**Council on Virginia’s Future**
*Setting a direction for the Commonwealth*

**JANE KUSIAK**

*If the Council on Virginia’s Future (CVF) has its way, Virginia will continue to be recognized as the best-managed state in the country, a distinction earned earlier this year when Virginia tied with Utah to receive the highest grade for government performance by the Government Performance Project. (Visit www.results.gpponline.org)*

Created by the 2003 General Assembly and chaired by Governor Mark R. Warner, the Council’s mandate is to develop the *Roadmap for Virginia’s Future*, a process that achieves results through long-term planning, budgeting, performance measurement, and continuous improvement (see Figure 1).

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**MILESTONES**

The Council has already achieved several milestones: creating a vision for Virginia’s future, establishing long-term objectives for the Commonwealth that embody the vision, and leading an effort — in conjunction with the executive branch — to launch a new strategic planning process that connects state agency plans to their budgets and to the Council’s objectives.

**NEW PLANNING/BUDGETING MODEL**

In the past, the use of strategic plans and performance measures was inconsistent across agencies. There were multiple requirements for planning (e.g., human resource, capital, and information technology), each with its own schedule. Budget requirements were consistent, but the budgeting process was not linked to the planning process.

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Journey to the Future: The Education/Economy Connection

JANE KUSIAK AND JACQUELINE ANDERSON
ECONOMIC ANALYSIS BY CHRISTINE CHMUARA

The Council on Virginia’s Future was created to focus on issues important to the quality of life of Virginians. In 2005, the Council is exploring how to ensure that Virginia’s workforce can compete in the 21st century.

Underlying that question is the need to understand the connection between two of the Council’s long-term objectives — being a national leader in the preservation and enhancement of Virginia’s economy and elevating the levels of educational preparedness and attainment of Virginia’s citizens. Some of the questions the Council is studying about the connection between education and economy include:

• What is the impact of education on personal income and economic growth?
• How well is Virginia preparing its citizens to compete in national and global economies that place a high value on knowledge and skills?

CHANGING ECONOMIC & EDUCATIONAL LANDSCAPE IN THE U.S.

Many changes have occurred in Virginia’s economy and educational attainment levels over the past several decades. In 1950, 60% of all U.S. jobs were classified as unskilled and the adult population had an average of just over nine years of education. By 1997, only 15% of U.S. jobs were classified as unskilled and the adult population had an average of nearly 12 years of education.

As one would expect, skilled jobs generally require more education. People with more education tend to have lower unemployment rates, shorter durations of unemployment, and higher wages than those with lower educational levels (see Figure 2). Over the past 25 years, the earnings gap between college-educated individuals and those without a college degree has been widening.

Education is a strong driver of regional growth in both rural and urban areas. A study by the Kansas City Federal Reserve Bank (Economic Review, Third Quarter 2004: Can Rural America Support a Knowledge Economy?) found that a 1% increase in the number of bachelor’s degrees equates to a 0.84% rise in the concentration of high-knowledge occupations in rural counties (1.13% rise in all counties). However, based on the occupations and skills needed by today’s industries, the U.S. has too many low-skilled workers and not enough high-skilled workers. The demand for knowledge workers is high. But, the nation’s excess supply of low-skilled workers is holding wage increases down.

The quality of primary and secondary instruction is another important factor when examining the relationship between education and the economy. Higher math skills generally equate to higher wages and are particularly important in defense and high-tech industries.

WHAT ABOUT VIRGINIA?

Education is an important predictor of the economic well-being of counties and cities across the Commonwealth. Income and education data for Virginia demonstrate a positive correlation between average household income and the percentage of the adult population holding a bachelor’s degree or higher. In fact, five of the six localities in the state with the highest education level are in the fast-growing Northern Virginia metropolitan area. The sixth is Albemarle County, located

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SECOND WEDNESDAY SERIES 2005–2006

The Institute, in partnership with Chesterfield County, announces a series of six one-day seminars.

**Dates:** from November 9, 2005 until May 10, 2006  
**Time:** from 8:30 am until 3:30 pm  
**Place:** UVA’s Richmond Center  
**Details:** visit [VaInstituteofGovernment.org](http://VaInstituteofGovernment.org) or contact Jovan Hackley at jh5sr@virginia.edu or 804/371-0202

Complete schedule listed below

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### Dealing with Differences: Diversity and the Generation Gap at Work

**NOVEMBER 9, 2005**

**Who Should Attend**
Employees at any level who interact with a diverse staff that includes multiple workforce generations.

This class will help you to

- identify key characteristics of the 4 generations at work
- recognize factors that influence each generation
- recognize all aspects of diversity (it’s not just race- or gender-based)
- determine your personal world view (you may be surprised)
- develop strategies for a more inclusive environment where you work

### Succeeding as a First-Time Supervisor

**FEBRUARY 8, 2006**

**Who Should Attend**
Those who are new to a supervisory role, oversee the work of one or more employees, and wish to increase their knowledge and skills as first-time leaders.

