



**Governance Program**

*Governors' Council*

# Getting Work:

How Government Can Do Better Preparing  
Americans for Today's Jobs

February 2014



BIPARTISAN POLICY CENTER



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### ABOUT BPC

Founded in 2007 by former Senate Majority Leaders Howard Baker, Tom Daschle, Bob Dole and George Mitchell, the Bipartisan Policy Center (BPC) is a non-profit organization that drives principled solutions through rigorous analysis, reasoned negotiation and respectful dialogue. With projects in multiple issue areas, BPC combines politically balanced policymaking with strong, proactive advocacy and outreach.

### ABOUT THE GOVERNORS' COUNCIL

In 2011, BPC launched the Governors' Council to bring pragmatic state-based perspectives to national issues. The Governors' Council brings together a bipartisan group of Governors who have proven records of working across the aisle with their state legislatures, Congressional delegations and other Governors. They offer this experience along with practical, reasoned solutions on a variety of issues and public policy challenges critical to the national debate.

### DISCLAIMER

This white paper is the product of the Bipartisan Policy Center's Governors' Council. The findings and recommendations expressed herein do not necessarily represent the views or opinions of the Bipartisan Policy Center, its founders, its board of directors, or its projects.

# Summary

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The federal government, working in partnership with various state and local bodies, operates 47 different workforce development programs with a budget of more than \$18 billion annually. They are intended to provide the education and job training that will help individual Americans access good jobs. But the complexity and lack of coordination in this fragmented system wastes taxpayer dollars and diminishes the effort's effectiveness.

The Governors' Council of the Bipartisan Policy Center recommends changes in four areas to improve this congressionally mandated effort. Those areas are:

- Aligning and integrating existing programs.
- Strengthening educational programs other than traditional four-year college degrees.
- Decentralizing existing programs to more closely meet local and regional needs.
- Standardizing the collection of data about jobs, skills, and education.

Because of the pending reauthorization of many of these programs, this is a particularly apt time to make these improvements.

# The Governors' Council

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The Governors' Council of the Bipartisan Policy Center (BPC) was founded in 2011 to bring a pragmatic state perspective to federal policymaking.

The United States, founded around federalist principles, has adopted a strategy of using joint federal and state programs to address many of the nation's most pressing domestic challenges. These include education, economic development, health care, and the subject of this paper: workforce development. BPC has brought together former federal elected officials and policy experts to address a number of national issues; the Governors' Council attempts to add a complementary and often different perspective to those that depend on joint federal and state efforts.

The Governors' Council consists of seven former governors representing both parties and a diverse group of states. The present membership is:

- Philip Bredesen (D-TN; 2003–2011)
- Jim Douglas (R-VT; 2003–2011)
- Brad Henry (D-OK; 2003–2011)
- Linda Lingle (R-HI; 2002–2010)
- Sonny Perdue (R-GA; 2003–2011)
- Mike Rounds (R-SD; 2003–2011)
- Ted Strickland (D-OH; 2007–2011)

The members of the council found that they shared a strong and bipartisan interest in building more effective workforce development programs. This short paper attempts to begin the process.

# The Problem

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Across the ideological spectrum, there is a widespread belief among both state and federal officials that equipping American citizens with the tools and knowledge demanded by today's good jobs is a priority. Some see it primarily as an economic issue—as vital to strengthening America's competitiveness. Others see it from the perspective of social services—helping individuals deal with events such as layoffs and changing job demands that are often beyond that individual's control. But whatever the perspective, the importance attached to this effort is well-demonstrated by the wide range of bipartisan legislation that has attempted to address this issue and the large financial resources that have been committed to it.

As governors, each of us has been deeply involved in the day-to-day specifics of economic development and job creation. We represented very different states and hold different ideological viewpoints. But we share the experience that we have each seen firsthand both the need for effective workforce development and the great difficulties and inefficiencies that exist in today's large collection of programs intended to accomplish this. There's no blame to be allocated for this situation—it's not the fault of one political party or another, or one part of government or another. Rather, it seems to us the natural result of an effort that has continued and evolved over time to address different aspects of this challenge.

