowa NCSL/JFF Team Member:

Please mark your calendars for team meetings on the following dates:

Tuesday, October 20, 1993, and

Tuesday, November 9 and Wednesday, November 10, 1993

Details on specific times and places will come as soon as I have them.

I understand that Lin, Mary and Randy have nearly completed their assignment to cluster the themes and characteristics for a work force development system, and we'll get the result of their work out to you in a couple of days.

Finally, a list of all the team members and how they can be reached is enclosed.

I'm looking forward to seeing you on October 20. If you have any questions or need any other assistance, please call me at 515-242-4779.

Sincerely,

A handwritten signature in cursive script that reads "Jeff Nall" with a stylized flourish underneath.

Jeff Nall



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF ECONOMIC DEVELOPMENT

ALLAN T. THOMS, DIRECTOR

September 30, 1993

Dear Investing in Iowa Team Members:

Our ad hoc subcommittee has reviewed the material we've developed to date and arranged it into groups of related themes. Their product is enclosed.

We'll use these materials in two ways. First, please review them, write a very brief draft of a vision statement for the team, and send your version of the version to Twila Glenn as soon as possible. Her address is

Twila Young Glenn
South Central Federation of Labor
2000 Walker Street, Suite B
Des Moines, Iowa 50317

Twila will then try to synthesize our respective visions into a vision we can review on October 20th.

Second, please give some thought to which themes we should focus upon for the remainder of the NCSL/JFF process. We'll be setting these priorities on October 20th, and they will drive our work plan thereafter.

Details concerning the time and place for the October 20th meeting still aren't available, but I'll get them to you soon. As always, please give me a call if you have any questions.

Enclosed is a updated team member list.

Sincerely,

Jeff Nall

The workplace of 2020

revised 3

Physical Characteristics of the workplace

- . technology doing more labor intensive tasks and routine tasks
- . - using technology to eliminate hassle
- . Technology will allow workplace to instantly respond to customer needs.
- . Use robots to control equipment
- . Higher broader use of technology
- . the workplace may no longer need to be located in a central place
- . Electronically connected decentrallized workplaces

System Characteristic of the Workplace

- . People working in teams.
- . less hierarchical, flatter organizations
- . Employee ownership
- . More horizontal and vertical networks and relationships.
- . More participatory system management
- . Multi-skilled/cross-trained.
- . Decentralized
- . Enterprises may be more fluid and composed of changing combinations of companies
- . More smaller companies
- . Customer driven decision-making
- . More customized niche/high quality goods and services
- . Learning integrated into workplace
- . Human resource as value-added resource
- . Work defined by skill and function rather than by employer
- . more service providers
- . Professional occupations will be redefined

Cultural Aspects of the Workplace

- . Workforce seen as an asset rather than a cost
- . Learning promoted as part of the work culture
- . More service oriented
- . Greater capital investment per job
- . All workers are stakeholders in business

Wage/Hour/Benefit Issues of the Workplace

- . flexible hours
- . income and wages based on productivity and performance
- . Learning promoted as part of the work culture
- . Transferable benefits
- . Workforce seen as an asset rather than a cost
- . Employee ownership
- . more leisure time

Market Environment

- . information and service intensive
- . value added enterprises
- . Globally responsive - internationally defined markets
- . Mobile
- . more service providers

Picture the Worker of 2020

Demands upon the Worker / Skills Required

- . Greater degree of interpersonal skills required
- . Higher skilled workforce
- . More technical skills.
- . Multi-skilled/cross-trained/flexible/multi-roles
- . Higher technical skills required of entry-level employees
- . higher order thinking skills
- . Mobile
- . consistently reskilling in all positions and occupations
- . team oriented work
- . life skills
- . more global awareness
- . will exercise high degree of judgment
- . more service providers
- . open-minded - accept change
- . continuous learner
- . higher level communication skills
- . able to access and integrate information
(have learned how to learn)
- . more technically competent
- . technical writers and readers
- . all workers are teachers

