

**Formal Meeting Minutes**  
**March 6, 2019**



**Call to Order**

The first meeting of the [American Workforce Policy Advisory Board](#) was held on March 6, 2019, in the White House State Dining Room. It began at 1:30 PM EST.

**Attendees**

**Members in attendance included:**

- Ivanka Trump: Advisor to the President, White House (co-chair)
- Wilbur Ross: Secretary, U.S. Department of Commerce (co-chair)
- Jay Box: President, Kentucky Community and Technical College System
- Walter Bumphus: President & CEO, American Association of Community Colleges
- Jim Clark: CEO, Boys & Girls Clubs of America
- Tim Cook: CEO, Apple
- Tom Donohue: CEO, US Chamber of Commerce
- Juanita Duggan: President & CEO, National Federation for Independent Business
- Elizabeth Goettl: President & CEO, Cristo Rey Network
- Marillyn Hewson: CEO, Lockheed Martin
- Eric Holcomb: Governor, Indiana
- Barbara Humpton: CEO, Siemens USA
- Al Kelly: CEO, Visa
- Vi Lyles: Mayor, Charlotte North Carolina
- Sean McGarvey: President, North America's Building and Trades Unions
- Craig Menear: Chairman & CEO, Home Depot
- Michael Piwowar: Executive Director, Milken Institute
- Scott Pulsipher: President, Western Governors University
- Kim Reynolds: Governor, Iowa
- Ginni Rometty: CEO, IBM
- Scott Sanders: Executive Director, National Association of State Workforce Agencies
- Johnny C. Taylor, Jr., President & CEO, SHRM - Society for Human Resource Management
- Jay Timmons: CEO, National Association of Manufacturers
- Sheree Utash: President, WSU Tech
- Marianne Wanamaker: Professor, University of Tennessee

**Members not in attendance included:**

- Bill McDermott: CEO, SAP America
- Doug McMillon: CEO, Walmart

Discussion began at 2:00 P.M.

**Ivanka Trump:** delivered opening remarks, provided statistics on the current U.S. workforce and spoke to the mission of the board.

- **Mission:** Ensure all Americans can benefit from the nation's historic economic boom and record low unemployment rates. We seek to bring more Americans off the sidelines and into the workforce by improving jobs data transparency and skills-based hiring and training, advancing opportunities for lifelong learning, and promoting multiple pathways to family-sustaining careers.

**Wilbur Ross:** [Welcome Remarks](#)

- Welcomed the board
- Discussed the current training systems in the U.S. are inadequate. Currently 7.3 million jobs need to be filled
- Emphasized through the executive order they should explore all pathways to filling jobs and getting employees correctly trained
- Announced the four main goals of the board:
  - Develop a Campaign to Promote Multiple Pathways to Career Success
  - Data Transparency to Better Match American Workers with American Jobs
  - Modernize Candidate Recruitment and Training Practices
  - Measure and Encourage Employer-led Training / Reskilling Investments

**Ivanka Trump:** Announced *Goal 1 - Develop a Campaign to Promote Multiple Pathways to Career Success*. Companies, workers, parents, and policymakers have traditionally assumed that a university degree is the best, or only, path to a middle-class career. Employers and job seekers should be aware of multiple career pathways and skill development opportunities outside of traditional 4-year degrees. There are multiple paths to grade-A jobs.

- Asked question to Ginni Rometty, "You announced the launch that will create thousands of new apprenticeships in 20 U.S. states and help close the skills gap companies face when hiring new employees. Why is IBM taking this step and can you share some ideas on how the board can accomplish its goal of creating and promoting multiple pathways?"

**Ginni Rometty:**

- Highlighted two main challenges ahead:
  - Technology will not just displace a percentage of jobs but will also change 100% of jobs
  - Deep rise of a "have and have not" exclusive economy

- Paradigms:
  - Accept career skills are important as diplomas
    - Fifteen percent of new jobs at IBM are “new collar” skills – a phrase for workers who have technology skills but not a four-year college degree
  - Need to offer multiple pathways to a good-paying job
- Answers:
  - Rescaling career people and positions
    - Apprenticeships are very successful
  - New models of education
    - 6-year high schools in affiliation with community colleges
  - Public policy changes to be made
    - Higher education act is a policy change
    - Expanding Pell Grants to non-fulltime students is recommended

**Ivanka Trump** – asked Tim Cook, you talked about rethinking education in this country as a life-long pursuit as opposed to how we traditionally thought about it as an upfront investment. Job requirements are constantly changing, and we anticipate that to be increasingly more rapid. How do you think we can change our culture to rethink this approach as part of the mission of this first goal to create an awareness campaign around these multiple pathways?

**Tim Cook:**

- Apple was founded by a college dropout – we have a core belief in the value of skills
- Nearly 50% of Apple new hires in 2018 did not have college degrees
- Education and employer needs are not aligned – need to find a way to marry them
- Largest job shortage is in coding – believes coding should be a core curriculum for all K-12 students – We have found that teachers are very receptive to this challenge and the push to modernize the classroom
- Apple designed a successful curriculum for a community college in Austin, TX
- Life is not all about STEM – Creativity matters
  - Discussed a program called “Everyone Can Create” that marries creativity skill with other courses
- Agrees with Ginny Rometty that Pell grants should be extended to programs outside of 4-year degree programs – signals that we value skills and education outside the traditional bachelor’s degree
- Biggest issue is getting government, private sector, and education to work together
- Recommends pushing initiatives at the local level and nurture them – noted that everyone loves to copy successful ideas and models
- Recognizes that AI skills are in very short supply
- Established Apple University and has invested millions in this initiative
- Signals we send to society matter – Federal and State funding is a big part of this

- Wants to increase diversity in tech – otherwise we will fail as an industry
- Research shows job descriptions are inadvertently written to be male oriented

**Ivanka Trump:** asked Jim Clark, as president of CEO of the Boys and Girls Club of America, you reach millions of young people at critical ages, in your opinion which is the best way to reach these young people and give them a plan and help give them exposure to these opportunities that are afforded to them?”

**Jim Clark:**

- The best way to partner with youth is to partner with schools
  - Kids spend more time out of school than in school
- The youth of today need to be met where they are and operate
  - Email is no longer effective with them
  - Atmosphere – where they are matters
  - Mentors and adult role models provide guidance and hope
- Recommends including an up upstream approach - 4<sup>th</sup> and 5<sup>th</sup> graders should be participating in this conversation
  - Kids need to be exposed in formative years, not later in life
- Success breeds success
- Kids need to learn essential skills such as customer service, conflict, communication, creativity, and innovation from 4<sup>th</sup> grade and up

**Ivanka Trump:** asked Sean McGarvey, last month the Department of Labor reported 52k new construction jobs were created. That is incredible. How can we increase awareness in careers in construction that are growing and well-paying industries that Americans and younger Americans maybe overlooking?

**Sean McGarvey:**

- College debt is forcing folks to look at alternatives to a 4- year degree
- We need to encourage high school students to come out to construction sites and participate in the cool jobs like operating drones
- Middle class are looking for trade jobs and a skill to last forever to sustain finances for family (live in the middle class comfortably)
  - Middle class is a secure place and we have to find a way to keep up skillsets with current employees and employers
- Family friendly policies are crucial

- Challenge:
  - Burdens such as daycare needs must be addressed
  - Help keep more women in trade – often times after they start a family they leave the trade business.
- We must find how to recruit and keep valuable employees
  - Requires resources and money
- Exposing high school students to training centers with hands on experience can help for later jobs and sustaining job

**Ivanka Trump:** asked Marillyn Hewson, Lockheed Martin announced \$100 million in training and education over 5 years and signing our pledge demonstrating a commitment to education and recalling workers. What prompted you to make that investment and more importantly how we can take investment and bring them to scale?

- The current workforce is at risk with continuing retirements
- Lockheed Martin hired 14,000 employees last year, half of which did not have a degree
- On-the-job training and apprenticeships are very effective
  - Expand workplace training and mid-career learning
  - More ways to get certifications to learn and grow
- Expand tuition reimbursement beyond traditional four-year programs
- Team with community colleges
- LM is investing \$50 million over 5 years in STEM scholarship programs
- We need to identify ways to incentivize industry through training grants

**Ivanka Trump:** asked Vi Lyles, I'd love to hear your observations and recommendations on how you're creating a match with job vacancies on a local level with your students?

**Vi Lyles:**

- Many students drop out in Charlotte before graduating high school
- There are multiple barriers for employment
  - Need to create a match in training with the job vacancies
  - Train in hard and soft skills (they're lacking)

- We need to address training in soft skills first. They can be as important or more important than hard skills
- Charlotte has implemented a program that guarantees a good paying job (\$15/hr. w/ benefits) which has been effective in getting people to a job.
- Apprentices are lacking and most people benefit from having them
- We need to put people to work and show them they can succeed
- Training should be incentivized by guaranteeing a good paying job

**Ivanka Trump:** turns floor over to Chris Liddell.

**Chris Liddell (White House Deputy Chief of Staff for Policy Coordination):** Announced *Goal 2: Data Transparency to Better Match American Workers with American Jobs*. High-quality, transparent, and timely data can significantly improve the ability of employers, students, job seekers, education providers, and policymakers to make informed choices about education and employment—especially for matching education and training programs to in-demand jobs and the skills needed to fill them.

- Asks Eric Holcomb, it was recently announced your state has launched Indiana together with the Markle Foundation, how do these efforts and others in your state help empower the labor market with user friendly data platforms and deliver more training with new technology?

**Eric Holcomb:**

- Our greatest assets are our people with unique experiences
- Industry would grow faster if we could provide employees for all the existing needs
  - To keep our top employees, we need money for training and new skill sets
- Need to learn to ask the right questions to fill jobs and on job announcements
- We are a lot closer to the year 2050 than 1950 – we must adapt for the future of manufacturing
- [Markle Foundation](#) success: started asking the right questions. Markle works to realize the potential of information technology to address previously intractable public problems for the economic security, health, and national security of all Americans.
- Private, government, and education sectors needs to steer together
- State Motivation: “We are #1 in manufacturing today, but we want to make sure we are #1 in manufacturing in the future.”

**Chris Liddell:** asks Tom Donohue, the Chamber of Commerce is doing a number of interesting initiatives in this area. Can you talk about the role that you see business having in modernizing workforce data? And how can employers and other stakeholders leverage this data to make smarter hiring decisions?

**Tom Donohue:**

- The current issue is a problem that should have a solution within itself:
  - Lots of people without jobs and lots of jobs without people
- We've hired most workers ready to go to work
- Need to tackle immigration because we are losing people on both ends
- We cannot expect Education to figure out all the needs that companies require – need to exchange jobs and education data
- There are six million people out of work frozen where they are
- [AFL-CIO](#) has education programs in place to qualify individuals for job training programs and eliminate earlier barriers
- We must find solutions to put people back to work. Match people with the need
- Give people second chances to succeed (i.e. Addicts, prisoners, etc.)
- Communication issue for educators to know what kind of people and skillsets companies need

**Chris Liddell:** asks Marianne Wanamaker, one of the most frequently requested data sets in industry is information that will help evaluate the rate of return of training investments. What can universities do to help provide more information on education outcome to help students make more informed decisions?

**Marianne Wanamaker:**

- Receives calls all the time from people asking where to find vacant jobs in their area but does not have data available to share – need to make data available
- Provide information for job opportunities.
  - Do a better job of providing information on returns for particular programs or degrees.
- Federal government and their data has to be involved to succeed.
- Examine transparency about what jobs lead to.
- College Scorecard is helpful.
- Census Bureau LEHD data product is a newer more helpful data set/tool.

**Chris Liddell:** asks Scott Sanders, there's a tremendous amount of public investment in workforce development initiatives across the state. What data can state-level workforce programs provide to effectively monitor and evaluate these programs?

**Scott Sanders:**

- We need data to find data

- [RESEA](#) – one-on-one counseling and career coaching
- Reemployment services coach those not in the market on how to get back into jobs
- Employers need those folks that want to learn and grow; they can provide the hard skills
- We need to look at whether machine reading for screening job applicants actually matches up skills to jobs from the resume
- Top five skills shortage according to LinkedIn
  - Oral communication
  - Business management
  - People management
  - Developmental tools
  - Basic leadership tools

**Chris Liddell:** asks Jay Box, as you oversee your courses and program offerings how does the Kentucky community technical college system incorporate data and meet the needs of employers?

**Jay Box:**

- Match jobs available in region and match up skill sets to help students qualify for these jobs
- Have jobs waiting for students and have them qualified prior to graduation

**Chris Liddell:** asks Scott Pulsipher, one of the unique elements of the Western Governors approach is your competency model for assessment as an institution that is implementing competency-based assessment at scale, do you see a role for that data in the future of workforce development?

**Scott Pulsipher:**

- Yes, we continue to grow at 20%
- Help students find out what degree or skill set they need or want to get
- The best way to interpret data for a job seeker is through on-on-one coaching
- Education institutions need to define learning outcomes to a lifelong model
- 35-40% gap in skills from what candidates think they are qualified for versus what employers think
- Cited the LinkedIn study of biggest barriers to employment: all soft skills
- Issues:



- Resumes often read by machines but folks don't know how to write resumes that will get them past the machines although they may be qualified
- Job postings are not written correctly

**Ivanka Trump:** Announced *Goal 3: Modernize Candidate Recruitment and Training Practices*. Employers often struggle to fill job vacancies, yet their hiring practices may actually reduce the pool of qualified job applicants. To acquire a talented workforce, employers must better identify the skills needed for specific jobs and communicate those needs to education providers, job seekers, and students.

- Asks Johnny Taylor to please share feedback you are hearing as you oversee a network of thousands of HR directors in the U.S. What are the ways companies are recruiting for nontraditional candidate pools?

**Johnny Taylor:**

- Short Term: Untapped talent in the incarcerated and elderly
  - Work with state and local organizations to bring training to jails
    - This will guarantee jobs when released and help keep them from going back into jail.
- Long Term: Identify kids and their talents early and start mentoring for a long-term strategy.
  - Example: LeBron James was recruited in middle school and was given the training and opportunity to succeed since a young child
- Businesses tell us they are no longer challenged as much by finding financial capital but finding human capital

**Ivanka Trump:** asks Craig Menear, Home Depot is a large employer and your seeking to recruit best talent. How do you determine if your hiring practices are successful?

