



# Good Jobs for All Americans

**Regional Workshop**  
**Las Vegas, Nevada**

#GoodJobsNGA  
#WeThe States

**Wednesday, December 5<sup>th</sup>, 2018**

# A special thank you to our sponsors!



Completion With a Purpose®



# Armchair Chat:

## *Good Jobs for All Americans*

***The Honorable Steve Bullock***, Governor, Montana

***Anna Gatlin Schilling***, Vice President, National Engagement and Strategic Communications, Strada Education Network

***Moderator: Kirk Jonas***, Director, NGA Center for Best Practices



#GoodJobsNGA  
#WeThe States

# Workforce of the Future: Positioning State Economies for Success

**Leah Jewell**, Managing Director, Career Development and Employability, Pearson

**Hiram E. Chodosh**, President, Claremont McKenna College

**Moderator: Mike Bartlett**, Senior Policy Analyst, NGA Center for Best Practices



#GoodJobsNGA  
#WeThe States



Technology

- How will technology impact jobs?

Skills

- How will skill requirements change in the economy?

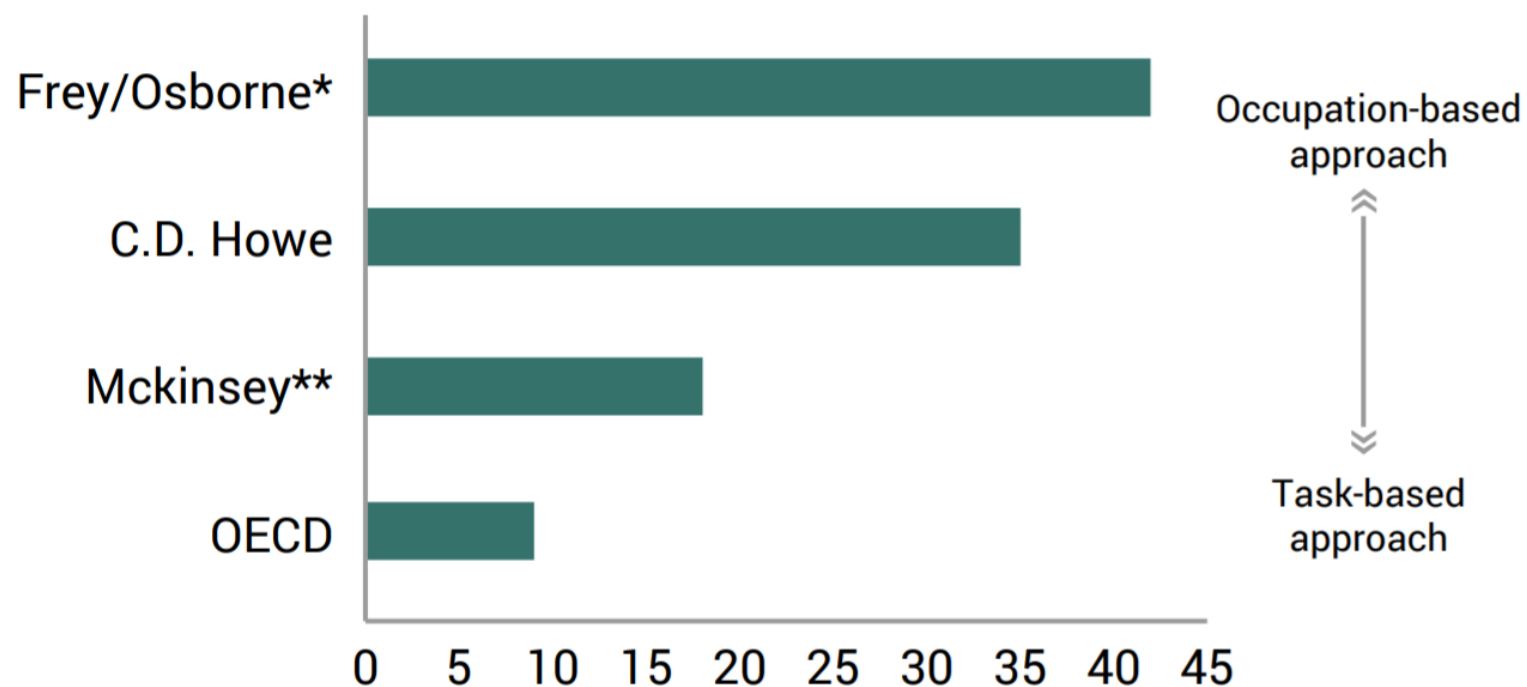
Work

- How is the nature of work changing?