Relationship of Worker to Workplace

- . work career longer
- . more mobile - frequent career changes
- . all workers stakeholders in business
- . more motivated worker and participate more in the success of the organization.
- . more flexible in place of work and time
- . work defined by skill-function versus employer
- . earlier attachment to the workforce in a working and learning relationship
- . multi-roles
- . well compensated
- . greater flexibility in determining the role of work in our lives allowing more balance between work/family/leisure

Worker Demographics

- . multi-skilled/higher skilled/flexible
- . greater degree of gender mix
- . more motivated worker and participate more in the success of the organization
- . more mobile - frequent career changes
- . more service providers
- . earlier attachment to the workforce in a working and learning relationship
- . Ethnically, racially and culturally diverse
- . multilingual
- . older - in workforce longer
- . more productive

The System of 2020

Client - Employers

Goals:

- . Demand driven
- . Promote development and usage of new technologies, workplace environments
- . System is accessible- geographically, financially, time
- . System that facilitates whole industries
- . Capacity to make decisions close to the need/control of resources
- . System that supports higher end strategies
- . System that can react quickly to changes
- . Decisions based on quality best information available
- . System that is customer or client oriented.

Functions:

Education/Training:

- . Training provided at the work place
- . Educate people (clients) on how to use the system
- . Capacity to engage those not willing to be engaged, engender excitement to be part of the workforce
- . Assistance to employers

Information:

- . Labor market information
- . Collection and interpretation of data for use by all participants (workers, employers, govt, etc.)
- . Provision of consumer information regarding the success of a service providers (education and training, etc.)

Facilitate/Support:

- . Basic and advanced skills training
- . Facilitate the understanding and appreciation of diversity
- . Flexible service delivery model
- . Collaboration between and within business, labor, stakeholders, education
- . Package and broker needs and resources (supply and demand)
- . Helping business with planning
- . Referral

Client - Worker

Goals:

- . Provides/supports a variety of learning environments
- . Different system of skill or academic certification/credentialing
- . Emphasis on applied learning
- . Provides enduring levels of skills - which will be transferable and not become obsolete
- . Maximizing the full potential of every body in our state both as a productive worker and as a citizen
- . Produce people that are in fact life-long learners, that in fact appreciate the need to continually learn
- . System is accessible- geographically, financially, time
- . System that supports higher end strategies
- . System that can react quickly to changes
- . Decisions based on quality best information available
- . System that is customer or client oriented.

Functions:

Education/Training:

- . Training provided at the Work place
- . Educate people (clients) on how to use the system
- . Capacity to engage those not willing to be engaged, engender excitement to be part of the workforce
- . Training in job search skills (the system cannot afford to do this for the individual over and over again)
- . Basic and advanced skills training
- . Facilitate the understanding and appreciation of diversity

Information:

- . Career counseling, career development, assessment function
- . Labor market information
- . Collection and interpretation of data for use by all participants (workers, employers, govt, etc.)
- . Provision of consumer information regarding the success of service providers (education and training, etc.)

Facilitate/Support:

- . Flexible service delivery model
- . Collaboration between and within business, labor, stakeholders, education
- . Package and broker needs and resources (supply and demand)
- . Assistance in developing portable credentials
- . Facilitate school-to-work transition
- . Referral

Client - State

Goals:

- . A system as entrepreneurial as its customers.
- . The system itself is a flexible, high end, high quality, high performance, enterprise which we want the workplace and workers to be
- . Comprehensive and cohesive, as opposed to fragmented programs
- . Commitment to remaining current on the needs of employers and workers
- . Respond to diverse geographical needs - with local areas looking at the needs of their own workforces and proposed solutions to inform public policy as well as people at the state level looking at the local areas to assure that the needs they have are addressed - whether rural or urban.
- . Labor market information which cuts across larger geographical areas
- . Need to have a process to evaluate whether or not the achievement of the system is meeting the public policy goals
- . System which makes recommendations concerning the public investment in demand development
- . System that facilitates whole industries
- . Capacity to make decisions close to the need/control of resources
- . System that supports higher end strategies
- . System that can react quickly to changes
- . Decisions based on quality best information available
- . System that is customer or client oriented.

Functions:

Information:

- . Labor market information
- . Collection and interpretation of data for use by all participants (workers, employers, govt, etc.)