The Governors' Council has come to a point where it is clear to us that the nation is not serving job-seeking Americans well. The variety of programs and funding sources, spread over several different parts of the federal government, has become byzantine in its complexity. What the United States has today runs counter to basic principles of good management: it diffuses responsibility, it spends far too much on administrative overhead, and it permits the growth of little program fiefdoms that resist integration into larger goals. It is bad enough that it wastes taxpayer dollars, but when that waste is combined with also falling short of accomplishing its mission, we feel that it's time to begin effecting some rationalization of the system.

The Governors' Council certainly recognizes that the Congress is not going to all at once redesign the country's approach to workforce development from the ground up. Nor would we recommend that. But right now is an opportune time to begin improving how we approach this important priority. There are a number of laws relating to job training, workforce development, and education that are awaiting congressional reauthorization, including:

- America COMPETES Reauthorization Act of 2010
- Carl D. Perkins Career and Technical Education Act

- Higher Education Act
- Welfare Reform through the Temporary Assistance for Needy Families
- National Assessment of Education Progress Authorization Act
- Elementary and Secondary Education Act
- Adult Education and Family Literacy Act
- Community Services Block Grant Act
- Rehabilitation Act
- Workforce Investment Act

We believe some modest changes during the reauthorization process could begin the development of a new and more effective approach to training and developing America's workforce. We also believe that it represents an opportunity to modernize the nation's approach to federalism. Workforce development is unquestionably a national problem but one with many local and regional variations. As such, it is well suited to a federalist approach.

In discussing this issue and our own experiences and challenges with it, we identified four areas that seemed the most important and in which there was broad agreement on changes that were needed: improved program integration, strengthening nontraditional education, decentralizing control, and improving the collection of data. This paper describes these more fully and makes a number of specific and actionable recommendations. We understand that these are simply a starting point.

Finally, beyond the immediate issue at hand, we see this as an opportunity to continue modernizing the nation's approach to federalism. Workforce development—like many other domestic concerns—is without question a national priority. But translating national domestic priorities into effective action remains a difficult challenge in a nation as large and diverse as ours. The U.S. system of federalism is up to that challenge if we all keep it evolving and dynamic. As we reinvigorate our approach to workforce development, we can also reinvigorate our approach to achieving our national vision in other areas as well.

In 2012, BPC conducted a survey of federal, state, and local elected and appointed officials, business executives, and education and workforce experts to examine the current state of the nation's workforce system. We found the reflections from the survey helpful to our deliberations. Quotes from these experts are throughout the paper, and a list of those surveyed is included in Appendix A.

# Area 1: Align and Integrate Existing Programs

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*One current administration official complained about "all these 'stove-piped' programs across government. They are completely turf-oriented. Despite rhetoric on interagency coordination and cooperation, it just doesn't happen. The longer any program exists, even if everyone agrees it's misdirected, the harder it is to make the program focus on the changing environment."*

*Of the federal system, a job-training official said: "At the local or regional level, now we have workforce boards, chambers of commerce, regional authorities, community colleges—all competing for 'turf.' There has been no decision—at the federal, state, or local levels—to just do it right."*