**Craig Menear:**

- Pull employees from three different areas:
  - Brand and culture are well known
  - Internal (Home Depot University)
  - Market to potential candidates – introduce technology
    - Go to where folks are
    - Using machine learning and AI, they have increased the applicant pool by 22%.
    - Mobile apps and mobile applications - 50% of their job site traffic comes from their mobile site

- Home Depot University runs a 16-week program to provide employees with essential skills.
  - Need to differentiate levels of experience and skills
- Internally developed a program to match skill sets to jobs and can identify skill rates to types of jobs instantly

**Ivanka Trump:** asks Kim Reynolds, Iowa has the lowest unemployment rate in the country, how is the state bringing those outside of the workforce off the sidelines and connecting them to the jobs in demand?

**Kim Reynolds:**

- Grant programs for those to return to work and finish degree programs.
  - Started a Pell Grant Pilot Program – 420 inmates in college classroom with an average GPA of 3.5
- Work with transitioning military members.
- Make apprenticeships available
- The Iowa legislature for Future Ready Iowa
  - Also supported the Employer Innovation Fund – employers can create apprenticeships that are matched with state funding
- Help inmates get skills prior to them getting released
- Push mental healthcare reform so well people can work

**Wilber Ross:** Announced *Goal 4: Measure and Encourage Employer-led Training / Reskilling Investments*. The size, scope, and impacts of education and skills training investments are still not fully understood. There is a lack of consistent data on company balance sheets and in federal statistics. Business and policy makers need to know how much is spent on training, the types of workers receiving training, or the long-term value of the money and time spent in classroom and on-the-job training.

- Mentioned the Advisory Board will be splitting into four workgroups for future meetings.
- Hard stop
- Asks Al Kelly, I know your company is devoting a lot of time and effort in training skills and development. Can you tell us briefly more about your efforts and share your views to encourage or celebrate employer training initiatives?

**Al Kelly:**

- Issue comes down to three things:
  - Awareness
  - Access
  - Encouragement

- Create a national day or week of learning.
- Develop a public service campaign to make learning/training cool and fun.
- Meet in other locations around the country to draw more visibility and PR.

#### **Key Points on Data:**

- Gov Holcomb: The work they did with Markle to standardize the way multiple stakeholders describe a problem is important – this is foundational to user stories and creating shared taxonomies.
- Scott Pulsipher WGU: Their approach to skills based competency is a key element that needs to be replicated and expanded.
- Scott Sanders NASWA: Flagged Resume / Skills mismatch, machine reading will miss qualified applications if there is a terminology mismatch
- Craig Menear Home Depot: Increased sales 22% with an internal rank matching system based on skills, these kinds of internal systems are key for employers to make skill based hiring decisions
- Johnny Taylor SHRM: Early identification of talent, this is important for measuring competencies and aptitudes and coaching job seekers and reskilling efforts along a career pathway
- Marianne Wanamaker: Need national level data, state level data is insufficient to inform ROI decisions
- Michael Piowar Milken Institute: Encouraged using data to measure the outcomes from the pledge for the American worker.

**BREAK:** 3:53 p.m.

**POTUS entered:** 4:17 p.m. (see remarks in Appendix B).

**Ivanka Trump:** Influenced legislative agenda. Reread high-level goals.

#### **Adjournment:**

The meeting adjourned at 4:51 PM EST.

#### **Appendices:**

- A. **Secretary Ross Remarks:** <https://www.commerce.gov/news/speeches/2019/03/remarks-us-commerce-secretary-wilbur-l-ross-american-workforce-policy>
- B. **President Trump:** Delivered brief remarks and asked for introductions from members around the table. See here: <https://www.whitehouse.gov/briefings-statements/remarks-president-trump-american-workforce-policy-advisory-board-meeting/>
- C. **AWPAB Public Comments - received prior to March 4, 2019, 5:30 p.m. EST deadline**
- D. **AWPAB Public Comments 2 – received after March 4, 2019, 5:30 p.m. EST deadline**
- E. **Full Audio of Meeting:** <https://www.youtube.com/watch?v=C0AtKos3rUQ>

#### **Approval**

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Kenneth White, Designated Federal Official (DFO)

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Date

Office of Under Secretary for Economic Affairs

Department of Commerce

**PUBLIC COMMENTS**  
**FOR THE**  
**AMERICAN WORKFORCE**  
**PUBLIC ADVISORY BOARD**

**PLEDGE TO**   
 **AMERICA'S**  
**WORKERS**

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Charles Wilson, Founder of LBAA, speaking to students of Holy Trinity High School in Chicago during their career day event.

# CW Consulting Group Launches Legacy Builders Apprenticeship Academies



**Charles Wilson** Follow  
Founder & Sponsor Representati...

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I can recall as clear as day, a mentor stating, "Sometimes Charles, you have to stop swimming against the current." This was after spending about \$200,000 over the preceding four months to launch what I thought would be the beginning of my company's Legacy Energy Academy in Philadelphia. It was February 2017 and I was not prepared for the headwinds that continued to batter our vision and the in-fighting, deception and sabotage that seemed to come up with creative ways to suck the life out of me. Why? My only aim was to bring Awareness and Access to people in underserved communities for careers in the energy sector. Who would want to derail that? Why would someone(s) want to undermine something that truly "raises all boats?" It was the God, also known as: The Universe or Allah or The One or The Supreme Being. What I failed to realize is that my vision was too small. I had put limits on something that truly was limitless! I wasn't being allowed to bottle up the vastness of its reach and its potential to help me achieve my ultimate life goal and purpose: Eradicate Poverty. What I was unaware of is that I still had more of a price to pay. Within the philosophy of the Law of Compensation, as proposed by Ralph Waldo Emerson, there was more to sacrifice because there was a greater reward awaiting. This meant I had to go



deeper in paying for my "Education" and experience. I had to be surrounded by more darkness and isolation and quiet in order to emerge resolute and fit for the Herculean task at hand. More tears, separation, borrowing, past dues, and peanut butter and jelly sandwiches. On the other side was awaiting something that was being crafted, polished, expanded with my imagination, faith and works. I moved in anticipation of the attainment of the goal and purpose I burnished in my heart and mind.

2019's Valentine's Day will be remembered in my company's archives as the most cherished day of love in our history. It was the day that we were officially accredited to launch the vehicle by which this life's purpose and goal can and will be achieved: *The Legacy Builders Apprenticeship Academies (LBAA)*. This is the first in what will be a series of brick and mortar facilities housing students who learn the curriculum of the Legacy Nexus Program (LNP) and National Center for Construction Education & Research (NCCER). We are creating apprenticeship academies around the country for the "aged-out" population of adults older than 18 years and high school students for post-secondary skilled labor career opportunities. The aged-out population will include those identified as returning citizens, women, veterans and minorities who seek to begin their journeys into careers within the construction and energy sectors. The aged-out students will complete their training with the attainment of

Department of Labor (DOL) nationally recognized credentials. High school students will graduate with both a diploma and DOL nationally recognized credentials. Our originated and collaborated curriculum prepares students for skilled trades training that pipelines them into careers in construction and/or energy. The originated portion of the curriculum, the LNP, focuses on behavior change and character development, rooted in Critical Thinking. The LNP curriculum has been taught to over 4000 middle and high school students, as well as adult learners, over the last 10 years in over 40 schools and districts. The collaborated portion of the curriculum focuses students on attaining what are referred to as "Stackable Credentials" and allows them to complete the required Related Technical Instruction for the DOL's Registered Apprenticeship programs. The NCCER credentials are transferrable both nationally and internationally. There are over seventy crafts represented in the knowledge and performance-based curriculum that has been designed by various subject matter experts. Ultimately, we will place successful apprentices into careers within the targeted sectors.

We offer "boot-camp" styled training that will encompass 12- to 16-week apprenticeship training in varied trades from carpentry to electrical to power generation occupations. We additionally offer the curriculum in a "School-Within-A-School" model; integrating and customizing the training

hours to the academic school day and year of a high school schedule. We will replicate this model to serve not only US national cities and communities, but countries and territories internationally.

This is a big vision, yet a necessary one. Being a nuclear energy professional who is a product of the skilled trades, I feel it necessary to go back to these targeted demographics and communities to serve as a witness/muse to the opportunities that exist and can be realized by them. They need to be exposed; they need the tools; and they need to know how to use the tools with concise, deliberate critical thinking and technical skills. There is no more time to sit on the sidelines and simply speak about how many jobs are present or are coming. There is no more time to wait for "someone" to do "something" about it. Our company has the plan, the expertise and the partnerships to meet this need and help create models that may usher other firms and partners to help carry the load. Eyes Forward!

Charles Wilson

Founder and Sponsor Representative of LBAA

Managing Partner, CW Consulting Group

**Student Loan repayment program/employee benefit:**

I represent the Massachusetts Marine Trades Association as the Executive Director. We have about 1,100 businesses in our industry in Massachusetts and about 20,000 current jobs. Ultimately we are pretty small overall with many family owned businesses. We do represent an economic impact as an industry of \$4.4 Billion in Massachusetts. My thought from a workforce standpoint is related to the potential for a new tax related benefit for businesses to offer their employees. Currently when the average Joe or Mary graduates college and starts at a new job one of the key benefits that is offered is a 401K plan and match. In my opinion Joe & Mary are more concerned with their student loan debt and less concerned with their retirement at this point in life. I feel that more companies should look to offer Student Loan repayment plans and matching programs and I also feel there should be tax incentives similar to those offered to 401K plan participants. I think this should be a program and plan that is pushed out as soon as possible with a focus on offering a better plan for employees and attracting, recruiting and retaining better qualified staff members as well. I think this type of plan could help with the workforce challenges we are seeing not only in the boating industry but also within all industries across the country. What are your thoughts on this type of a plan and or the potential for drafting and advocating for legislation on this front? If you think this is a viable opportunity/idea what can I do to help?

Thank you again,

Randall M. Lyons, CMM  
Executive Director

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[www.boatma.com](http://www.boatma.com) – Main Association site

[www.massboatingcareers.com](http://www.massboatingcareers.com) – Jobs/Careers site



Industry growth through Collaboration, Communication & Education

**New England Boat Show – February 9 to 17, 2019**

<http://www.newenglandboatshow.com/>

**American Boating Congress – May 13 to 15, 2019 – Washington, DC**

<https://www.nmma.org/advocacy/abc>

**Mass KIDS Boating and Fishing Week – June 1 to 9, 2019**

[www.masskidsboatingday.org](http://www.masskidsboatingday.org)



## NATIONAL SKILLS COALITION

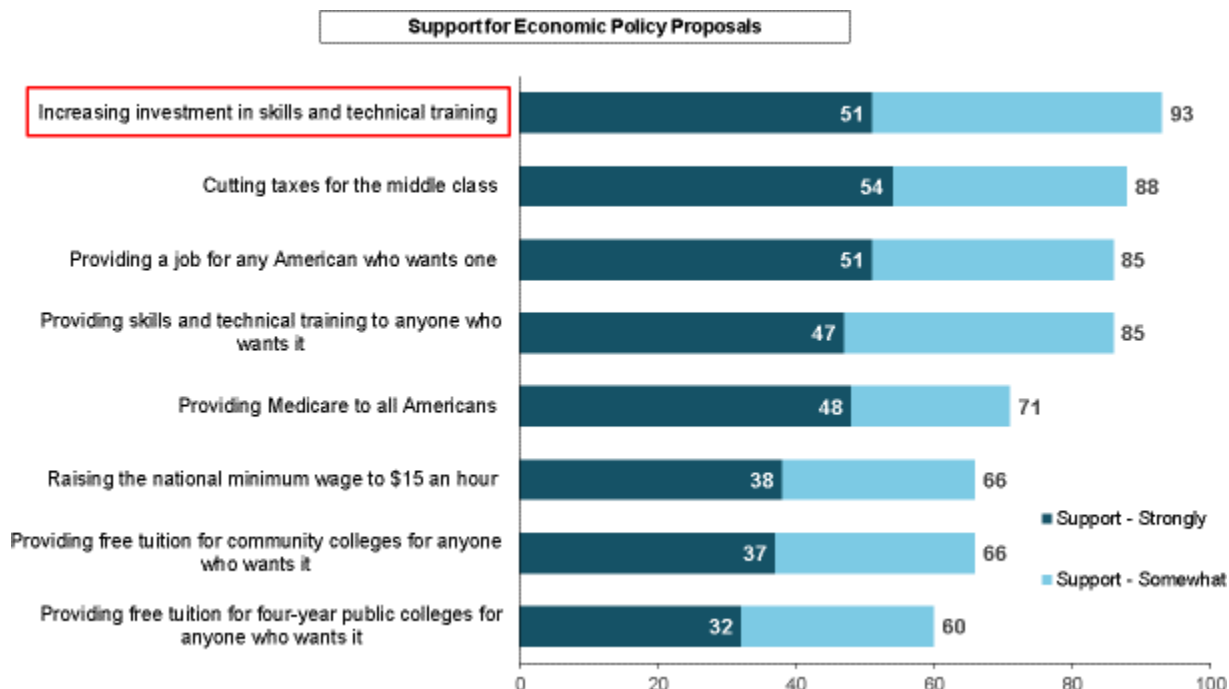
Every worker. Every industry. A strong economy.

# Likely 2020 Voters Overwhelming Support Increasing Investments in Skills Training

On behalf of the National Skills Coalition, ALG conducted a nationwide online survey of 1000 likely 2020 general election voters, January 22-27, 2019. The purpose of this memo is to review the key findings from the survey.

### Key Findings

- **Voters overwhelmingly support increasing investment in skills training.** More than nine-out-of-ten voters (93%) support increasing investment in skills and technical training, with a majority of voters *strongly* supporting more investment.
- **Increasing investment in skills training was the most popular of eight economic proposals tested.** At 93% support, increasing investment in skills training was more popular than other popular economic policy proposals such as cutting taxes for the middle class (88%), providing Medicare to all Americans (71%), raising the minimum wage to \$15 (66%) and free tuition for four-year public colleges (60%). More investment in skills training was the most popular proposal among Independents (93%) as well.