Facilitate/Support:

- . Flexible service delivery model
- . Collaboration between and within business, labor, stakeholders, education
- . Assistance in developing portable credentials

m. miscellaneous

In 2020, learning will no longer be categorized PK-12, post-secondary, on-the-job, etc.

Three focuses: future workforce, current workforce, displaced/underemployed - may have to become blurred.

SECTION 4. Post-Institute I: State Activities

Activities

State work between institutes was the second significant series of activities in the Investing in People project. Having reformulated their goals and objectives at the first institute, the states used the six months between institutes to complete planning and development work relevant to those goals. Sub-committees of the teams were primarily responsible for performing these tasks. Full teams met at least once each month to update team members on sub-committee activities. Several of the teams used this time to begin building support for their goals and their impending proposals and work plans. Members from several state teams wrote briefing papers on issues discussed at the first institute. These papers were distributed to other practitioners and policy makers in their respective states. As the second institute neared, teams began to plan what they intended to learn and accomplish at that institute.

Trail Guides

Throughout this six month period, trail guides remained in contact with the states through state visits, frequent phone calls and periodic conference calls with team coordinators and chairpersons. The role of the trail guides over this period was to review information collected by the state teams and to insure that state teams remained on track toward the goals established at the first institute. While trail guides often initiated contact with the states, state team members also began actively soliciting project assistance—demonstrating their confidence and commitment to their goals.

Trail guides made several trips to the states over this time. The trips varied in purpose: one trip to Connecticut was made to facilitate a team meeting. Soon after the first institute, a trip was made to West Virginia to assist that state's team in briefing several team members who were not able to attend the first institute. Hilary Pennington, the president of JFF, who functioned as both a trail guide and a faculty member, traveled to Washington to discuss school-to-work transition issues further with the Washington team and other interested policy makers from across the state. The trail guides for Iowa and Kentucky made several trips over the course of this six months to those states to participate in team meetings and provide technical assistance.

Many of the state teams decided, upon returning home, that their vision statements and goals needed further refinement. Trail guides were involved in these decisions either as full team members or as outside reviewers. Because the trail guides were responsible for developing the agenda for the second institute, they also discussed speakers and programming needs with the state teams. Team needs drove the development of the institute agenda. As a third party, trail guides were responsible for pushing the states in the general direction outlined in project proposals, but they were also responsible for insuring that the project was sensitive to individual state needs. In this second step of the IIP process, trail guides interacted with the states in much the same way that an actual trail guide serves as a knowledgeable source of the terrain, but not necessarily as the one who chooses which direction to go.

Faculty

Facilitated by the trail guides, the state teams also had access to faculty and other consultants. West Virginia, for example, tapped a strong individual, Chip Evans, from the Vermont Department of Education to help them refine their school-to-work vision. Vermont was selected as a source of outside technical assistance because of similarities in state education and geographic challenges. As Section 7 will show, as teams moved closer to their outcomes, faculty consultations were relied upon more heavily and requested with greater frequency.

Successes and Shortcomings

At this point in the project, the use of faculty and outside consultants was managed on an ad-hoc basis. Although all of the IIP states took advantage, to varying degrees, of faculty and other technical assistance visits, there was no formal process by which equity of technical assistance services was insured. Furthermore, while trail guide conversations with states were frequent, no formal reporting structure was set-up until after the second institute. In hind sight, a process that would have assured each team access to faculty consultants and a project management system that assisted trail guides in holding states accountable to some threshold of quantifiable outcomes would have helped to assure greater equity of service to all of the states.

However, there was considerable merit to the relatively informal approach taken by the project. Because there was a commitment on the part of the individual states to use the IIP process to its fullest, communication and access issues were minimal. While trail guides were not overtly empowered to be highly proactive, when assistance was requested it was expected that the trail guide would take on a leadership role. Despite varying levels of assistance requested and received, states overwhelmingly felt satisfied with the level of intervention provided by the project.

Enclosed

Summaries of the Individual State Teams' Activities

MEMORANDUM: Trail guide Correspondence on West Virginia Team Activities

MEMORANDUM: Trail guide Correspondence on Washington Team Activities

MEMORANDA: Iowa Team Correspondence and Meeting Agendas