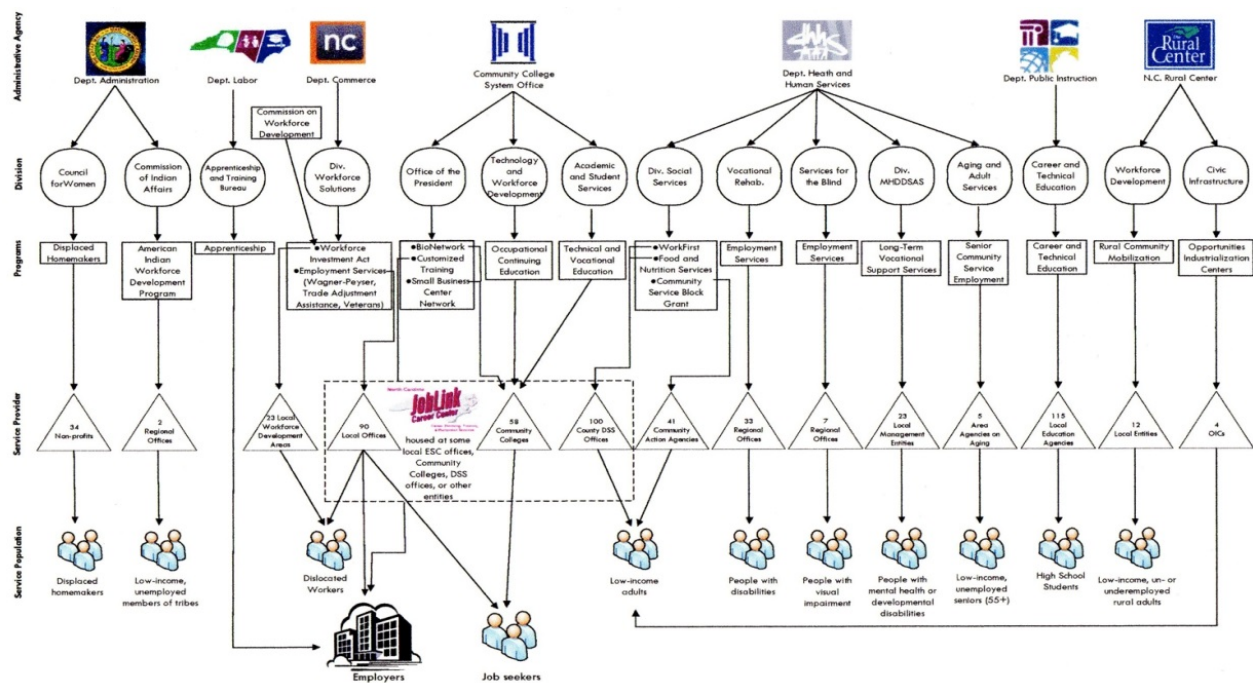
At the state level, when a governor tries to "catalogue" the funds made available for workforce development activities and initiatives, he or she often finds this task almost impossibly complex. Every funding stream from the disconnected array of federal programs has its own authorizing legislation, appropriations cycle, and state or local fiscal agent for receipt of funds. Further, state or local allocation formulas, different service delivery architectures, and programs targeting different populations also add complexity and confusion.

The most recent General Accountability Office report identified 47 federal job-training programs administered by nine federal agencies that cost taxpayers some \$18 billion in 2010.<sup>1</sup> There is simply no easy way for an incoming governor to track all of the federal dollars flowing into their states and, more importantly, to link and maximize them so the money really does prepare and match people to work.

Some states have taken the initiative to try to make sense of the quagmire. Workforce Florida Inc. has taken important initial steps to gain a comprehensive picture of workforce investment spending in the state. They found that eight programs constitute their key funding sources: Temporary Assistance for Needy Families (TANF), the Workforce Investment Act (WIA) and WIA National Emergency Grants, Employment Service/Wagner Peyser, Carl D. Perkins Career and Technical Education Act (Perkins), Adult Education, Vocational Rehabilitation, Trade Adjustment Assistance (TAA), and School District Workforce Education Funding.