- **Support remains extremely high even when investment is framed as “government funding.”** Noting that increased funding for skills training would come from the government does little to dampen support, with 85% of voters continuing to back it. This sentiment extends across party lines, with 90% of Democrats, 82% of Independents and 80% of Republicans in support.
- **African American voters are especially supportive.** Ninety percent of African American voters support more government funding for skills training, but support is very high among white voters (85%) and Latino voters as well (81%).
- **Supporting more investment in skills training helps candidates of both parties.** By a 50- point margin (59% more likely / 9% less likely), voters say they are more likely to support a candidate who supports increasing government funding for skills training. This positive impact extends across the political spectrum.
- **There is strong, bipartisan support for a range of proposals related to skills training.** At least 80% of voters support each of the eight skills training proposals tested in the poll. These proposals include providing tax incentives for employers who invest in skills training (90%), making federal financial aid to anyone seeking skills training (86%), and making it easier for those on government assistance to get skills training (85%). All eight proposals tested enjoyed broad support across party lines.

Support for Skills Training Proposals % Support				
	All	Dem	Ind	Rep
Create closer links between community colleges and businesses to help community colleges train people for the jobs businesses are hiring for.	92	92	92	91
Provide tax incentives to employers who invest in skills training for their workers.	90	92	85	90
Help laid off workers find new jobs by providing skills retraining at no cost to any worker who loses their job due to automation.	89	94	93	82
Increase government funding in technical education and apprenticeships for high school students and young adults.	88	93	88	82
Make federal financial aid available to anyone seeking skills training, not just those seeking college degrees.	86	91	90	79
Invest in skills training programs at the same level that we invest in college.	86	90	88	81

Make it easier for people who receive government assistance like welfare or food stamps to get skills training, so they can find a family supporting job.	85	93	87	76
Increase government funding for support services to help people finish skills training programs, such as for career counseling, childcare and transportation assistance.	81	92	76	69

# SKILLS FOR GOOD JOBS

## AGENDA

## 2019

Steps Congress and the Administration  
Can Take to Stand Behind America's  
Greatest Asset: **ITS PEOPLE**



NATIONAL SKILLS COALITION  
Every worker. Every industry. A strong economy.



**A**s the U.S. economy continues to grow, investments in education and training have never been more important — helping workers obtain the skills and credentials they need to take advantage of emerging job openings, while helping U.S. businesses maintain their competitive edge. But we're in danger of falling behind, particularly with respect to middle-skill jobs that require more than a high school diploma but not a four-year degree. While 53 percent of all jobs in today's labor market are middle skill, only 43 percent of U.S. workers are trained at this level, meaning that key industries are losing out on economic opportunities — and U.S. workers are being held back from career pathways that lead to good wages.

In 2018, Congress worked on a bipartisan basis to update the Perkins Career and Technical Education Act, expand access to training for SNAP recipients under the Farm Bill, and increase funding for adult education, apprenticeship, and other workforce investments. But we can't stop there. Congress and the Trump Administration must work together in 2019 to build on these successes and support broadly shared prosperity. National Skills Coalition's 2019 Skills for Good Jobs Agenda identifies key steps federal policymakers can take this year to ensure that all workers and all industries have the skills to compete and prosper.

## **Don't just talk about workers as America's greatest asset, invest in them.**

**ACTION:** Increase funding for Workforce Innovation and Opportunity Act (WIOA) workforce and adult education grants and state career and technical education grants to at least FY2020 authorized levels.

According to the White House Council of Economic Advisors, U.S. investments in skills now lag behind virtually all other developed economies, and Congress has made it worse by slashing funds for state job training grants by 40 percent since 2001. We can't compete in a global economy if we aren't willing to make the necessary investments in our workers and businesses.

## **Transform our nation's postsecondary education system into an engine for economic opportunity and growth.**

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**Eliminate the bias against working people who want in-demand credentials.**

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**ACTION:** Pass the JOBS Act so that America's workers can use federal Pell grants to earn short-term credentials sought by local employers.

Nearly one million Americans seeking better jobs pursue short-term credentials, offered through community and technical colleges and other institutions. These programs can increase earnings by 30 percent or more compared to a high school diploma. In some fields, the average earnings of those with in-demand credentials can exceed the average earnings of those with a four-year degree.

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**Report postsecondary outcomes to inform student decisions.**

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**ACTION:** *Pass the College Transparency Act so that students, parents, employers, and policymakers know the return on investments in postsecondary education.*

Most students enroll in postsecondary education to improve their job prospects. But those who invest in postsecondary education – whether they’re workers, parents, employers, or policymakers – often don’t know what they can expect from specific programs in terms of employment and earnings because current law restricts the ability to capture this information.

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**Support the success of today’s college students: Working Americans.**

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**ACTION:** *Pass the Gateway to Careers Act to establish a “career pathways” fund to support the success of today’s college student.*

Adults balancing full-time work and family obligations are a rapidly growing segment of today’s community college enrollments. Some states have established strategies that ensure these students succeed, including career pathways models that combine basic and occupational skills training; career counseling and case management; and support services like child care and transportation assistance. Federal policy should build on these innovative efforts.

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**Strengthen connections between business and postsecondary education.**

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**ACTION:** *Pass the Community College to Career Fund Act to support industry-community college partnerships.*

Community colleges across the nation partner with local and regional industries every day to develop skills pipelines that support economic growth. Both Republican and Democratic administrations have supported these efforts through various grant programs, but not at the scale we need to keep up with demand. It’s time to make a real investment in these partnerships.

## **Expand work-based learning opportunities for all businesses and all.**

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**Rebuild our nation’s infrastructure workforce through work-based learning.**

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**ACTION:** *Pass the BUILDS Act to support job training as part of any new federal infrastructure investments.*

There is growing bipartisan support for significant new investments in our nation’s roads, bridges, and other infrastructure. These efforts could create millions of new construction, manufacturing, IT and utility sector jobs in the coming years. Nearly half of these jobs would require some education and training beyond high school, meaning we will need to ramp up our support for apprenticeships and other demand-driven skills strategies.

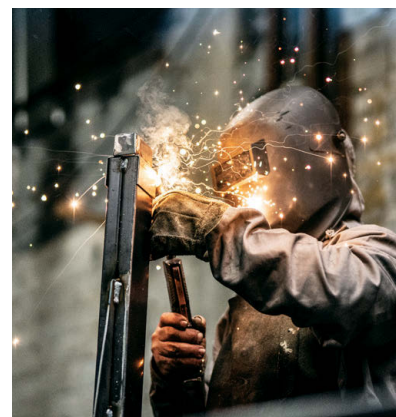
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**Invest in local capacity to develop effective work-based learning programs.**

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**ACTION:** *Pass the PARTNERS Act to support local business-led partnerships critical to expanding opportunities to more businesses and workers.*

Many firms — especially small- and medium-sized businesses — lack resources to develop work-based learning programs on their own and to support the success of workers in these



programs. Industry or sector partnerships reduce the burdens on businesses by convening local stakeholders to develop programs that can enable a broad pipeline of workers to develop the skills businesses need.

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### **Maximize employer investments in training and work-based learning.**

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**ACTION:** *Amend the Work Opportunity Tax Credit (WOTC) to support targeted investments by employers in work-based learning and training.*

WOTC helps businesses hire workers with barriers to employment, including veterans, disadvantaged youth, and low-income workers, but does little to offset the costs of employer-provided training. As a result, many employers that offer well-paying, but higher skill jobs, are unable to take full advantage of the program by training workers with low-skills to be their future workforce.

## **Take a skills-based approach to poverty reduction.**

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### **Update TANF to focus on employment outcomes, not work requirements.**

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**ACTION:** *Modernize the Temporary Assistance for Needy Families program to support training opportunities and measure results.*

More than 80 percent of today's jobs require postsecondary education and training, but less than 10 percent of adult TANF recipients have education beyond high school. Congress should update TANF to expand access to high-quality training and education that leads to career pathways and replace the outdated "work participation rate" model with a new outcomes-based system aligned with the WIOA common measures that supports long-term success for participants.

## **Ensure all of America's workers — including DREAMers — can help drive economic growth.**

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### **Allow DREAMers to contribute their skills and build long-term futures in the United States.**

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**ACTION:** *Enact legislation providing a pathway to citizenship for DREAMers, and ensure that the law recognizes middle-skill credentials, not just college degrees, as valid pathways.*

Approximately 1.7 million young people came to the U.S. as children without authorized immigration status. Ongoing federal policy changes regarding the status of these DREAMers and the related Deferred Action for Childhood Arrivals (DACA) program have created uncertainty that burdens these young workers and the American businesses that rely on their skills. Congress should advance legislation such as the DREAM Act that provides permanent work authorization and eventual citizenship, and which includes middle-skill credentials as a valid pathway.



Mr. Ken White  
Office of Under Secretary for Economic Affairs  
U.S. Department of Commerce  
1401 Constitution Avenue, N.W.  
Washington, DC 20230

March 4, 2019

SUBJECT: March 2019 Advisory Board Meeting Public Comment

Thank you for the opportunity to submit a statement as described in the February 21, 2019 *Federal Register* notice announcing the March 6, 2019 inaugural meeting of the American Workforce Policy Advisory Board (Workforce Advisory Board). At the Center for Regional Economic Competitiveness (CREC), we engage in work complementary to your mission in two ways: 1) we consult with federal, state, and local government economic and workforce development clients and foundations to support improved education outcomes, jobs retention and attraction, and occupation-relevant skills development; 2) and we manage associations of workforce and economic development professionals (Development District Association of Appalachia) and data experts (the Labor Market Information Institute, the Projections Managing Partnership, the Council for Community and Economic Research, and the Association of Public Data Users) committed to collecting, analyzing, and applying data to inform policy decisions.

We understand that the Workforce Advisory Board will offer recommendations to the National Council for the American Worker (Council) established under E.O. 13845 "...to encourage the private sector and educational institutions to combat the skills crisis by investing in and increasing demand-driven workforce development, education, training, and re-training..." CREC and our networks of data experts and other professionals work at the intersection of workforce and economic development and data-driven policy. On behalf of these networks, we would like to convey our support for your agenda and offer our assistance in your work. We welcome the opportunity to aid the Workforce Advisory Board and the Board's working groups by providing data, counsel, technical assistance, or other support as you define and implement your important agenda.

As a network, we are highly committed to taking steps that will improve the generation and use of labor market information to inform policy toward improving economic development, education, and employment outcomes. We wanted to share some opportunities and highlight innovative resources and ongoing initiatives that might be useful as the Council works to craft its agenda, especially related to improving the availability and accessibility of data for employers, workers, jobseekers, students, and education or training solution providers.

Through our work across our networks, we see potential for how improved data sharing across statistical and program agencies at the federal and state level can improve the information available to employers and jobseekers about labor market conditions and opportunities. The state Labor Market Information (LMI) agencies are well positioned to leverage valuable data in payroll records and enhance these records with job titles and hours worked for use in assessing the economic value of training programs, business incentive programs, and social services designed to help jobseekers and discouraged workers to contribute more to America's productive capacity. Because of the state LMI agencies' relationship with federal statistical agencies, their position at the intersection of public data systems across geographies, and their current role as trusted producers of unemployment estimates and labor market projections, state LMI agencies are an invaluable resource for testing and verifying the value of new data sources, such as internet job postings, resume data mining for skills capabilities, and public-private efforts to create innovative publicly accessible data.

We also hope the Council includes on its agenda a review of how federal and state LMI agencies can extend the availability of high-quality research and technical reporting that drives business investment decision making as well as worker career planning and student demands for education and training. Some issues to consider include increasing investments in the nation's labor market statistics and research to provide wage data that can be compared from year to year, improve the capacity of the Federal and state LMI agencies to provide verified, valid and consistent data on occupational earnings and career growth opportunities and enable better comparisons of wages across geographies.

Many of these issues are raised in the January 2018 "Recommendations to Improve the Nation's Workforce and Labor Market Information System," prepared by the federally chartered Workforce Information Advisory Council (WIAC) (<https://www.doleta.gov/wioa/wiac>). The WIAC developed some of the most creative and practical thinking on this topic in the [recommendations](#) they submitted to the Secretary of Labor last year. We fully endorse these recommendations developed by leaders in the public and private sectors and encourage you to consider them in charting your actions and recommendations for the Council.

We also recognize the marketplace for occupation-relevant skills and non-degree credentials is rapidly changing and is a priority for many at the intersection of economic development, workforce development, and education. Building on and augmenting this work by state LMI agencies, the LMI Institute has created two data products that can help advance the success and impact of the Council's agenda. We have created a database of certifications and licenses by state based on BLS Current Population Survey data. This data shows the state-by-state prevalence of certifications and licenses and average wage levels of credential holders across industries and occupations. In addition, in the interests of better anticipating and planning for shifts in these demands, the LMI Institute is also working with states to provide more frequent state- and labor market area-level employment projections. Efforts to respond to employer needs for these data are frequently constrained by years of federal budget reductions that have reduced the statistical system's ability to provide a richer set of analysis just as computing power has

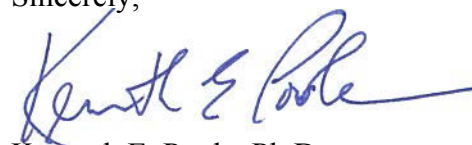
made new data collection and analysis techniques possible and just as economic shifts are changing at light speed, making old data techniques outmoded.

Many stakeholders see the labor market data system as critical to arming firms and young adults with the information they need to make better investment decisions about their future. The philanthropic community has embraced the need for reform and is investing in creative pilot programs that have the potential for transforming the public workforce and labor market information system. We have participated in various parts of this movement, including our work with Credential Engine, the US Chamber of Commerce, the Lumina Foundation, the Pew Charitable Trusts, and the Laura and John Arnold Foundation (LJAF). For example, Credential Engine seeks to bring greater transparency to the credential marketplace, including how industry treats apprenticeship credentials in the labor market. The US Chamber of Commerce Foundation is seeking to engage businesses in better articulating their skill needs to improve inputs (and outcomes) for education and training providers. LJAF supported a two-year, multi-state pilot designed to enhance state-level data sharing efforts designed to improve evidence for workforce and economic development programs. These are but a few of the multitude of efforts underway in the nonprofit sector to improve data collection, management, storage, management, privacy, and evidence building.