Attend this seminar and

- analyze strategies for delegating for successful results
- learn approaches to develop initiative, risk taking, and trust
- discover techniques for problem solving, decision making, and conflict management
- develop methods for motivating, rewarding, and recognizing employees
- define principles of setting performance expectations, monitoring performance, and establishing a progressive discipline program
- find out the latest changes in employment laws

### Getting to Know Yourself and Others with the Myers-Briggs Type Indicator® (MBTI®)

**APRIL 12, 2006**

**Who Should Attend**
Employees at all levels. This workshop is especially beneficial when work units or teams attend together.

This seminar will give you the chance to

- examine the MBTI® 8 preference scales and 16 types
- analyze your scores and recognize how your preferences influence your interactions with others
- develop methods of motivating, rewarding, and recognizing employees
- practice using your new insights at work to identify potential sources of conflict, improve communication, and capitalize on the strengths within a work team and among your staff

### It’s Showtime! Delivering Effective Presentations

**JANUARY 11, 2006**

**Who Should Attend**
Anyone whose job requires making formal presentations to groups.

After taking this workshop, you’ll be able to

- list the basics of Adult Learning Theory
- analyze your audience
- prepare a presentation outline
- design handouts that complement the presentation
- avoid the 10 deadly sins when making a presentation
- calm the butterflies in order to survive stressful situations
- select the appropriate audio-visual aids

### Staying Legal: Employment Law Basics

**MARCH 8, 2006**

**Who Should Attend**
Supervisors, team leaders, human resources staff, and those responsible for ensuring compliance within the organization.

Attend this seminar and learn to

- hire the right person the right way
- handle employee complaints
- correct deficient performance
- investigate conduct issues

### Customer Service in the Public Sector

**MAY 10, 2006**

**Who Should Attend**
Employees at all levels and especially those in direct contact with customers.

After taking this workshop, you’ll be able to

- identify your customers
- describe the KANO model for quality
- use the LEAP model to turn a bad situation into a good one
- define the behaviors of positive and negative attitudes
- name 3 opportunities for bending the rules
- demonstrate telephone etiquette
Compensation Survey System

Success depends on local participation

The Institute’s new online compensation survey system is off and running with over 125 registered localities; 30% of those have added their salary and benefits data. While the birth of this system has been slower than anticipated, we acknowledge that this is one of those “as time allows” projects for most human resource departments. However, as additional data is entered, the system will become even more valuable, allowing Virginia localities to compare compensation plans and benefits packages quickly and effortlessly.

NOVEMBER TRAINING SESSIONS

Between October 31 and November 4, the Institute plans to provide training around the state. Registrants can choose between refresher/feedback sessions and classes for first-time users. (See schedule in left column.)

The success of the compensation survey system depends on the amount of information that it contains. The Institute and its partners invite you to send employees to the training sessions and encourage them to add your locality’s compensation and benefits data into the system without delay.

OUR PARTNERS

Technology Net of Salt Lake City, Utah, is providing the system, which is already being used by New Mexico, Utah, Idaho, Wyoming, and Colorado. During the developmental year (FY 2006), the Institute will pay the full cost for all participants, regardless of membership in the Institute. The VML, VACo, and IPMA-VA have endorsed the project, and VML has agreed to support the training sessions, the first of which were held last June.

Contact Tedd Povar at 804/371-0202 or tep3e@virginia.edu.

Local Government Academy Created

New program offered by Germanna Community College

Since September, a series of 14 workshops designed specifically for local government employees has been offered at the Fredericksburg campus of Germanna Community College (GCC).

IT’S NOT TOO LATE TO REGISTER

Workshops, several of which are taught by Henrico County trainers, are scheduled through December 13 and vary in length. Registration fees range from $49 to $128. Remaining 2005 classes are listed below:

• Succession Management
  November 15, 9 am – 4 pm
• Employee Motivation and Morale
  December 6, 9 am – noon
• Preventing Workplace Harassment
  December 13, 9 am – noon
• Managing Your Time and Priorities
  December 13, 1 pm – 3 pm

GETTING STARTED

The Local Government Academy was developed by the Center for Workforce Education at GCC under the guidance of the Rappahannock Area Development Commission and a consortium of seven area localities. The Virginia Institute of Government is also a partner.

The planners hope that local government employees will take advantage of this initiative, which will be offered again in spring 2006. “The best way to ensure that a new program will be successful,” says Dr. Kathleen Habel, Dean of the Center for Workforce Education at GCC, “is to ask the people who will be taking the classes exactly what they need, then partner with experts in the field who can provide the training. That is what makes the Local Government Academy unique.”