Another important illustration of the complexity of the current federally imposed system and resultant chaos at the state level is found in a report of the North Carolina Legislative Program Evaluation Oversight Committee 2012–2004, identifying 22 workforce development programs administered by six state agencies and one nonprofit at more than 500 local sites across the state. Within the six agencies, 15 divisions exist that manage programs providing direct services, resulting in hundreds of different service providers across the state, making it nearly impossible for the governor to unify the vision or strategies for quality, consistency, outcomes, or purpose.<sup>2</sup>

## Administrative Structure of 20 Workforce Development Programs Providing Direct Services in North Carolina



Note: MHDDSAS stands for Mental Health, Developmental Disabilities, and Substance Abuse Services. OIC stands for Opportunities Industrialization Centers. The Workforce Initiatives program in the Community Colleges System Office and the Labor Market Information program in the Department of Commerce do not provide direct services and are not shown in this exhibit. The Displaced Homemakers program can provide grants to as many as 35 non-profits. The Food and Nutrition Services Employment and Training Program is only offered at 13 county departments of social services offices. The Rural Community Mobilization program provides services through a variety of types of local providers including four community colleges, four non-profits, one local government, one Indian Tribe, one OIC, and one community action agency.

Source: Program Evaluation Division based on organizational data from workforce development programs.

Source: North Carolina Legislative Program Evaluation Oversight Committee

Modeled on its innovative "performance partnership" with the federal government to pilot health transformation through community-based health care delivery, Oregon has recently begun a process to re-charter the state's workforce investment boards to foster new flexible approaches to achieve a common set of statewide outcomes ([http://www.oregon.gov/gov/docs/executive\\_orders/eo\\_13-08.pdf](http://www.oregon.gov/gov/docs/executive_orders/eo_13-08.pdf)). These states are leading the way towards a better workforce system but a more comprehensive reform is needed that encompasses the multitude of federal programs and administrative hurdles.



A June 2012 proposal from the Center for American Progress envisioned reform of the U.S. workforce system to include 20 federal workforce programs totaling approximately \$12.2 billion, streamlining them into two agencies to improve the nation's human capital and job-creation capabilities.<sup>3</sup>

## What We Recommend

**Recommendation 1:** *The "10/10" Demonstration Project.* Congress should initiate a demonstration project that would allow up to ten states to take 10 percent fewer dollars than allocation formulas would currently give them in return for receiving these funds in a single unified grant.

In applying to become one of the designated demonstration projects, the states would negotiate a memorandum that defines how that grant would be applied. This would eliminate a great deal of administrative overhead. It would also enable creativity and flexibility in program design and provide the opportunity to develop performance and outcome measures on an integrated basis. The goal would be to engage states in a partnership with the federal government to develop a more efficient and effective model of service delivery by these programs. These models and the evaluations of their effectiveness would then serve to advise the Congress in considering comprehensive legislation to rework the workforce development system at some point in the future.

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**Recommendation 2:** Rationalize performance metrics and reporting. Use the same or similar federal performance metrics and outcomes for workforce development and education programs such as Perkins and WIA. Streamline compliance, reporting, and eligibility criteria under these laws.

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# Area 2: Broaden the Educational Focus Beyond Four-Year College Degrees

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*As one governor said: "Young people also need to see the whole spectrum of career opportunities and education pathways to those opportunities. We never seem to advise them of technical training and jobs in the technical workforce. We've told them, 'Go to college.' Well, a lot went. And they have no results."*

*Another governor agreed, saying: "Policies that assume everybody has to go to college are just corrosive. The 'college completion' rhetoric is just wrongheaded. That is leaving students with massive debt or costing their parents. Somehow the need for higher skills got translated to a need for college degrees, and that's not right."*

Sitting and former governors, local elected officials, and business executives all agreed that too much emphasis is being put on pushing students toward traditional four-year colleges. We value the preparation afforded many Americans by U.S. colleges and universities, but the demands of the modern workforce, the lack of affordability for many students, and the necessary flexibility for nontraditional learners require a focus beyond four-year degrees. With the emphasis on four-year degrees, there is a limited availability of career-focused industrial arts education in high school, availability of postsecondary education required for "middle-skill" jobs, and integration of work-based learning in educational pathways.