It is not enough to sponsor pilot programs. The transformations must make their way into the public statistical system, meaning that policy advocates must help ensure that the federal and state agencies have the leadership and resources to implement change. Then, the challenge is to ensure this information arrives in the hands of people planning careers, seeking education and employment, at schools, community centers and job centers, and in the hands of career counselors and teachers, wherever individuals seek information for career planning.

Thank you for the opportunity to submit this statement, and we look forward to supporting your important work.

Sincerely,

A handwritten signature in blue ink, reading "Kenneth E. Poole". The signature is fluid and cursive, with the first name "Kenneth" being more prominent.

Kenneth E. Poole, Ph.D.

*President*

Center for Regional Economic Competitiveness ([www.creconline.org](http://www.creconline.org))

*Executive Director*

Association of Public Data Users ([www.apdu.org](http://www.apdu.org))

Council for Community and Economic Research ([www.c2er.org](http://www.c2er.org))

Development District Association of Appalachia ([www.ddaa-ldd.org](http://www.ddaa-ldd.org))

Labor Market Information Institute ([www.lmiontheweb.org](http://www.lmiontheweb.org))



# THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

March 4, 2019

Mr. Ken White  
Office of Under Secretary for Economic Affairs  
U.S. Department of Commerce  
1401 Constitution Avenue, N.W.  
Washington, DC 20230

SUBJECT: WIAC Support for American Workforce Policy Advisory Board

Dear Mr. White,

I am pleased to write you as the member of Labor Secretary Acosta's [Workforce Information Advisory Council](#) (WIAC) representing research organizations. The WIAC provides written recommendations to Secretary Acosta concerning the evaluation and improvement of the nationwide workforce and labor market information system (WLMIS). To accomplish this objective, [Secretary Acosta has asked the WIAC](#) to study workforce and labor market information issues; seek information on innovative approaches, new technologies, and data to inform employment, skills training, and workforce and economic development decision making and policy; and advise the Secretary on how the WLMIS can best support workforce development, planning, and program development.

Whereas

- Secretary Acosta is co-chair of the National Council for the American Worker,
- the Council is charged by President Trump with proposing ways to increase access to job-related data (i.e., data on industries, geographic locations, open jobs, projected future opportunities, and the underlying required skills),
- the American Workforce Policy Advisory Board supports the Council in this function, and
- the Board first meets on Wednesday, March 6,

I write to bring to the Board's attention the [recommendations of the WIAC](#) as requested by Secretary Acosta, as I believe these would inform the Board's deliberations. In addition, I offer to make myself available as a resource to the Board, the Council, and their staff to describe, discuss, and explain WIAC recommendations, if useful. Further, I commend for the Board's use the schematic of the components of the federal-state WLMIS offered on pp. 33-34 of the WIAC report and appended to this letter.

I hope the Board finds the WIAC's efforts of value and wish the Board all the best in its important work.

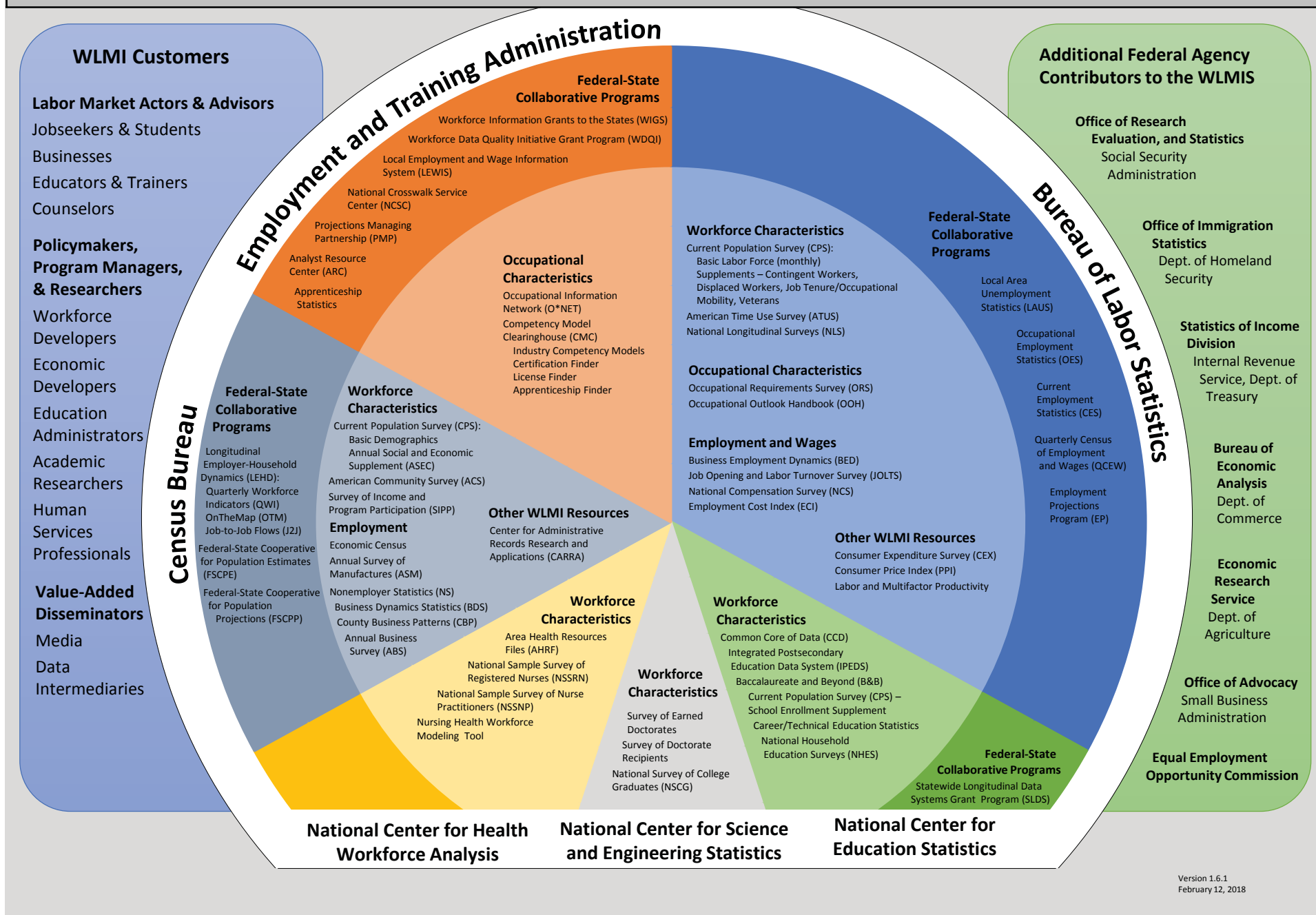
Sincerely,



Andrew Reamer  
Research Professor

# Federal-State Workforce and Labor Market Information System (WLMIS)

Prepared by the Secretary of Labor's Workforce Information Advisory Council (WIAC)





# Federal-State Workforce and Labor Market Information System (WLMIS)

## Program Details, by Agency and Category

### Employment and Training Administration

Resource	Freq.	Geog.*	Key Data
<b>Federal-State Collaborative Programs</b>			
Workforce Information Grants to the States (WIGS)	Annual	State	Grants that support state LMI agencies
Workforce Data Quality Initiative Grant Program (WDQI)	Annual	State	Grants to support development of longitudinal workforce databases
Local Employment and Wage Information System (LEWIS)	Annual	Custom	Supports state agencies estimating local employment and wage levels
National Crosswalk Service Center (NCSC)	Varies	National	SOC and NAICS crosswalks to other systems
Projections Managing Partnership (PMP)	Annual	State	Supports state agencies making employment projections
Analyst Resource Center (ARC)	Varies	National	Maintains a standardized LMI database structure states may use
Apprenticeship Statistics	Annual	State	Statistics on registered apprenticeship programs
<b>Occupational Characteristics</b>			
Occupational Information Network (O*NET)	Rolling	National	Maintains database of occupational descriptions and related tools
Competency Model Clearinghouse (CMC): Industry Competency Models, Certification Finder, License finder, Apprenticeship Finder	Rolling	National	Models of the KSAs needed by employees in selected industries and tools to find relevant certifications, licenses and apprenticeships

### Census Bureau

Resource	Freq.	Geog.*	Key Data
<b>Federal-State Collaborative Programs</b>			
Longitudinal Employer-Household Dynamics (LEHD): Quarterly Workforce Indicators (QWI), OnTheMap (OTM), Job-to-Job Flows (J2J)	Quarterly	Neighborhood	Employment, commuting and employment pattern data with tools for reporting, analysis and mapping
Federal-State Cooperative for Population Estimates (FSCPE)	Annual	Place	Population estimates updating decennial base counts.
Federal-State Cooperative for Population Projections (FSCPP)	Varies	State	Estimates illustrating possible courses of population change; state level projections available from respective states
<b>Workforce Characteristics</b>			
Current Population Survey (CPS): Basic Demographics; Annual Social and Economic Supplement (ASEC)	Annual	State	National population demographics with an annual supplement for detailed information on employment by occupation, education, etc.
American Community Survey (ACS)	Annual	Neighborhood	Employment by occupation and educational attainment
Survey of Income and Program Participation (SIPP)	Annual	National	Movement into and out of government transfer programs
<b>Employment</b>			
Economic Census	Quinquennial	County	Comprehensive information about establishments
Annual Survey of Manufactures (ASM)	Annual	State	Sample estimates of statistics for all manufacturing establishments
Nonemployer Statistics (NS)	Annual	County	Self-employment
Business Dynamics Statistics (BDS)	Annual	MSA	Changes in number of establishments and jobs over time
County Business Patterns (CBP)	Annual	County	Economic data by industry
Annual Business Survey (ABS)	Annual	National	Employer business owner demographics, R&D, and financial information
<b>Other WLMIS Resources</b>			
Center for Administrative Records Research and Applications (CARRA)	—	—	Conducts a variety of research using administrative data

### National Center for Health Workforce Analysis

Resource	Freq.	Geog.*	Key Data
<b>Workforce Characteristics</b>			
Area Health Resources Files (AHRF)	Varies by Source	County	Health workforce data compiled from a variety of sources
National Sample Survey of Registered Nurses (NSSRN)	Quadrennial	State	Trends and projections of the future supply of nursing resources
National Sample Survey of Nurse Practitioners (NSSNP)	2012	National	Estimates for the nurse practitioner workforce
Nursing Health Workforce Modeling Tool	—	State	Tool for analyzing and predicting supply and demand for nurses

### Bureau of Labor Statistics

Resource	Freq.	Geog.*	Key Data
<b>Federal-State Collaborative Programs</b>			
Local Area Unemployment Statistics (LAUS)	Monthly	City	Employment and unemployment for smaller areas
Occupational Employment Statistics (OES)	Annual	MSA	Annual nonfarm jobs held, by occupation and industry
Current Employment Statistics (CES)	Monthly	MSA	Monthly nonfarm jobs held by industry
Quarterly Census of Employment and Wages (QCEW)	Quarterly	County	Quarterly jobs held, earnings, no. of establishments by industry
Employment Projections Program (EP)	Annual	National	Employment projections, with state estimates prepared by each state
<b>Workforce Characteristics</b>			
Current Population Survey (CPS): Basic Labor Force Statistics; Supplements: Contingent Workers, Displaced Workers, Job Tenure/Occupational Mobility, Veterans	Monthly	State	Employment, unemployment, labor force participation (monthly), with supplements providing additional detail on specific workforce segments on an annual, biennial, or other basis
American Time Use Survey (ATUS)	Annual	National	Amount of time spent on various activities: work, leisure, etc.
National Longitudinal Surveys (NLS)	Longitudinal	National	Repeated surveys of select groups over time on a variety of topics
<b>Occupational Characteristics</b>			
Occupational Requirements Survey (ORS)	Annual	National	Typical requirements for occupations
Occupational Outlook Handbook (OOH)	Biennial	National	Characteristics and employment outlook for hundreds of occupations
<b>Employment and Wages</b>			
Business Employment Dynamics (BED)	Quarterly	State	Job gains and losses over time
Job Opening and Labor Turnover Survey (JOLTS)	Monthly	National	Job openings, hires, and separations, labor demand gaps
National Compensation Survey (NCS)	Quarterly	MSA	Employer costs for compensation over time
Employment Cost Index (ECI)	Quarterly	MSA	Change in labor costs over time
<b>Other WLMIS Resources</b>			
Consumer Expenditure Survey (CEX)	Annual	MSA	Information on the buying habits of America's consumers
Consumer Price Index (CPI)	Monthly	MSA	Average change in prices of consumer goods and services over time
Labor Productivity and Costs (LPC) and Multifactor Productivity (MFP)	Annual/Quarterly	National	Output per labor hour (LPC) or combined inputs (MFP) by industry and sector

### National Center for Education Statistics

Resource	Freq.	Geog.*	Key Data
<b>Federal-State Collaborative Programs</b>			
Statewide Longitudinal Data Systems Grant Program (SLDS)	Rolling	School	Grants to support development of longitudinal student databases
<b>Workforce Characteristics</b>			
Common Core of Data (CCD)	Annual	School	Attendance levels for primary and secondary schools
Integrated Postsecondary Education Data System (IPEDS)	Annual	Institution	Graduation rates by program for postsecondary institutions
Baccalaureate and Beyond (B&B)	Quadrennial	Institution	Academic and labor market outcomes, by postsecondary program of study
Current Population Survey (CPS): School Enrollment Supplement	Annual	State	Demographics and school enrollment and educational attainment for elementary, secondary, and postsecondary education
Career and Technical Education (CTE) Statistics	Rolling	National	Comprehensive data on CTE from various sources
National Household Education Surveys (NHES)	Varies	National	Various topics, including non-degree credential attainment

### National Center for Science and Engineering Statistics

Resource	Freq.	Geog.*	Key Data
<b>Workforce Characteristics</b>			
Survey of Earned Doctorates (SED)	Annual	National	Education, demographics and plans for all research doctorate recipients
Survey of Doctorate Recipients (SDR)	Biennial	National	Characteristics of science, engineering and health doctorate degree holders
National Survey of College Graduates (NSCG)	Biennial	National	Labor market outcomes for postsecondary graduates

\* Smallest geographical area for which estimates/data are available.