Call 540/891-3012 or visit http://www.gcc.vccs.edu/workforce/customized_training.asp.

Compensation Survey System

TRAINING SCHEDULE

• October 31
  Williamsburg
• November 1
  Richmond
• November 2
  Roanoke
• November 3
  Fredericksburg
• November 4
  Richmond

Beginner Classes
9 am – noon

Refresher Classes
1 pm – 4 pm

Training is free.

To register, please contact Kendra Scott at kps3h@virginia.edu or 804/371-0202.

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DEAN
CENTER FOR WORKFORCE EDUCATION
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Council on Virginia’s Future — Members

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Mr. John O. “Dubby” Wynne
Council Vice Chairman
President and CEO (retired)
Landmark Communications

The Honorable John M. Bennett
Secretary of Finance

The Honorable Sandra D. Bowen
Secretary of Administration

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The Honorable Walter A. Stosch
Majority Leader
Senate of Virginia

The Honorable William C. Wampler, Jr.
Member, Finance Committee
Senate of Virginia

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Under the direction of Ric Brown, director of the Virginia Department of Planning and Budget, a new model was developed. The new model enables agencies to address all planning requirements in one strategic plan, uses a common planning language and format, and links agency performance objec-

tives to budgets. Through this link, legislators, government leaders, and citizens will be able to review the performance objectives for a given agency service, identify the level of funding allocated for the service, see how progress will be measured, and learn what results are being achieved. In addition, the objectives reflected in several state agency strategic plans will naturally link to plans developed at the local and regional level.

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Journey to the Future
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in the Charlottesville metropolitan area. In contrast, the lowest education levels in the state are in rural localities like Covington City and Dickenson County. These localities are among those with the lowest cost of living adjusted wages (see Figure 3).

How is the Commonwealth doing in the area of math skills? According to the Virginia Department of Education, the passage rate of eighth-grade students on the math Standards of Learning exams (SOLs) in spring 2002 ranged from a high of 89.1% to a low of 27.1%. Will this wide variation in passage rates create a challenge for Virginia’s students to compete in a knowledge-based economy when they graduate from high school?

WHERE DO WE GO FROM HERE?

Leaders throughout Virginia are wrestling with the issue of skill gaps. Some regions lack a workforce skilled enough to attract high wage industries. Other areas may be facing a need to hire highly skilled people from outside of Virginia to fill critical jobs.

Increasing educational attainment is a complex and multifaceted issue that is linked to our basic aspirations as a people. The Council’s ultimate aim is to provide the data and the opportunity for leaders — public and private — to determine “what levers to pull” to enhance educational attainment and economic growth for the citizens of the Commonwealth.

Jane Kusiak is executive director of the Council on Virginia’s Future. Jacqueline Anderson is director of management & measurement for the Council on Virginia’s Future. Christine Chmura is president and chief economist at Chmura Economics & Analytics. Contact the Council on Virginia’s Future at 804/371-2346 or gma2n@virginia.edu. Or visit www.future.virginia.gov.

FIGURE 3

EDUCATIONAL ATTAINMENT AND HOUSEHOLD INCOME

Median Household Income, Cost of living Adjusted

Loudoun
Fairfax County

Arlington
Falls Church

Covington
Dickenson

Albemarle
Alexandria

TREND LINE

Percent of Adults with Bachelor Degree

SOURCE: 2000 CENSUS AND CHMURA ECONOMICS & ANALYTICS
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WORKGROUPS

This year, the Council has established workgroups to focus on three of the Commonwealth’s long-term objectives: growing the economy, improving educational attainment of Virginia’s citizens, and being recognized as the best-managed state in the nation. The workgroups have developed performance indicators to measure progress and are now determining what drives the performance reflected in the measures.

The aim of this effort is to challenge the way we think about the impact of state government on issues important to Virginia’s future. Are we doing the right things? Do we know whether our programs are producing the best possible results? Do our existing partnerships provide for a shared accountability for performance? These questions require long-term consideration and will be explored in concert with the agency level strategic planning processes now underway.

As 2005 comes to a close, the Council is preparing to publish its first scorecard and third annual report — The Virginia Report. The scorecard will report state government performance and demonstrate how the new planning and budgeting system is used for decision-making. The Virginia Report will provide insight into important trends that could impact Virginia’s future and will explore in depth the relationship between education and the economy (see article, page 2). To further explore this issue, the Council will hold its first Futures Forum in Richmond in the late fall. This year’s conference, Competing in the 21st Century: Moving Virginia’s Human Capital Meter, seeks to answer the question, “What can the Commonwealth do to meet the human capital requirements of tomorrow’s economy?”

The writer is executive director of the Council on Virginia’s Future. Contact the Council at 804/371-2346 or gma2n@virginia.edu. Or visit www.future.virginia.gov.