Meanwhile, the push toward traditional college is leading to huge debt burdens for many young people. As one economic expert pointed out, "There's more student loan debt than credit card debt, and that's a huge problem in my opinion; almost like a bubble is popping where loans outweigh the economic opportunities out there needed to pay off the student debt."

The job market continues to evolve and, with each passing year, needs more workers with skills beyond those of a high school diploma. A Georgetown Center on Education and the Workforce report states that by 2020, 65 percent of all jobs will require some level of postsecondary education, up from 28 percent in 1973. By 2020, Georgetown projects that 164 million working people will fill jobs that require: less than high school (12 percent), a high school diploma (24 percent), some college (may include an industry-recognized credential) (18 percent), associate's degree (12 percent), bachelor's degree (24 percent), and graduate degree (11 percent).<sup>4</sup>

One means of addressing the clear lack of alignment between training programs and actual jobs is through the numerous consortia that are popping up across the country to bring community colleges, high schools, employers, and labor groups together to create pathways for success. One such collaboration is the National Association of Manufacturers (NAM)-Endorsed Manufacturing Skills Certification System, launched in 2009 by the Manufacturing Institute, the nonprofit, nonpartisan affiliate of NAM. This collaborative effort resulted in organization of the industry-recognized certification programs, and the credentials they offer, into a system of "stackable credentials" that can be learned and awarded in secondary and postsecondary education. The Skills Certification System, and the career pathways that it supports, align to education pathways in secondary and postsecondary education. Integrating the skills certifications into those education pathways ensures that they become part of degree programs of study, so that a worker can progressively pursue stackable industry credentials and "bank" credits toward multiple degrees.

## What We Recommend

**Recommendation 1:** Emphasize alternative educational pathways. Federal, state, and local policies and investments intended to support career and technical education in the nation's high schools need to be reexamined and reconfigured to support pathways to high school graduation that link directly to both community college and four-year career-focused majors.

**Recommendation 2:** Stackable credentials. Federal and state education policies and investments should ensure that new education pathways incorporate industry-sponsored, standards-based, and recognized "stackable" credentials, such as certifications or certificates, as part of degree tracks. This better connects practical skills needed by industry and employers with postsecondary education and continuing education that can enhance earning power.

**Recommendation 3:** Emphasize work-based learning. Renew, modernize, and increase the availability of high-quality, work-based learning opportunities, including apprenticeships and internships, through workforce development, education, and employer partnerships.

**Recommendation 4:** Improve secondary to postsecondary transitions. Accelerate time to completion of programs of study by implementing more seamless transitions from secondary to postsecondary, fully utilizing early college and dual-enrollment models and implementing prior learning assessment and experiential learning models.

## Area 3: Decentralization of Workforce Programs

*A federal economist offered: "National leaders need to recognize that local/regional area dynamics differ; one size doesn't fit all and never will. It's time to say the whole top-down process is dysfunctional. So we need to figure out how to have a national vision around goals and provide maximum local flexibility, with the capability to pull back investments at appropriate stages if the local solutions aren't working."*

*Others offered an appropriate role for governors: "First, governors need to have the authority and the incentive to organize their regional economies and, according to the right criteria, certify the regional entities that would be responsible for investing public resources to agreed-upon outcomes."*

Regional economies, not political jurisdictions, are the loci of economic development and job creation. In recent decades, the nation has experienced enormous economic shifts, including economic dominance eroding in some industries and business functions with concurrent expansion of economic capabilities abroad. Initially restricted to labor-intensive, low-skill sectors such as textiles and apparel, other sectors have been impacted such as auto, steel, and information technology.

To keep up with the changing workforce landscape, regional industry cluster models are being implemented by local businesses, community colleges, and labor interests in order to build on local strengths. Essentially, clusters build on a foundation of geographic proximity, knowledge sharing, innovation in products, technical and business processes, and market opportunities.