Version 1.6.1  
February 12, 2018



Partnership for  
Transportation Innovation  
& Opportunity

March 4, 2019

The Honorable Wilbur Ross  
Secretary  
U.S. Department of Commerce  
1401 Constitution Avenue NW  
Washington, DC 20230

Ms. Ivanka Trump  
Advisor to the President  
The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

Dear Secretary Ross and Ms. Trump,

On behalf of the Partnership for Transportation Innovation and Opportunity (PTIO), we write to introduce you to our organization and offer our assistance to the National Council for the American Worker and the American Workforce Policy Advisory Board as they begin to develop recommendations around how to prepare the U.S. workforce for emerging career opportunities. Specifically, we would welcome the opportunity to consult with you, the advisory board, and representatives of the council regarding autonomous vehicles (AVs) and the future of work within the transportation industry.

PTIO – whose members include **The American Trucking Associations, Daimler, FedEx, Ford, Lyft, Toyota Motor North America, Uber, and Waymo** – was formed in June 2018 with a commitment to advance AV technology in ways that improve quality of life and economic opportunity for all Americans. We know that this is an exciting time in the transportation industry as advances in AV technology have the potential to improve the ways we connect people, goods, and services. Comprised of leaders in mobility and logistics, PTIO supports innovation in the transportation industry and the common-sense adoption of AVs. We also recognize, however, that widespread deployment of AV technology is likely to bring changes to our economy and may impact our workforce. These changes and impacts may affect communities across the country in different ways and at different times.

As an organization keenly focused on developing a research-driven understanding of the impact autonomous vehicles will have on the workforce, we are particularly interested in the council's mission to improve labor market data. PTIO is eager to learn more about your goals with respect to this effort as well as your broader mission of preparing Americans for the 21<sup>st</sup> century economy.



Partnership for  
Transportation Innovation  
& Opportunity

Thank you for your leadership on these important issues. We look forward to working with you. I can be reached directly at [kathryn@ulmanpolicy.com](mailto:kathryn@ulmanpolicy.com).

Sincerely,

Kathryn Branson  
On behalf of  
The Partnership for Transportation Innovation and Opportunity  
[kathryn@ulmanpolicy.com](mailto:kathryn@ulmanpolicy.com)

and

PTIO Founding Members

*The American Trucking Associations*  
*Daimler*  
*FedEx*  
*Ford*  
*Lyft*  
*Toyota Motor North America*  
*Uber*  
*Waymo*



Partnership for  
Transportation Innovation  
& Opportunity

## Understanding Autonomous Vehicles and the Future of Work

### *Assessing Workforce Needs In The Transition To Our AV Future*

*PTIO is a coalition of leaders in mobility and logistics committed to advancing autonomous vehicle (AV) technology in ways that improve the quality of life and economic opportunity for all Americans. Ensuring that our workforce realizes the economic gains and other benefits of this new technology requires sound and proactive public policies derived from an evidence-based understanding of the interplay between AVs and the future of work. To this end, PTIO encourages lawmakers to promote research initiatives in the areas outlined below.*

### Examining the Workforce Transition

While various existing bodies of research project that AVs will have a gradual - rather than immediate - impact on the labor force, questions persist as to how precisely AV-related job impacts will evolve over time, what existing occupations are likely to be affected, and what new occupations are likely to emerge.

- **What new job opportunities will arise from AV manufacturing and deployment?** Policymakers, educators, job trainers, and employers need this information in order to adequately prepare the workforce for these new opportunities and to target education and workforce training and upskilling efforts that can transition existing workers into future career pathways.
- **How will impacts to existing occupations vary depending on levels of automation?** Assessing changes to job tasks alongside the potential for incremental evolution of AV deployment will be critical to determining what skills will be in demand and when.
- **Are the impacts on the workforce likely to vary by region?** Determining how different deployment scenarios could impact different regional labor markets is vital to effectively preparing the regional workforce for possible outcomes and targeting workforce development efforts accordingly.
- **What is the likely timeline and trajectory for widespread AV adoption and how might they be impacted by technological, regulatory, and other factors?**  
Having a full understanding of the timeline and trajectory for widespread adoption of AV technology, including the potential for incremental evolution of AV deployment based on level of automation, can help drive the timing of education and workforce training opportunities and allow us to identify what skills will be in demand and when.

### Understanding Training Needs and Delivery

As a country, we need to know how to best prepare incumbent and new workers for AV-related career paths and identify how government, industry, educators, and other stakeholders can partner to deliver effective training and placement services for these emerging careers.



- **What occupational licensing barriers must workers overcome to transition successfully to new jobs or occupations and how can these be mitigated?** Understanding how existing job credentialing processes and skills recognition standards impact transitions into new occupations, and identifying opportunities for improvement, will be important in a quickly-changing economy.
- **What barriers do different demographic and geographic populations currently encounter when pursuing entry to a transportation or driving profession?** Understanding variations in behavior and other differences among demographic and geographic groups could help drive the design and effectiveness of future workforce development policies and programs and determine where and to which constituencies they are delivered. Identifying and addressing these obstacles now is critical so they do not deter populations from taking advantage of career opportunities related to AV advancement.
- **Which existing federal and state government-sponsored labor market programs that match individuals with work opportunities are most effective and why?** Understanding the effectiveness of existing labor market programs can help identify and bridge any gaps in delivery.
- **From a sociological and psychological perspective, what motivates or deters incumbent workers to decide whether to avail themselves of training and education resources or seek reskilling opportunities?** Understanding how individuals will respond to an evolving workplace, and what factors drive human behavior therein, is critical to facilitate a smooth transition.
- **How can current credentialing mechanisms, such as CDL training, be adapted and streamlined to evolve along with AV technology?** Learning how training for the AV workforce can align and avoid duplication with existing CDL requirements could support smoother transitions for incumbent workers.

## Studying Quality of Life Improvements

AV technology represents an opportunity to improve working conditions inherent in some driving occupations and may also help empower groups whose career opportunities have been limited by lack of transportation. While some preliminary research has been conducted in this area, further study is needed to fully assess what these improvements are and what they will mean for the labor market.

- **What are the quality-of-life benefits AVs may afford commercial drivers, both in everyday tasks and with the qualifications for entering the profession?** Such information is important to augment the current commercial driving workforce and recruit people into future AV-related opportunities.
- **How might AVs serve as an employment and economic enabler for populations who cannot drive and/or lack access to transit?** Understanding how AVs may increase mobility will help shape a broader understanding of how the technology may improve the economy as a whole.



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February 25, 2019

Ken White  
Office of Under Secretary for Economic Affairs  
Department of Commerce  
1401 Constitution Avenue, NW  
Washington, D.C. 20230

SUBJECT: March 2019 Advisory Board Meeting Public Comment

Mr. White,

Please disseminate the enclosed packets to the American Workforce Policy Advisory Board members for review.

I firmly believe this board and its purpose will do great things for the US economy and I want to help them by doing my part by bringing to their attention the difficulty's veterans face when attempting to use their education benefits to earn a private pilot certificate also known as a private pilot license.

Department of Veterans Affairs Code of Federal Regulations stand between veterans and their earned education benefits to pay for initial flight training and maximizing veteran education benefits to pay for advanced flight training. Amending specific Code of Federal Regulations pertaining to flight training will reinvigorate the US flight training economy ushering in a new era of general aviation prosperity, private airport investment, pilot growth, and job creation.

Removing veteran flight training barriers has the potential to produce 57,556 private pilot license holders, 28,778 instrument rated pilots, and 21,583 commercial rated pilots injecting \$1.1 billion into the US flight training economy creating 11,932 new jobs to support exponential pilot growth over 10 years.

Very respectfully,

A handwritten signature in black ink, appearing to read 'Charlie Loomis', written over a horizontal line.

Charlie Loomis  
CEO/President



## HOW TO INVIGORATE THE US VETERAN FLIGHT TRAINING ECONOMY: REMOVE BARRIERS TO VETERAN FLIGHT TRAINING

VETERAN FLIGHT, INC.  
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02.25.2019



## Executive Summary

Removing barriers between veterans and their earned education benefits to pay for initial flight training and maximizing veteran education benefits to pay for advanced flight training will revitalize the US flight training economy ushering in a new era of general aviation prosperity, private airport investment, pilot growth, and job creation.

**STATEMENT/PROBLEM:** Veterans want to use their education benefits to pay for initial flight training to earn a private pilot license at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools but can't due to Department of Veterans Affairs Code of Federal Regulations. The regulations are a misinterpretation of US Code, the authority for which the regulations are derived, and are directly usurping the authority of Congress.

**SOLUTION:** The American Workforce Policy Advisory Board should make the following recommendations to President Trump:

1. Amend CFR 21.4263(h)(ii)(3)(i) replacing the word "private" with "student or private".
2. Amend CFR 21.4252(c) striking out the entire section including subsections (1) and (2).
3. Amend CFR 21.4235(c)(2) to state, "VA will pay educational assistance to an eligible individual for an enrollment in an instrument rating course."
4. Force the Department of Veterans Affairs to establish a streamlined "Approval/Disapproval" flight training request process based on US Codes 3034(d)(2), 3680A(a)(3), and 3680A(b).

### ECONOMIC OUTCOMES:

US ECONOMIC IMPACT OF VETERAN FLIGHT TRAINING 2019 - 2028*/*	
Additional Revenue*	\$1.1 billion
New Private Pilots**	57,556
New Instrument Rated Pilots***	28,778
New Commercial Rated Pilots****	21,583
New Jobs Created*****	11,932

\*Calculation based on maximum fiscal year VA vocational flight training benefits of \$13,526.81 factoring new private pilot license holder, instrument rated pilot and commercial rated pilot growth over a 10-year period.

\*\*Calculation based on polling data that suggests 30% of veterans are interested in learning to fly with 10% of those interested in earning a private pilot license. National average is 20% initial flight training completion rate.

\*\*\*Calculation based on 50% of new private pilot license holders obtaining an instrument rating 1 year after private pilot certification.

\*\*\*\*Calculation based on 75% of new instrument rated pilots obtaining a commercial rating 1 year after instrument rating certification.

\*\*\*\*\*Calculation based on Council of Economic Advisors (CEA) estimates: 1 job per \$92,000 of new revenue. New jobs will include instructor pilots, aircraft maintenance technicians (A&P) and airfield maintenance sustainment.

\*/\*Calculation based on Active Duty, National Guard, and Reserve population.



## US Veteran Flight Training Economic Impact

STATE	MILITARY POPULATION*	NEW PRIVATE PILOTS**	JOBS CREATED***	FLIGHT TRAINING REVENUE****
Alabama	29,026	871	181	\$16,607,998
Alaska	24,211	726	151	\$13,852,968
Arizona	32,663	980	203	\$18,689,005
Arkansas	15,897	477	99	\$9,095,892
California	190,160	5,705	1,183	\$108,805,105
Colorado	49,013	1,470	305	\$28,044,092
Connecticut	11,419	343	71	\$6,533,685
Delaware	8,490	255	53	\$4,857,779
DC	13,953	419	87	\$7,983,580
Florida	94,288	2,829	586	\$53,949,388
Georgia	88,521	2,656	551	\$50,649,646
Hawaii	49,347	1,480	307	\$28,235,199
Idaho	8,658	260	54	\$4,953,905
Illinois	44,100	1,323	274	\$25,232,989
Indiana	20,130	604	125	\$11,517,915
Iowa	11,387	342	71	\$6,515,375
Kansas	33,599	1,008	209	\$19,224,562
Kentucky	45,817	1,375	285	\$26,215,416
Louisiana	35,580	1,067	221	\$20,358,044
Maine	4,716	141	29	\$2,698,385
Maryland	49,187	1,476	306	\$28,143,651
Massachusetts	52,093	1,563	324	\$29,806,396
Michigan	17,471	524	109	\$9,996,498
Minnesota	19,582	587	122	\$11,204,362
Mississippi	26,109	783	162	\$14,938,959
Missouri	34,430	1,033	214	\$19,700,041
Montana	7,812	234	49	\$4,469,844
Nebraska	12,633	379	79	\$7,228,307
Nevada	18,008	540	112	\$10,303,756
New Hampshire	5,086	153	32	\$2,910,090
New Jersey	25,099	753	156	\$14,361,061
New Mexico	17,263	518	107	\$9,877,485

\*Active Duty, National Guard and Reserve service members per state.

\*\*Calculation base on polling data that 30% of veterans are interested in learning to fly with 10% earning a private pilot license. Average is 20% complete initial flight training.

\*\*\*Calculation based on Council of Economic Advisors (CEA) estimates: 1 job per \$92,000 of new revenue.

\*\*\*\*Maximum fiscal year VA vocational flight training benefits of \$13,526.81 x new veteran pilot.

## US Veteran Flight Training Economic Impact cont.

STATE	MILITARY POPULATION*	NEW PRIVATE PILOTS**	JOBS CREATED***	FLIGHT TRAINING REVENUE****
New York	50,824	1,525	316	\$29,080,304
North Carolina	129,049	3,871	803	\$73,838,820
North Dakota	11,603	348	72	\$6,638,965
Ohio	34,727	1,042	216	\$19,869,977
Oklahoma	32,468	974	202	\$18,577,430
Oregon	11,327	340	70	\$6,481,044
Pennsylvania	34,352	1,031	214	\$19,655,411
Rhode Island	7,562	227	47	\$4,326,800
South Carolina	50,426	1,513	314	\$28,852,578
South Dakota	7,833	235	49	\$4,481,859
Tennessee	20,919	628	130	\$11,969,363
Texas	173,118	5,194	1,077	\$99,054,071
Utah	15,932	478	99	\$9,115,918
Vermont	4,179	125	26	\$2,391,126
Virginia	117,084	3,513	728	\$66,992,726
W Virginia	8,393	252	52	\$4,802,278
Wisconsin	15,504	465	96	\$8,871,026
Wyoming	5,950	179	37	\$3,404,451
Washington	65,731	1,972	409	\$37,609,741
US TERRITORIES				
Guam	8,041	241	50	\$4,600,872
Micronesia	1,250	38	8	\$715,221
Palau	500	15	3	\$286,088
Northern Mariana Island	685	21	4	\$391,941
American Samoa	975	29	6	\$557,872
US Virgin Island	4,346	130	27	\$2,486,680
Puerto Rico	10,000	300	62	\$5,721,766
<b>TOTAL</b>	<b>1,918,526</b>	<b>57,556</b>	<b>11,932</b>	<b>\$1,097,735,708</b>

\*Active Duty, National Guard and Reserve service members per state.