Demographics

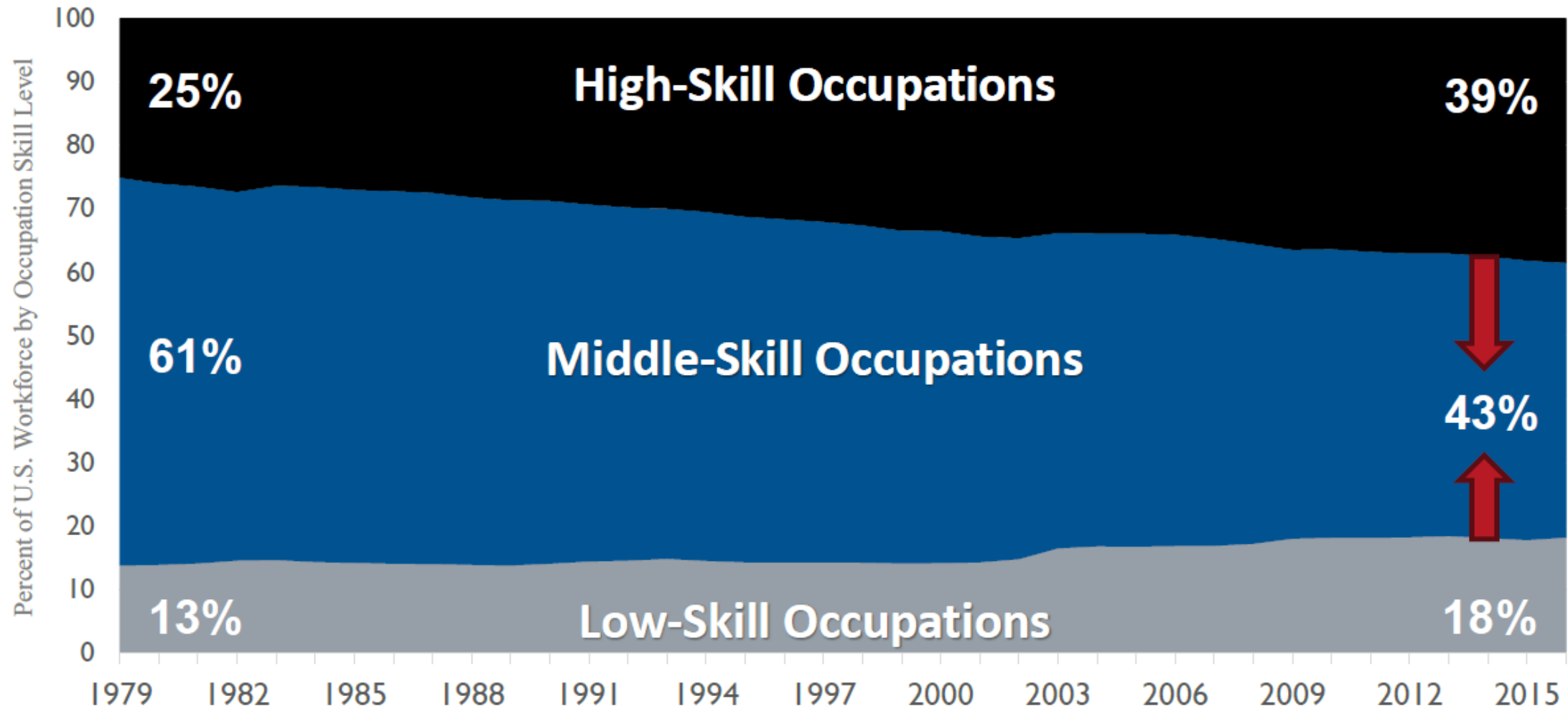
- How is the face of the workforce changing?