The current era of “regional competitiveness,” which began in the late 1990s, emphasizes identifying each region’s competitive advantages and prioritizing public and private investments to exploit those advantages. Talent is undoubtedly a key advantage for both job creation and job attraction into a regional economy. Identifying the characteristics of economic activity within a region is essential to developing and sustaining an educated and skilled workforce to support that economic activity. And while predicting the future of economic development is difficult, one fact is certain: the leading companies and clusters that will emerge over the next 20 years will locate themselves wherever they have access to a top-quality workforce.

In many growing industries, the biggest constraint on business expansion is the ability to find workers with the right skills or workers who could acquire the right skills quickly. Yet, the economic development and workforce development systems now operate as independent, and not connected, systems at the federal, state, and local levels.

Reform should seek to bridge the divide between workforce development strategies and local or regional economic development goals in order to create jobs and grow businesses, while simultaneously ensuring that students and workers can benefit from this economic growth and have the skills and experience needed to increase their own earning power and advance their careers.

## What We Recommend

**Recommendation 1:** Consolidate governance. Congress should work with governors and local elected officials to develop a common economic and workforce development regional governance structure based on a set of criteria such as industry clusters, labor markets, and commuter patterns. The authorizing statutes for government systems engaged in workforce development, economic development, and education often call for creation of a “localized” or “regional” entity resulting in multiple disconnected bodies each with unique focus rather than one comprehensive, regionally focused entity that can integrate resources via a shared

vision and strategies. Congress needs to address this issue when it reauthorizes the multitude of statutes that authorize these regional authorities; meanwhile, governors and local elected officials need to work together to develop appropriate regional structures aligned to economic development assets within their respective states.

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# Area 4: Improving Data about Types of Jobs, Skills, and Education

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*Part of the problem stems from the fact that the cycles of change in our economy have become so rapid that government can't keep up, according to one jobs expert. "Economists used to say, every 20 years there was a fundamental structural shift in our economy," he noted. "Now, that timeframe has accelerated dramatically. Business challenges have accelerated. Those responsible for workforce readiness have to flip immediately. A system of government can't move at that speed ... government doesn't even know the business cycle."*

*But there also is a problem at a more fundamental level. "When we survey students' interest in jobs and careers, and match that against jobs and careers actually available today or within their geography, there is a gross mismatch," said one national jobs expert. "This is an information crisis, I believe."*

*The senior vice president of a major national company agreed, saying, "I honestly believe if more kids knew that they could make \$90,000 a year working for my company as an electrician, versus \$45,000 a year for degreed engineers, they would make different choices."*

Timely and reliable labor-market information is a critical missing piece in the workforce development arena. Students, parents, workers, educators, businesses, and policymakers need better information on what jobs are available, what level of education and skills are required for jobs and work, and what skills are most likely to ease transitions between jobs and careers. Meanwhile, employers need to do a better job of telegraphing their needs for the future, and then the education system must do a better job of translating those needs into training programs.

To identify existing education, skills, and competency deficits against the available jobs, an understanding of expected education and competency levels by occupation is critical. The current sources of information on where what skills a person needs rely almost solely on traditional Bureau of Labor Statistics' (BLS) data and state labor-market information (LMI) where job requirements are categorized, at times, by fairly ambiguous education and job-

training terms such as “postsecondary non-degree award” or “short-term on-the-job training.” This challenge results from shortcomings in the information available to translate jobs and occupations to the knowledge, skills, and abilities necessary to perform those jobs.

Government information sources, which are largely responsible for data systems providing information about the U.S. workforce, are cumbersome in process and often outdated in substance. As a result, the information they provide on both the supply and demand side of workforce development has serious flaws.

Information from the BLS (and other federal agencies) utilizes standardized coding schemes—such as standardized industry and occupation classifications—that limit the way in which jobs, occupations, and education and skills requirements can be examined. Also of note, the BLS’s two monthly survey-based estimates that produce the number of jobs and the number of job openings (Current Employment Statistics and Job Openings and Labor Turnover Survey) use such a small sample size that reliability of the information, particularly state and local estimates, is questionable.