\*\*Calculation base on polling data that 30% of veterans are interested in learning to fly with 10% earning a private pilot license. Average is 20% complete initial flight training.

\*\*\*Calculation based on Council of Economic Advisors (CEA) estimates: 1 job per \$92,000 of new revenue.

\*\*\*\*Maximum fiscal year VA vocational flight training benefits of \$13,526.81 x new veteran pilot.

## US Veteran Flight Training Economic Impact

\$1.1 billion revenue and 11,932 jobs created



## US Veteran Flight Training Economic Impact INFO GRAPHIC

## Code of Federal Regulations (CFR) 21.4263

CFR 21.4263(h)(ii)(3)(i) governs document management of for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools providing flight training to eligible veterans, servicemembers, or reservists.

REGULATION: 38 CFR § 21.4263 - Approval of flight training courses.

(h) *Nonaccredited courses* -

(ii) All ground school training connected with the course must be in residence under the direction and supervision of a qualified instructor providing an opportunity for interaction between the students and the instructor. Simply making provision for having an instructor available to answer questions does not satisfy this requirement.

(3) A flight school must keep at a minimum the following records for each eligible veteran, servicemember, or reservist pursuing flight training:

(i) A copy of his or her private pilot certificate;

PROBLEM/STATEMENT: This regulation automatically precludes for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools from offering initial flight training certification also referred to as a private pilot license. Since the flight school must keep a private pilot certificate on record while providing flight training which an initial flight training student doesn't possess, flight schools can't abide by CFR 21.4263(h)(ii)(3)(i); therefore, Federal Aviation Administration and Department of Veterans Affairs approved commercial flight school may not provide initial flight training to veterans, service members, or reservists using veteran education benefits.

SOLUTION: President Trump should amend CFR 21.4263(h)(ii)(3)(i) replacing the word "private" with "student or private".

AMEND CFR TO STATE: (i) A copy of his or her student or private pilot certificate;

RESULT: Amending CFR 21.4263(h)(ii)(3)(i) will remove a regulatory obstacle authorizing 336 for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools to offer a State Approving Agency authorized private pilot course of training.

<https://www.law.cornell.edu/cfr/text/38/21.4263>



## Code of Federal Regulations (CFR) 21.4252

CFR 21.4252(c)(1) prohibits the use of veteran education benefits to pay for an initial private pilot course of training at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools.

REGULATION: 38 CFR § 21.4252 - Courses precluded; erroneous, deceptive, or misleading practices.

(c) *Flight training.* The Department of Veterans Affairs may approve an enrollment in any of the following types of courses of flight training if an institution of higher learning offers the course for credit toward the standard college degree the veteran or eligible person is pursuing. The Department of Veterans Affairs otherwise will not approve an enrollment in:

- (1) A course of flight training to obtain a [private pilot's license](#) or equivalent level training; or
- (2) Any course of flight training under Chapter 35.

PROBLEM/STATEMENT: This regulation automatically precludes the Department of Veterans Affairs from approving initial flight training using veteran education benefits at for-profit Federal Aviation Administration and Department of Veterans Affairs authorized commercial flight schools. CFR 21.4252(c)(1)'s authority is derived from US Code Title 38 Section 3034(d)(2) but the regulation is a misunderstanding of US Code. Initial flight training is authorized at for-profit commercial flight schools per US Code but CFR 21.4252(c)(1) automatically denies a veteran's flight training request requiring veterans to take extraordinary measures to challenge the VA's decision. This CFR nullifies US Code statute.

SOLUTION: President Trump should amend CFR 21.4252(c) striking out the entire section including subsections (1) and (2).

AMEND CFR TO STATE: ~~(c) Flight training. The Department of Veterans Affairs may approve an enrollment in any of the following types of courses of flight training if an institution of higher learning offers the course for credit toward the standard college degree the veteran or eligible person is pursuing. The Department of Veterans Affairs otherwise will not approve an enrollment in: (1) A course of flight training to obtain a private pilot's license or equivalent level training; or (2) Any course of flight training under Chapter 35.~~

RESULT: Amending CFR 21.4252(c) will remove a regulatory obstacle preventing the Department of Veterans Affairs from automatically disapproving initial flight training requests using veteran education benefits at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools offering a State Approving Agency authorized private pilot course of training.

<https://www.law.cornell.edu/cfr/text/38/21.4252>

## Code of Federal Regulations (CFR) 21.4235

CFR 21.4235(c)(2) requires simultaneous enrollment of an instrument rating course and commercial rating course at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools.

REGULATION: 38 CFR § 21.4235 - Programs of education that include flight training.

(c) Pursuit of flight courses.

(2) VA will pay educational assistance to an eligible individual for an enrollment in an instrument rating course only if the individual simultaneously enrolls in a course required for a commercial pilot certificate for the category for which the instrument rating course is pursued or if, at the time of enrollment in the instrument rating course, the individual has a commercial pilot certificate issued by the Federal Aviation Administration for such category. The enrollment in an instrument rating course alone does not establish that the individual is pursuing a vocational objective, as required for VA purposes, since that rating equally may be applied to an individual's private pilot certificate, only evidencing an intent to pursue a non-vocational objective.

PROBLEM/STATEMENT: This regulation provides the Department of Veterans Affairs with the latitude to limit education benefit payments to one (1) fiscal year to pay for two courses of flight training. Limiting education benefits to one (1) fiscal year to pay for both courses decreases the amount of education benefits veterans may use toward their educational goals while increasing veteran out of pocket expenses to complete flight training.

SOLUTION: President Trump should amend CFR 21.4235(c)(2) striking out the majority of CFR 21.4235(c)(2).

AMEND CFR TO STATE: (2) VA will pay educational assistance to an eligible individual for an enrollment in an instrument rating course.

RESULT: Amending CFR 21.4235(c)(2) will allow veterans to pay for an instrument rating course and commercial rating course separately applying a veteran's maximum fiscal year education benefits of \$13,526.81, established by US Code Title 38 Section 3313(g)(3)(C)(i)(II)(aa), toward each individual course of flight training. Amending this CFR will decrease veteran out of pocket expenses between \$9000 - \$12,000 to earn a commercial rating certification.

# Streamline the VA Flight Training Request Process

US Code Title 38 Sections 3034(d)(2), 3680A(b), and 3680A(a)(3) are statutes governing veteran flight training. The statutes provide a logical path for veterans to secure initial flight training at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools using their education benefits with a caveat. Veterans must commit to an absolute “Approval/Disapproval” process as out lined in US Code and affirmed in the 1949 U.S. Court of Appeals for the District of Columbia Circuit case of Slocumb v. Gray.

US CODES governing veteran flight training:

- 3034(d)(2): The veteran must possess a private pilot certification prior to enrolling in a flight training course of study. If the veteran doesn’t possess a private pilot certification, the veteran may apply for initial flight training per 3680A(b).
- 3680A(b): Veteran flight training is limited to institutions of higher learning “Except to the extent otherwise specifically provided in this title”.
- 3680A(a)(3): Veterans may submit justification to the Secretary of Veterans Affairs as to why an avocational or recreational course of training, such as private pilot training, should be approved.

**PROBLEM/STATEMENT:** Department of Veterans Affairs regulation CFR 21.4263(h)(ii)(3)(i) automatically denies initial flight training requests at for-profit Federal Aviation Administration and Department of Veterans Affairs approved commercial flight schools. The automatic denial requires veterans to challenge the VA using the appeals process which is extensive and daunting. Achieving resolution on the first appeal could take years. If the veteran isn’t satisfied with the appeals board decision, challenging the board will add more years to the appeals process and will require the involvement of a solicitor at the veteran’s expense. This process isn’t in harmony with the US Code governing veteran flight training. It, for all intense and purposes, is an effort to deny veterans their education benefits.

**SOLUTION:** The Department of Veterans Affairs should establish a veteran flight training request process external to the standard appeals process with the understanding that the Secretary of Veterans Affairs decision is final. The “Approval/Disapprove” process will only apply toward veterans wishing to earn a private pilot certificate at for-profit Federal Aviation Administration and Department of Veterans Affairs approve commercial flight schools.

**RESULT:** Streamlining the Veterans Affairs flight training request process will provide veterans an absolute decision in less than a month as to the disposition of their initial flight training request. It will correct current regulation that runs counter to US Code and will potentially reverse the declining private pilot population rebuilding the US flight training pilot base.

# United States Code

## 38 USC 3034: Program Administration

Text contains those laws in effect on August 7, 2018

From Title 38 – VETERANS BENEFITS PART III – READJUSTMENT AND RELATED BENEFITS  
CHAPTER 30 – ALL – VOLUNTEER FORCE EDUCATIONAL ASSISTANCE PROGRAM SUBCHAPTER IV  
– TIME LIMITATION FOR USE OF ELIGIBILITY AND ENTITLEMENT; GENERAL AND ADMINISTRATIVE PROVISIONS

### §3034. Program administration

(d) The Secretary may approve the pursuit of flight training (in addition to a course of flight training that may be approved under section 3680A(b) of this title) by an individual entitled to basic educational assistance under this chapter, if-

- (1) such training is generally accepted as necessary for the attainment of a recognized vocational objective in the field of aviation;
- (2) the individual possesses a valid private pilot certificate and meets, on the day the individual begins a course of flight training, the medical requirements necessary for a commercial pilot certification; and
- (3) the flight school courses are approved by the Federal Aviation Administration and are offered by a certified pilot school that possesses a valid Federal Aviation Administration pilot school certificate.

<http://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title38-section3034&num=0&edition=prelim>

## 38 USC 3680A: Disapproval of enrollment in certain courses

Text contain those laws in effect on August 7, 2018

From Title 38 – VETERANS BENEFITS PART III – READJUSTMENT AND RELATED BENEFITS  
CHAPTER 36 – ADMINISTRATION OF EDUCATIONAL BENEFITS SUBCHAPTER II – MISCELLANEOUS PROVISIONS

### §3680A. Disapproval of enrollment in certain courses

(b) Except to the extent otherwise specifically provided in this title or chapter 106 of title 10, the Secretary shall not approve the enrollment of an eligible veteran in any course of flight training other than one given by an educational institution of higher learning for credit toward a standard college degree the eligible veteran is seeking.

### §3680A. Disapproval of enrollment in certain courses

(a) The Secretary shall not approve the enrollment of an eligible veteran in any of the following: (3) Any type of course which the Secretary finds to be avocational or recreational in character (or the advertising for which the Secretary finds contains significant avocational or recreational themes) unless the veteran submits justification shows that the course will be of bona fide use in the pursuit of the veteran's present or contemplated business or occupation.

<http://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title38-section3680A&num=0&edition=prelim>



## Slocumb v. Gray

EXECUTIVE SUMMARY: Education or training for the purpose of teaching a veteran to fly or related aviation courses in connection with his present or contemplated business or occupation shall not be considered avocational or recreational. All decisions rendered by the Administrator [Secretary] of Veterans Affairs shall be final and conclusive on all questions of law and fact.

Slocumb v. Gray et al, 179 F.2d 31 (D.C. Cir. 1949)

U.S. Court of Appeals for the District of Columbia Circuit - 179 F.2d 31 (D.C. Cir. 1949)

Argued June 14, 1949

Decided December 5, 1949

<https://law.justia.com/cases/federal/appellate-courts/F2/179/31/344256/>

Mr. William A. Roberts, Washington, D. C., with whom Mr. Robert E. McLaughlin and Mrs. Irene Kennedy, Washington, D. C., were on the brief, for appellant.

Mr. David A. Turner, Assistant Associate Solicitor, Washington, D. C., with whom Messrs. Edward E. Odom, Solicitor, George P. Hughes, Assistant Solicitor, Veterans Administration, George Morris Fay, United States Attorney, Joseph M. Howard and Ross O'Donoghue, Assistant United States Attorneys, Washington, D. C., were on the brief, for appellees.

Before WILBUR K. MILLER and PRETTYMAN, Circuit Judges, and HOLTZOFF, District Judge, sitting by designation.

WILBUR K. MILLER, Circuit Judge.

Willie G. Slocumb, a veteran of World War II and a licensed commercial photographer, applied on April 19, 1948, to a regional office of the Veterans Administration for permission to take a course in flight training under the provisions of the Servicemen's Readjustment Act of 1944, as amended, 58 Stat. 284, 59 Stat. 463, 59 Stat. 623, 60 Stat. 299, 38 U.S.C.A. § 693 et seq., 58 Stat. 287, 38 U.S.C.A. § 701(f). He told the regional office he wished to learn to fly in order to become a commercial aerial photographer.

An appropriation act<sup>1</sup> approved June 30, 1948, provided funds to pay for the education and training of veterans authorized by Title II of the Readjustment Act, but also provided that no part of the appropriation should be expended for courses determined by the Administrator to be avocational or recreational. That limitation was itself limited, however, by this stipulation:

*"\* \* \* For the purpose of this proviso, education or training for the purpose of teaching a veteran to fly or related aviation courses in connection with his present or contemplated business or occupation shall not be considered avocational or recreational."*

Simultaneously with the effective date of the appropriation act, the Administrator of Veterans Affairs promulgated a regulation which he termed "Instruction No. 1", which included the following:

"An elementary flight or private pilot course or a commercial pilot course elected by a veteran in an approved school shall not be considered avocational or recreational in character if the veteran submits to the regional office (1) complete justification that such course is in connection with his present or contemplated business or occupation and (2) satisfactory evidence that he is physically qualified to obtain the type of license which will enable him to attain his employment objective. Such justification and evidence must be submitted to and approved by the regional office prior to his entrance into training."