## Estimates of the share of Canadian workers at high risk of being affected by automation in the next 10 to 20 years



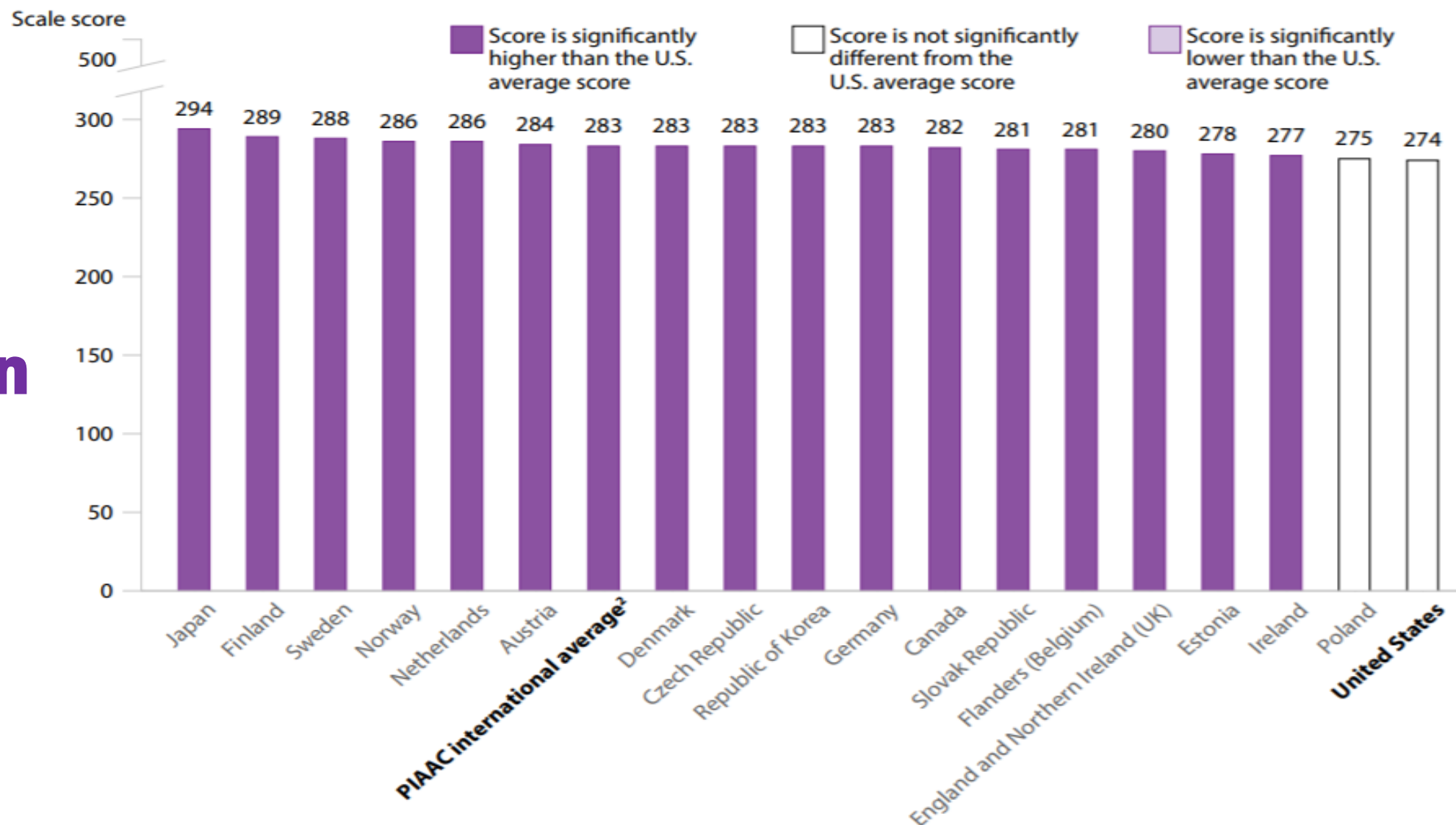
# Employment Shares by Skill Level

January 1979 - September 2016



SOURCE: The original chart is from "The Vanishing Middle: Job Polarization and Workers' Response to the Decline in Middle-Skill Jobs," by Didem Tuzemen and Jonathan Willis, Federal Reserve Bank of Kansas City, 2013. The original chart has been updated to begin in 1979 and end in September 2016. Data were provided by Didem Tuzeman.

**Figure 1-C. Average scores on the PIAAC problem solving in technology-rich environments scale for adults age 16 to 65, by participating country and region: 2012 and 2014<sup>1</sup>**