Among the primary shortcomings of using BLS data to examine workforce supply and demand are limitations of the North American Industry Classification System (NAICS), the standard industrial classification system established by the federal government. While uniformity and comparability are important, the system falls short in its recognition of emerging sectors and their associated jobs and required knowledge, skills, and abilities. For example, in the energy industry, the NAICS system has not evolved yet to fully recognize and incorporate solar, wind, geothermal, and geologic carbon sequestration. NAICS codes associated with the advanced manufacturing industry also have been criticized as out-of-date and not reflective of the 21st-century industry profile.

Similarly, on the supply side of the workforce equation, the National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS) gathers information from all U.S. educational institutions that participate in federal financial-aid programs. Although this provides information on the number of degrees and certificates conferred by degree level and field of study, the changing nature of jobs and their educational/competency requirements “dates” this information aligned solely to traditional degree programs and traditional educational pathways. The “learning buffet” that is growing daily, offering competency-based education and training opportunities to prepare workers with knowledge, skills, and abilities that impact their employability is not considered in the IPEDS data.

Recognizing that these and other shortcomings cannot be addressed solely with federal information sources, states and regional economies need to utilize several additional sources of data/information to supplement and enhance workforce supply and demand information. Generally, real-time LMI providers “spider” Web-posted job vacancies and résumés, and apply artificial intelligence software to gain a real-time understanding of the knowledge, skills, and abilities employers are seeking and those that job candidates have to offer.



## What We Recommend

**Recommendation 1:** Improve federal occupational databases. Increase timeliness and improve content of federal databases that report on industries; job projections; occupational projections; knowledge, skills, and abilities needed in jobs/occupations; and emerging industries, occupations, and skill requirements. Congress should direct the federal agencies to conduct a fast-track, comprehensive review of these databases, their processes and outcomes, and provide Congress with a blueprint for content and process improvement.

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**Recommendation 2:** Obtain more industry-provided information. Increase direct business and industry engagement in the development of demand-side information by linking their input on knowledge, skills, and abilities needed with federal investments in education and training delivering those workforce competencies.

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# Conclusion

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Today, there remain too many people struggling to find work at the same time that the federal government is investing more than \$18 billion to help them acquire the skills they will need. That money is being spent through a fragmented patchwork of programs that have grown up over time and lack an overall vision. The current system is not working.

BPC's Governors Council believes the time has arrived for federal policymakers to rationalize this system. It will be a complicated task, but America's federalist system of government provides the basis we will need. The goal of getting Americans back to work is an important one, and we look forward to working with the current governors, Congress, and the administration to help put people back to work.

# Appendix A: BPC Workforce Survey List of Interviewees

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## Educators/Community College Presidents

**Dr. Scott Ralls, President**, North Carolina Community College System; former Director of NC's Division of Employment & Training and former Manager of Workforce Programs for NIST

**Tom Snyder**, President, Ivy Tech Community College, IN

## Members of Congress & Legislative Staff

**Senator Lamar Alexander** (R-TN) staff

**Senator Sherrod Brown** (D-OH) staff

**Senator Richard Burr** (R-NC) staff

**Representative James Clyburn** (D-SC)

**Representative Duncan Hunter Jr.** (R-CA)

**Representative Ron Kind** (D-WI)

**Representative Cathy McMorris Rodgers** (R-WA)

**Representative Jared Polis** (D-CO)

**Representative Todd Rokita** (R-IN)

**Representative Tim Scott** (R-SC)

**Senator Debbie Stabenow** (D-MI) staff

## Governors

**Former Governor Haley Barbour** (R-MS)

**Governor Mitch Daniels** (R-IN)

**Former Governor John Engler** (R-MI)

**Governor John Kitzhaber** (D-OR)

**Former Governor Sonny Perdue** (R-GA)

**Former Governor Mike Rounds** (R-SD)

## Workforce Sector Experts & Leaders

**Arthur J. Rothkopf**, formerly U.S. Chamber of Commerce's Workforce/Education Initiative, former President of Lafayette College