Under date of July 16, 1948, the regional office wrote to the appellant advising him of the limitation placed by the statute and regulation on expenditure of the appropriation and adding:

*"\* \* \* The justification, which you submitted along with Veterans Administration Form 7-1905e, does not appear adequate."*

*"If you so desire, you may request an appointment to obtain advisement and guidance for final determination to be made as to whether or not you will be allowed to pursue this course of training."*

*"If you desire advisement and guidance, you should contact the Veterans Administration Office, Norfolk, Virginia, for an appointment to obtain counseling and, at that time, a final determination will be made in your case."*

Pursuant to this suggestion the appellant went to Norfolk on August 24, 1948, and took a series of aptitude and psychological tests, and, as his complaint says:

*"\* \* \* on this occasion he described in detail the fact that he earns a substantial part of his livelihood as a licensed commercial photographer, that he has on several occasions made aerial photographs for hire, and that he wishes to make a career of aerial commercial photography; \* \* \*."*

The decisions of the regional office of the Veterans Administration was communicated to Slocumb by the following letter, dated September 16, 1948:

*"Further reference is made to your request to enroll in the above-named course. You have received educational and vocational guidance. Consideration has been given to all the evidence submitted in your case, including the additional evidence developed through the Advisement and Guidance procedures, and it is determined that you have not established that the above-named course is in connection with your present or contemplated business, or occupation or educational objective. Therefore, your request to enroll in this course is disapproved."*

*"If you have no further evidence to submit but have substantial reason to believe that the decision is not in accordance with the law and the facts in your case, you may appeal to the Administrator of Veterans Affairs at any time within 1 year from the date of this letter. If you wish to appeal, you should so inform this office, and you will be furnished with VA Form P-9 for that purpose."*

Without availing himself of the right of appeal to the Administrator, the appellant sued that officer, two of his assistants and the Director of Training Facilities of the Veterans Administration, in the United States District Court for the District of Columbia. The complaint, which purported to be on behalf of Slocumb and all others similarly situated, attacked the regulation known as Instruction No. 1 as being an unauthorized modification of the statute pursuant to which it was promulgated and, therefore, illegal and void. The attack was based on the theory that the Administrator must accept appellant's "bonafide declaratory statement", if unrebutted, and that by requiring "complete justification" the regulation nullified the statute. This appears from the prayer of the complaint which was for a preliminary and then a permanent injunction against the appellees, and those acting for them, for the purpose of

*"(a) Restraining and enjoining them from enforcing or giving effect to Instruction No. 1, promulgated by the Veterans Administration under Public Law 862, 80th Congress, in any and all relations to applications for flight training under the Readjustment Act; and*

*"(b) Requiring them to comply with the terms of the Proviso related to readjustment benefits in the said Public Law 862 of the 80th Congress by accepting a bonafide declaratory statement of an applicant for flight training that the course is to be used in connection with his present or contemplated business or occupation as sufficient evidence, in the absence of a rebuttal by the Veterans Administration, to remove the veteran's application from the operation of the said Proviso."*

The District Court dismissed for lack of jurisdiction.

The Administrator, in using the layman's expression "complete justification", could have meant no more than "convincing evidence", and we attribute that meaning to the term. Since he was the person to be convinced, it was his right and duty in this case, as in all others, to say whether the evidence submitted was convincing to him; and, under the mandate of Congress, his answer may not be reviewed by any court.

The proviso in the appropriations act upon which appellant relies does not declare, without reservation, that education or training for the purpose of teaching a veteran to fly shall not be considered avocational or recreational. It qualifies the declaration in this fashion:

*"\* \* \* education or training for the purpose of teaching a veteran to fly \* \* \* in connection with his present or contemplated business or occupation shall not be considered avocational or recreational." (Emphasis supplied.)*

Consequently, whether a desired course in aviation will be in connection with the applying veteran's "present or contemplated business or occupation", is a question which must be answered in each case. Congress of course knew the duty of making such decisions would fall upon the Administrator [Secretary]. Yet it established no standards to govern the quantity or quality of proof to be required as a basis for the determination.

When the Administrator provided by regulation that an applying veteran must submit "complete justification that such course is in connection with his present or contemplated business or occupation", he was simply setting up a standard which the statute omitted to supply. Had the regulation not been adopted, the Administrator could, nevertheless, follow the same rule in each case as it arose; and use of the standard on an ad hoc basis would then unmistakably be a step in his decisional process, and therefore would not be open to judicial review.<sup>2</sup> We see no difference in the two methods, so we conclude that this regulation is not subject to judicial scrutiny. It in no way enlarges, restricts or modifies the scope of the statute but is in harmony with it, since it has to do with a matter which was legislatively left to the Administrator's discretion.

Appellant says, "that notwithstanding immunity from judicial review of such action [the Administrator's ultimate disposition of the matter], however arbitrary or unjust, the Administrator may not by regulation nullify the very statute under which he is required to proceed." The regulation here involved does not in any sense nullify the statute but rather supplements it. Nor is it, in our view, arbitrary or unjust.

In disclaiming jurisdiction, the District Court properly relied upon 38 U.S.C.A. § 705, which says:

"All decisions rendered by the Administrator of Veterans Affairs under the provisions of \* \* \* this title and \* \* \* of Title 5 or the regulations issued pursuant thereto, shall be final and conclusive on all questions of law and fact, and no \* \* \* court \* \* \* shall have jurisdiction to review by mandamus or otherwise any such decision."<sup>3</sup>

In addition, reliance was placed upon 38 U.S.C.A. § 11a — 2, which repeats that, with certain exceptions not here relevant, the Administrator's decision on all questions of law and fact concerning a claim for Veterans benefits shall be conclusive and not subject to review.<sup>4</sup> Under these enactments, the District Court lacked jurisdiction to review the merits of the Administrator's decision on appellant's application,<sup>5</sup> had the administrative proceeding progressed far enough to reach him. Moreover, the authority of Congress to withhold judicial review here is now beyond question.<sup>6</sup> Veterans benefits are mere gratuities and "the grant of them creates no vested right."<sup>7</sup> "The United States is not, by the creation of claims against itself, bound to provide a remedy in the courts."<sup>8</sup>

We accept the appellant's statement that he is attacking the regulation and not the ruling; and, for the reasons given, we hold the regulation valid. He is not permitted by the statute to attack the ruling, whether made at the intermediate or final administrative level, so we need not consider the effect of appellant's obvious failure to exhaust the administrative process.

- 1 - The Supplemental Independent Offices Appropriation Act, 1949, 62 Stat. 1201
- 2 - Compare Work v. United States ex rel. Rives, 1925, 267 U.S. 175, at pages 181-182, 45 S. Ct. 252, at page 254, 69 L. Ed. 561, where the Supreme Court said: "\* \* \* Congress did not wish to create a legal claim. It was not dealing with vested rights. It did not \* \* \* make the losses recoverable in a court, but expressly provided otherwise. \* \* \* It hedged the granting of the equitable gratuity with limitations to prevent the use of the statute for the recovery of doubtful or fraudulent claims or merely speculative losses. It vested the Secretary with power to reject all losses except as he was satisfied that they were just and equitable and it made his decision conclusive and final. Final against whom? Against the claimant. He could not resort to court to review the Secretary's decision. This was expressly forbidden." (Emphasis supplied.)
- 3 - 48 Stat. 9, ch. 3, Title I, § 5 (1933). This provision was made applicable to the Servicemen's Readjustment Act by 38 U.S.C.A. § 697
- 4 - 54 Stat. 1197, § 11 (1940)
- 5 - Snauffer v. Stimson, 1946, 81 U.S.App.D. C. 110, 155 F.2d 861; Van Horne v. Hines, 1941, 74 App.D.C. 214, 122 F.2d 207, certiorari denied 1941, 314 U.S. 689, 62 S. Ct. 360, 86 L. Ed. 552
- 6 - Van Horn v. Hines, supra; Barnett v. Hines, 1939, 70 App.D.C. 217, 105 F.2d 96, certiorari denied 1939, 308 U.S. 573, 60 S. Ct. 88, 84 L. Ed. 480
- 7 - Lynch v. United States, 1934, 292 U.S. 571, 577, 54 S. Ct. 840, 842, 78 L. Ed. 1434
- 8 - Dismuke v. United States, 1936, 297 U.S. 167, 171, 56 S. Ct. 400, 403, 80 L. Ed. 561

## Veteran Flight Organizational Background

Veteran Flight, Inc., is a Georgia based 501(C)(3) nonprofit established in 2017 with the intent of removing barriers between veterans and their ability to use their education benefits to learn to fly. The organization firmly believes veterans should determine their own career course. Current US Code and the Code of Federal Regulations hinder veteran job prospects by intentionally throttling education benefits for vocational flight training making it practically impossible for non-pilot veterans to enter the aviation sector as pilots. This problem led to the creation of Veteran Flight.

This organization has a simple beginning. The founder, Charles Loomis, wanted to use his education benefits to fill gaps in his military experience to meet a job qualification requirement for employment. What he discovered was a figurative roadblock denying him access to his education benefits which led to a dark period during and after his military transition. Understanding that his problem wasn't unique, he reached out to other veterans and discovered a flight training demand among the veteran population that is suppressed by established law and bureaucratic interference. Since these roadblocks were intentionally erected, they can be intentionally removed.

Veteran Flight has two missions: (1) Produce veteran pilots and (2) Help veteran pilots build flight time. The first mission removes legislative barriers allowing veterans to use their education benefits to learn to fly and thus will produce veteran pilots. Upon the success of the organization's first mission, Veteran Flight will immediately transition to its second mission of helping veterans build flight hours. Securing employment as an aviator requires both certification and flight hours. Veteran Flight's missions support both requirements for employment.

The organization has four goals in order of importance and priority:

- 1: Amend US Code Title 38 Section 3034(d)(2)
- 2: Amend Code of Federal Regulations Title 38 Section 21.4252(c)
- 3: Amend Code of Federal Regulations Title 38 Section 21.4235(c)(2)
- 4: Amend US Code Title 38 Section 3313(g)(3)(C)(i)(II)(aa)

Achieving all four goals will produce outstanding results for US veterans: 57,556 private pilot license holders, 28,778 instrument rated pilots, and 21,583 commercial rated pilots. The US flight training economy will see its revenue increase \$1.3 billion creating 14,312 jobs to support exponential pilot growth. Our success will remove barriers, but it's up to veterans to take advantage of the opportunity this organization offers.

Veteran Flight, Inc., doesn't make veteran pilots; We enable veterans to become pilots by removing obstacles that hinder self-realization.



## Veteran Flight Leadership Biography

### Charles G. Loomis

Veteran Flight Executive Leadership: **CEO and President**

Charles G. Loomis is the Chief Executive Officer and President of Veteran Flight, Inc., a Georgia based 501(C)(3) nonprofit.

Loomis is responsible for providing the direction of Veteran Flight, Inc., managing resources and is the primary point of contact for the organization. He has actively promoted the need to reform United States Code and Code of Federal Regulations as they pertain to veteran education benefits and flight training since the organization's founding in 2017.



Most recent activities include meeting with members of the US Senate and House of Representatives to sponsor legislation removing the specific obstacles between veterans and their earned education benefits.

Born in 1975 in Paradise, California, Loomis enlisted in the United States Air Force in 1995 and retired in 2015 after 20 years of service. He was awarded two Bronze Star medals for service in Afghanistan and Iraq as well as an Army Commendation medal and USAF Commendation medal. Loomis earned a bachelor's degree from American Military University in 2014 in Intelligence Studies with a concentration in Data Collection and Analysis. During his enlistment, Loomis was an F-15 Eagle Avionics Technician for 8 years and a Tactical Air Control Party Joint Terminal Attack Controller for 12 years directing air strikes in support of Army operations. His additional responsibilities included tracking the worldwide deployable mobility status of hundreds of service members and thousands of pieces of equipment worth over \$4.3 million. He currently resides in Richmond Hill, GA with his wife and 3 children.