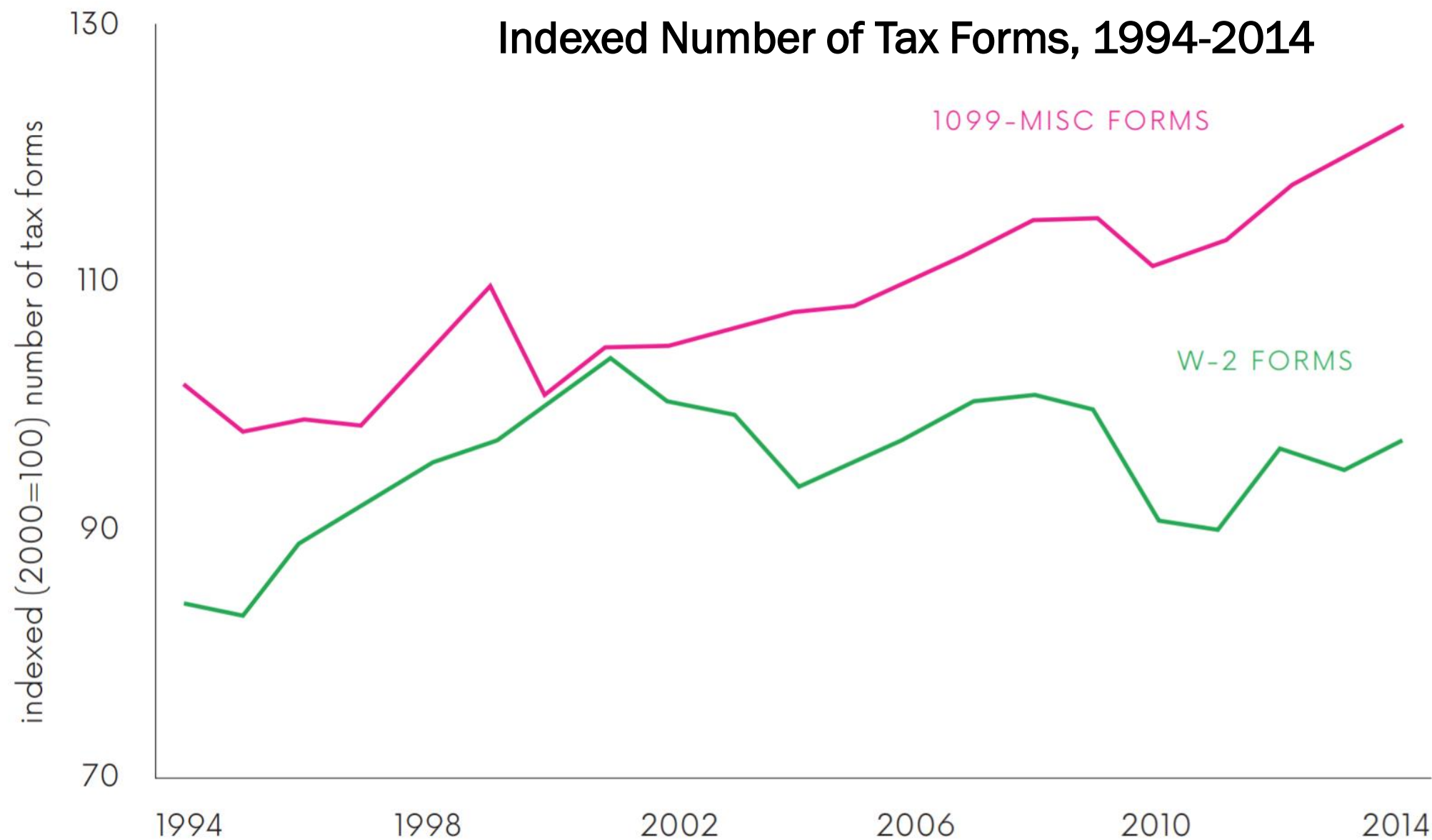


**America:  
Falling  
Behind on  
Skills?**

Source: NCES. Skills of U.S. Unemployed, Young, and Older Adults in Sharper Focus: Results From the Program for the International Assessment of Adult Competencies (PIAAC) 2012/2014



## Indexed Number of Tax Forms, 1994-2014



Note: The Vertical axis does not begin at zero.

Source: Dourado and Koopman 2015 calculations of IRS data

# State Priorities from Pittsburgh: Workforce of the Future: Positioning State Economy for Success

- International trends – local solutions
- Embody flexible thinking, adaptability, and entrepreneurial thinking
- States can serve as information brokers & coalition builders