**Martin Scaglione**, President, Workforce Development, ACT

**Scott Sheely**, Executive Director, Lancaster County Workforce Development Board

**Louis Soares**, former Senior Fellow at Center for American Progress, focused on Higher Education & Workforce Development; now consultant

## Business/Employers

**Erick Ajax**, CEO, EJ Ajax and Sons Inc.

**Ronald D. Bullock**, Chairman, Bison Gear & Engineering Corp, Illinois

**Mike D'Ambrose**, Senior Vice President, ADM

**Fred Keller**, CEO, Cascade Engineering, Grand Rapids, MI; Co-Chair, Talent 2025

**Peter Strange**, Chairman and CEO, Messer Construction Co., Board member, Greater Cincinnati Foundation

**Lisa Zankman**, Senior Vice President of Human Resources, Beth Israel Deaconess Medical Center (BIDMC)

## Current and Former Federal Economic Officials

**Diana Furchtgott-Roth**, Senior Fellow, Manhattan Institute; former Chief Economist at USDOL

**Ryan Streeter**, Distinguished Visiting Fellow and Director of Fiscal Studies, Sagamore Institute; former Special Assistant for Domestic Policy to President George W. Bush

## Economic Development Official/Expert

**Ted Abernathy**, Advisor, Southern Growth Policies Board

**Gordon Berlin**, President, MRDC

**Mark Cafferty**, President, San Diego Regional Economic Development Corp.

**Jeff Joerres**, Chairman and CEO, Manpower Group; Member, Board of Trustees, the Committee for Economic Development; Co-Chair of the Future Workforce Committee of the Greater Milwaukee Committee

**Julia Taylor**, Greater Milwaukee Committee

## Union and Labor Experts

**Dan Marschall** is a job-training expert at AFL-CIO

**Bob Pleasure**, Director of Education at the Building & Construction Trades

**Dan Swinney**, Founder and Director, Chicago Center for Labor & Community Research; CEO, Chicago Manufacturing Renaissance Council

## Former & Current Administration Officials

**John Fernandez**, former Assistant Secretary of Commerce for Economic Development; now Innovation Strategy Director, SNR Denton

**Patrick O'Brien**, Director, Department of Defense Office of Economic Adjustment, responsible for BRAC and other Defense-related community and workforce transition and adjustment initiatives

**Ray Marshall**, former U.S. Secretary of Labor; former member of the Clinton administration's National Skills Standards Board; former co-chair of the Commission on the Skills of the American Workforce; Member of the Board of the Economic Policy Institute

**Margaret Spellings**, former Secretary of Education/DPC Director

## Job-Training Leaders

**Joe Carbone**, President, The Workplace, CT

**Kristen Cox**, Executive Director, Utah Department of Workforce Services; previously Maryland Secretary of Disabilities and candidate for Lieutenant Governor

**Chris Hart**, CEO, Workforce Florida

## Chamber of Commerce Officials

**Laurie Moran**, President, Danville/Pittsylvania Chamber of Commerce; current chair, National Association of Workforce Boards

# Endnotes

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<sup>1</sup> Government Accountability Office Testimony Subcommittee on Labor, Health and Human Services, Education and Related Agencies, Committee on Appropriations, House of Reps. Andrew Sherrill, April 7, 2011, page 3.

<sup>2</sup> Available at: [http://www.ncleg.net/PED/Reports/documents/Workforce/WFD\\_Report.pdf](http://www.ncleg.net/PED/Reports/documents/Workforce/WFD_Report.pdf).

<sup>3</sup> Available at: [http://www.americanprogress.org/issues/2012/06/pdf/workforce\\_training.pdf](http://www.americanprogress.org/issues/2012/06/pdf/workforce_training.pdf).

<sup>4</sup> Available at: <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.FR.Web.pdf>.



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