# DD Form 214 Proof of Military Service – Charles Loomis

CAUTION: NOT TO BE USED FOR IDENTIFICATION PURPOSES		THIS IS AN IMPORTANT RECORD. SAFEGUARD IT.		ANY ALTERATIONS IN SHADED AREAS RENDER FORM VOID	
<b>CERTIFICATE OF RELEASE OR DISCHARGE FROM ACTIVE DUTY</b> This Report Contains Information Subject to the Privacy Act of 1974, As Amended.					
1. NAME (Last, First, Middle) LOOMIS CHARLES GLENN		2. DEPARTMENT, COMPONENT AND BRANCH AIR FORCE-REGAF		3. SOCIAL SECURITY NUMBER 572 35 5748	
4a. GRADE, RATE OR RANK TSG	b. PAY GRADE E6	5. DATE OF BIRTH (YYYYMMDD) 19750311	6. RESERVE OBLIGATION TERMINATION DATE (YYYYMMDD) N/A		
7a. PLACE OF ENTRY INTO ACTIVE DUTY OAKLAND CA		b. HOME OF RECORD AT TIME OF ENTRY (City and state, or complete address if known) CHICO CA			
8a. LAST DUTY ASSIGNMENT AND MAJOR COMMAND 15 AIR SUPT OPNS SQ (ACC)			b. STATION WHERE SEPARATED JBSA RANDOLPH TX		
9. COMMAND TO WHICH TRANSFERRED N/A			10. SGLI COVERAGE <input type="checkbox"/> NONE AMOUNT: \$400,000		
11. PRIMARY SPECIALTY (List number, title and years and months, in specialty. List additional specialty numbers and titles involving periods of one or more years.)  J1C471, PARACHUTIST, TACTICAL AIR CONTROL PARTY (TACP), 8 YEARS AND 5 MONTHS; 2A354, FIGHTER AIRCRAFT INTEGRATED AVIONICS, 8 YEARS AND 4 MONTHS; 1C471, TACTICAL AIR CONTROL PARTY (TACP), 3 YEARS AND 1 MONTH.		12. RECORD OF SERVICE			
		a. DATE ENTERED AD THIS PERIOD		YEAR(S)	MONTH(S)
		b. SEPARATION DATE THIS PERIOD		2015	FEB
		c. NET ACTIVE SERVICE THIS PERIOD		20	00
		d. TOTAL PRIOR ACTIVE SERVICE		00	00
		e. TOTAL PRIOR INACTIVE SERVICE		00	05
		f. FOREIGN SERVICE		10	07
		g. SEA SERVICE		00	00
		h. INITIAL ENTRY TRAINING		1995	MAR
		i. EFFECTIVE DATE OF PAY GRADE		2007	OCT
13. DECORATIONS, MEDALS, BADGES, CITATIONS AND CAMPAIGN RIBBONS AWARDED OR AUTHORIZED (All periods of service) Bronze Star with 1 Oak Leaf Cluster, Air Force Commendation Medal, Army Commendation Medal, Meritorious Unit Award with 4 Oak Leaf Clusters, AF Outstanding Unit Award with 4 Oak Leaf Clusters, AF Good Conduct Medal with 8 Oak Leaf Clusters, National Defense Service Medal with 1 Service Star. //See Remarks//		14. MILITARY EDUCATION (Course title, number of weeks, and month and year completed) AF BASIC MILITARY TRG, APR 1995; (W4J) ELEC PRINCIPLES (LTC), JUN 1995; (XEU) F-15 (MRT) AVI INST & FLT CNTL SYS APPR, SEP 1995; AIRMAN LEADERSHIP SCHOOL (RESIDENCE), DEC 2000; (XQWV) F15 AVIONIC SYSTEMS CRAFTSMAN, OCT 2002; (0NU) TACTICAL AIR COMMAND AND CONTROL APR, AUG 2003; //SEE REMARKS//			
15a. COMMISSIONED THROUGH SERVICE ACADEMY				YES	X NO
b. COMMISSIONED THROUGH ROTC SCHOLARSHIP (10 USC Sec 2107b)				YES	X NO
c. ENLISTED UNDER LOAN REPAYMENT PROGRAM (10 USC Chap 109) (if yes, years of commitment)				YES	X NO
16. DAYS ACCRUED LEAVE PAID 0	17. MEMBER WAS PROVIDED COMPLETE DENTAL EXAMINATION AND ALL APPROPRIATE DENTAL SERVICES AND TREATMENT WITHIN 90 DAYS PRIOR TO SEPARATION			YES	NO
18. REMARKS ITEM 13: Armed Forces Expeditionary Medal with 1 Service Star, Iraq Campaign Medal with 2 Service Stars, Global War on Terrorism Service Medal, AF Overseas Ribbon Short, AF Overseas Ribbon Long with 2 Oak Leaf Clusters, Air Force Expeditionary Service Ribbon with 1 Oak Leaf Cluster, AF Longevity Service with 3 Oak Leaf Clusters, USAF NCO PME Graduate Ribbon with 1 Oak Leaf Cluster, Small Arms Expert Marksmanship Ribbon (Rifle), AF Training Ribbon. ITEM 14: (13R) TERMINAL ATTACK CONTROLLER COURSE, JAN 2006; (TCO) TACTICAL AIR COMMAND AND CONTROL CRAFTSMAN, APR 2006; (A9M) AIRBORNE (2E-SISP/SQI7011-SQIP), JUL 2006; NCO ACADEMY (RESIDENCE), OCT 2012; (Y13) SORTS DATA HANDLER, APR 2014. Subject to recall to active duty by the Secretary of the Air Force. NOTHING FOLLOWS The information contained herein is subject to computer matching within the Department of Defense or with any other affected Federal or non-Federal agency for verification purposes and to determine eligibility for, and/or continued compliance with, the requirements of a Federal benefit program.					
19a. MAILING ADDRESS AFTER SEPARATION (include ZIP Code) 130 BAILEY PLANTATION DRIVE RICHMOND HILL GA 31324		b. NEAREST RELATIVE (Name and address - include ZIP Code) JENNIFER LOOMIS 130 BAILEY PLANTATION DRIVE RICHMOND HILL GA 31324			
20. MEMBER REQUESTS COPY 6 BE SENT TO (Specify state/locality) <u>GA</u> OFFICE OF VETERANS AFFAIRS				X	YES NO
a. MEMBER REQUESTS COPY 3 BE SENT TO THE CENTRAL OFFICE OF THE DEPARTMENT OF VETERANS AFFAIRS (WASHINGTON, DC)				X	YES NO
21a. MEMBER SIGNATURE MEMBER NOT AVAILABLE TO SIGN	b. DATE (YYYYMMDD) N/A	22a. OFFICIAL AUTHORIZED TO SIGN (Typed name, grade, title, signature) CAC/PHU SIGNED BY SCHMITZ, NANCY L 1138667851 CONTRACTOR, USAF, SEPARATIONS DOCUMENTATION TECHNICIAN Feb 27 2015 8 01 17 000 PM CAC Serial Number: 23C243 IssuerCN: DOD CA-20		b. DATE (YYYYMMDD) 20150227	
SPECIAL ADDITIONAL INFORMATION (For use by authorized agencies only)					
23. TYPE OF SEPARATION RETIREMENT		24. CHARACTER OF SERVICE (Include upgrades) HONORABLE			
25. SEPARATION AUTHORITY AFI 36-3203		26. SEPARATION CODE RBD		27. REENTRY CODE 2V	
28. NARRATIVE REASON FOR SEPARATION VOL. RETIREMENT: SUFFICIENT SERVICE FOR RETIREMENT					
29. DATES OF TIME LOST DURING THIS PERIOD (YYYYMMDD) NONE				30. MEMBER REQUESTS COPY 4 (Initials) N/A	
DD FORM 214, AUG 2009		PREVIOUS EDITION IS OBSOLETE		MEMBER-4	





# THE UNITED STATES OF AMERICA

TO ALL WHO SHALL SEE THESE PRESENTS, GREETING: THIS IS TO CERTIFY THAT THE PRESIDENT  
OF THE UNITED STATES OF AMERICA AUTHORIZED BY EXECUTIVE ORDER, 24 AUGUST 1962 HAS AWARDED

## THE BRONZE STAR MEDAL

TO

TECHNICAL SERGEANT CHARLES LOOMIS  
HEADQUARTERS AND HEADQUARTERS SUPPORT COMPANY, SPECIAL TROOPS BATTALION

FOR

EXCEPTIONAL AND MERITORIOUS SERVICE WHILE ASSIGNED AS A JOINT TERMINAL ATTACK  
CONTROLLER DURING OPERATION IRAQI FREEDOM. TECHNICAL SERGEANT LOOMIS' SUPERB  
LEADERSHIP, TECHNICAL AND TACTICAL EXPERTISE, AND COMMITMENT TO EXCELLENCE DURING  
COMBAT OPERATIONS CONTRIBUTED TO THE OVERWHELMING SUCCESS OF THE COMMAND'S  
MISSION. HIS ACTIONS REFLECT DISTINCT CREDIT ON HIMSELF, THE MULTINATIONAL  
DIVISION-CENTER, AND THE UNITED STATES ARMY.

29 OCTOBER 2007 TO 11 JUNE 2008

GIVEN UNDER MY HAND IN THE CITY OF WASHINGTON

RICK LYNCH  
Major General, US Army  
Commanding  
PO # 072-035, 12 MARCH 2008

  
SECRETARY OF THE ARMY

Bronze Star Medal Iraq – Charles Loomis



# THE UNITED STATES OF AMERICA

TO ALL WHO SHALL SEE THESE PRESENTS, GREETING: THIS IS TO CERTIFY THAT THE PRESIDENT  
OF THE UNITED STATES OF AMERICA AUTHORIZED BY EXECUTIVE ORDER, 24 AUGUST 1962 HAS AWARDED

## THE BRONZE STAR MEDAL

TO

TECHNICAL SERGEANT CHARLIE G. LOOMIS  
1ST SQUADRON, 61ST CAVALRY REGIMENT

FOR

EXCEPTIONALLY MERITORIOUS SERVICE IN SUPPORT OF OPERATION ENDURING FREEDOM,  
AFGHANISTAN FROM 28 FEBRUARY 2011 TO 28 AUGUST 2011. TECHNICAL SERGEANT LOOMIS' PERSONAL  
COURAGE AND COMMITMENT TO MISSION ACCOMPLISHMENT IN A COMBAT ZONE, UNDER THE MOST  
EXTREME OF CIRCUMSTANCES, GREATLY CONTRIBUTED TO THE SUCCESS OF OPERATION ENDURING  
FREEDOM. TECHNICAL SERGEANT LOOMIS' PERFORMANCE REFLECTS GREAT CREDIT UPON HIMSELF,  
TASK FORCE BRONCO, COMBINED JOINT TASK FORCE-1 AND THE UNITED STATES CENTRAL COMMAND.

GIVEN UNDER MY HAND IN THE CITY OF WASHINGTON  
THIS 14TH DAY OF SEPTEMBER 2011

DANIEL B. ALLYN  
Major General, US Army  
Commanding  
PO# 257-032

  
SECRETARY OF THE ARMY

Bronze Star Medal Afghanistan – Charles Loomis

# **PUBLIC COMMENTS FOR THE AMERICAN WORKFORCE PUBLIC ADVISORY BOARD**

Received after 5:30 p.m. March 4, 2019

**PLEDGE TO**   
 **AMERICA'S**  
**WORKERS**

**March 5, 2019**

To Members of the American Workforce Policy Advisory Board:

In advance of your inaugural meeting to discuss strategies toward ensuring America's education and job training landscape better serves our students, workers, and businesses, I urge you to consider a sector that has both immediate and long-term benefits for our national workforce: early learning and child care. The interconnection of early care and learning within your charge to "recommend steps to encourage the private sector and educational institutions to combat the skills crisis by investing in and increasing demand-driven education, training, and re-training, including through apprenticeships and work-based learning opportunities" is not only relevant to the needs of the current or emerging workforce, but is also critical to ensuring tomorrow's workforce is prepared. There is also a unique opportunity to develop important partnerships among this Advisory Board to ensure the early childhood education workforce is incorporated in the demand-driven education and training needs under consideration.

This issue has been top-of-mind recently at the White House; just last week, Advisor to the President Ivanka Trump met with child care leaders from across the country to celebrate recent progress and discuss how the federal government can support policies and investments that increase access to high-quality care. However, it isn't just in the public sector where the issue of child care is receiving increased attention. American businesses understand that high-quality early learning and care is an investment in the workforce of today—and tomorrow.

### **Today's Workforce**

The truth is, much work remains to ensure parents and children—particularly low-income families—have access to high-quality child care. According to a recent report from the Council for a Strong America's ReadyNation, our country is facing a child care crisis. Working parents struggle to access high-quality, affordable care—and the resulting effects on parents, employers, and taxpayers amount to \$57 billion in lost earnings, productivity, and revenue annually. A 2017 Chamber of Commerce report found that working families across the country lose \$8.2 billion in wages annually due to a lack of reliable access to quality care.

With the average annual cost of center-based child care exceeding that of public college tuition in 28 states, too many parents struggle to find care for their children. According to our latest national bipartisan poll, only 15 percent of American voters say that most or all local programs available to lower- and middle-income families are high-quality and affordable. And those making over \$100,000 per year are virtually just as likely as those who earn less than \$40,000 per year to say that only some or few programs near them are affordable and high-quality.

This pervasive lack of access to quality child care impacts economic mobility and skill-building prospects for our nation's families. According to the Chamber of Commerce's report, 70 percent of nonworking poor adults with young children say that taking care of their family is a reason they're not in the workforce. Additionally, 75 percent of postsecondary students with children who dropped out of school say that child care would have helped them achieve their degree, while only 27 percent of students with children complete their degrees within six years. Without question, making quality child care more accessible allows and encourages parents to enter the labor force.

## **Future Workforce Needs**

What's more, access to quality early learning and care affects more than just today's workforce—it has real impact on the workforce of the future by allowing children to develop the skills they need for success later in life. While parents are working, high-quality developmental experiences in child care build the cognitive and character skills that children need to do well in school and in life, including attentiveness, persistence, impulse control, and sociability. In fact, studies show that children—particularly those from low-income families—who receive a high-quality early childhood education are proven to be more likely to earn higher wages, live healthier lives, avoid incarceration, raise stronger families, and contribute to society.

As a result, according to research from Nobel Prize-winning economist James Heckman, for every dollar invested in high-quality child care, society gains up to \$7.30 in economic returns over the long-term. In the short-term, however, increased investment in child care will immediately benefit the U.S. economy. According to a new report from the Committee for Economic Development, the U.S. child care industry serves as a critical driver to America's economy—directly and indirectly supporting an estimated \$99.3 billion in total U.S. output. The industry is made up of 675,000 small businesses and provides over 1.5 million jobs.

## **Getting it Right**

If we, as a country, are going to simultaneously ensure today's workforce has access to quality early care and learning options for their children and address ways in which we can enhance the quality of the care children are receiving, then we must also address the needs of teachers and leaders within the early childhood system. There are opportunities to build on national and state efforts—public and private—to improve early childhood educator effectiveness and preparation, increase overall supports to early learning teachers, and fill gaps.

I am asking the Workforce Policy Advisory Board to consider the integral role that early childhood education and care plays in reaching the Board's goals. High-quality early learning and care offers a clear opportunity to bolster the U.S. workforce in the short- and long-term. It strengthens our economy and creates jobs, enables parents to work and develop new skills, and supports America's young children as they build critical foundations for their own futures.

When considering solutions and opportunities for America's workforce and economy, we must start at the very beginning. There's no better place to invest than in the care and education of our nation's children beginning at birth.

Sincerely,



**Sarah Rittling**  
Executive Director  
First Five Years Fund



# LABOR **UN**AVAILABILITY

## Manufacturing's **BIGGEST** Conundrum



The industry's most pressing issue is finding qualified workers.

Virtual QE implements **Video Work Instructions**; a revolutionary way to instantly increase labor availability, close the skills gap, speed up training, increase production and quality and reduce employee turnover.

**TRAIN 10X FASTER &  
TURN NEW HIRES INTO LEAD TECHNICIANS**



### TYPICAL HIRING AND TRAINING

IF you find a qualified applicant  
THEN they are expensive to pay  
IF they are hired, they are one of few who can do the task  
THEN you are limited by what one person can produce  
IF they go on vacation, are sick or retire  
THEN production slows or stops, and tribal knowledge is lost

This cycle can break down at any stage, forcing restart. Limited success and strict, progressive criteria.



### HIRING AND TRAINING WITH VIDEO WORK INSTRUCTIONS

FIND qualified applicants easily, no need for highly skilled employees  
GET high quality work for low wages  
TRAIN 10x faster; reduce on-boarding time  
CROSS-TRAIN employees for diversified tasks  
FILL work stations; bid more work  
UTILIZE invaluable tribal knowledge forever with video

Video produces a stream of benefits, multiplying success and building profit and growth.