#GoodJobsNGA  
#WeThe States



Pearson

# Workforce of the Future: Positioning State Economies for Success

Leah Jewell  
Managing Director-  
Employability Solutions

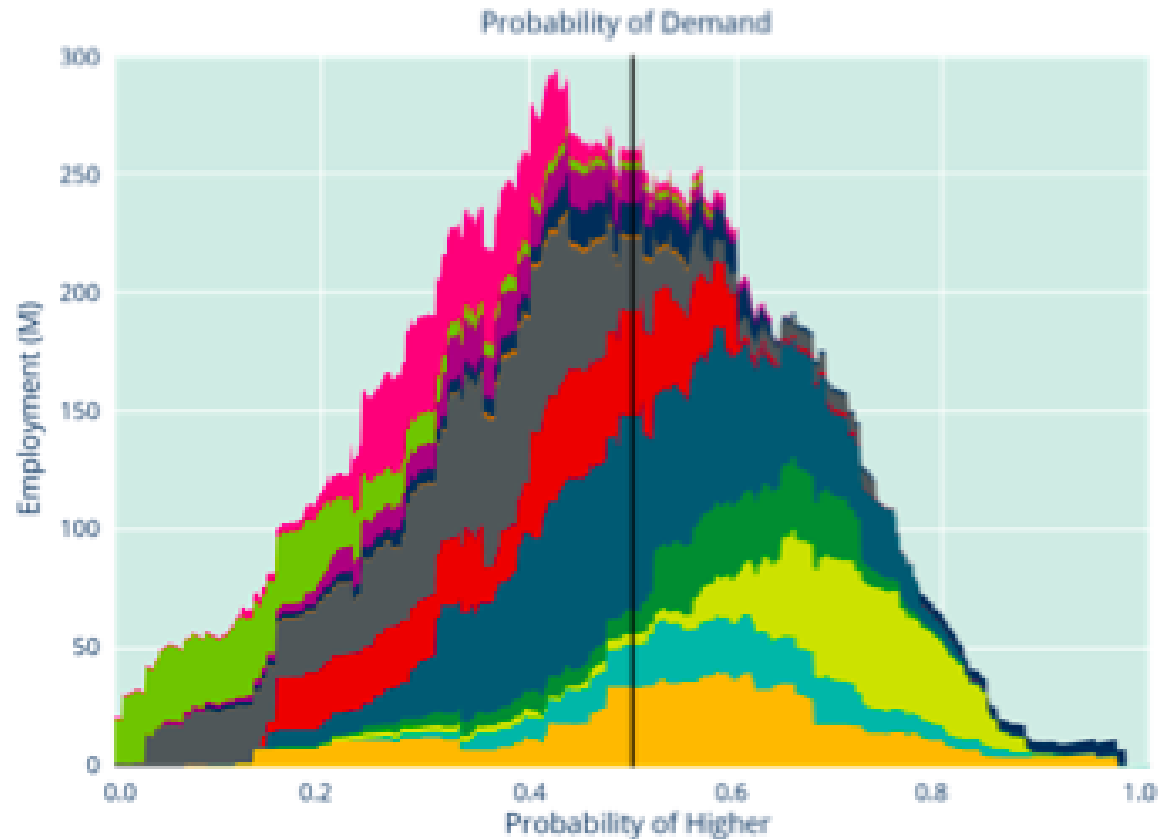
@LeahJewell1



- > **Technological Change**
- > **Globalization**
- > **Demographics**
- > **Environmental Sustainability**
- > **Urbanisation**
- > **Increasing Inequality**
- > **Political Uncertainty**

# TOP LEVEL FORECAST – US

#ExecLF18  
#FutureSkills

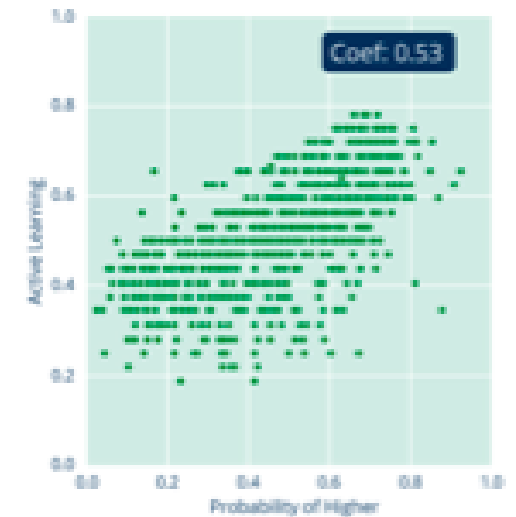
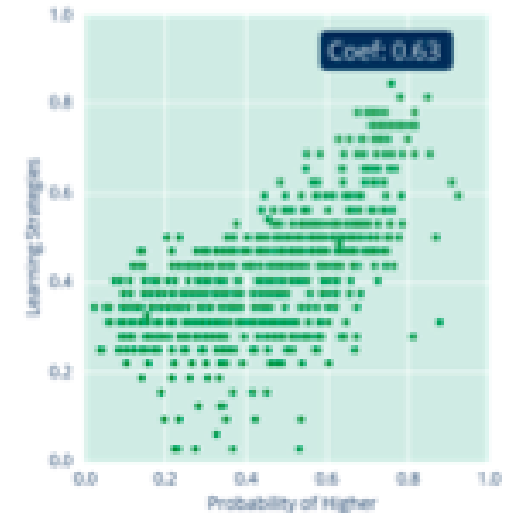


- Management, Business and Financial Occupations
- Computer, Engineering and Science Occupations
- Education, Legal, Community Service, Arts, and Media Occupations
- Healthcare Practitioners and Technical Occupations
- Service Occupations
- Sales and Related Occupations
- Office and Administrative Support Occupations
- Farming, Fishing and Forestry Occupations
- Construction and Extraction Occupations
- Installation, Maintenance and Repair Occupations
- Production Occupations
- Transportation and Material Moving Occupations

Number of Occupations	Employment	<0.3	>0.5	>0.7
772	135M	18.7%	43.2%	9.6%

# US Top 10 O\*NET features by correlation with occupations probability of growing in demand

- |                              |                          |
|------------------------------|--------------------------|
| 1 Learning Strategies        | 6 Education and Training |
| 2 Psychology                 | 7 Coordination           |
| 3 Instructing                | 8 Originality            |
| 4 Social Perceptiveness      | 9 Fluency of Ideas       |
| 5 Sociology and Anthropology | 10 Active Learning       |



# BIG THEMES



---

**Need a mix of skills  
and knowledge**



---

**At least 6-7 jobs  
in a lifetimes**

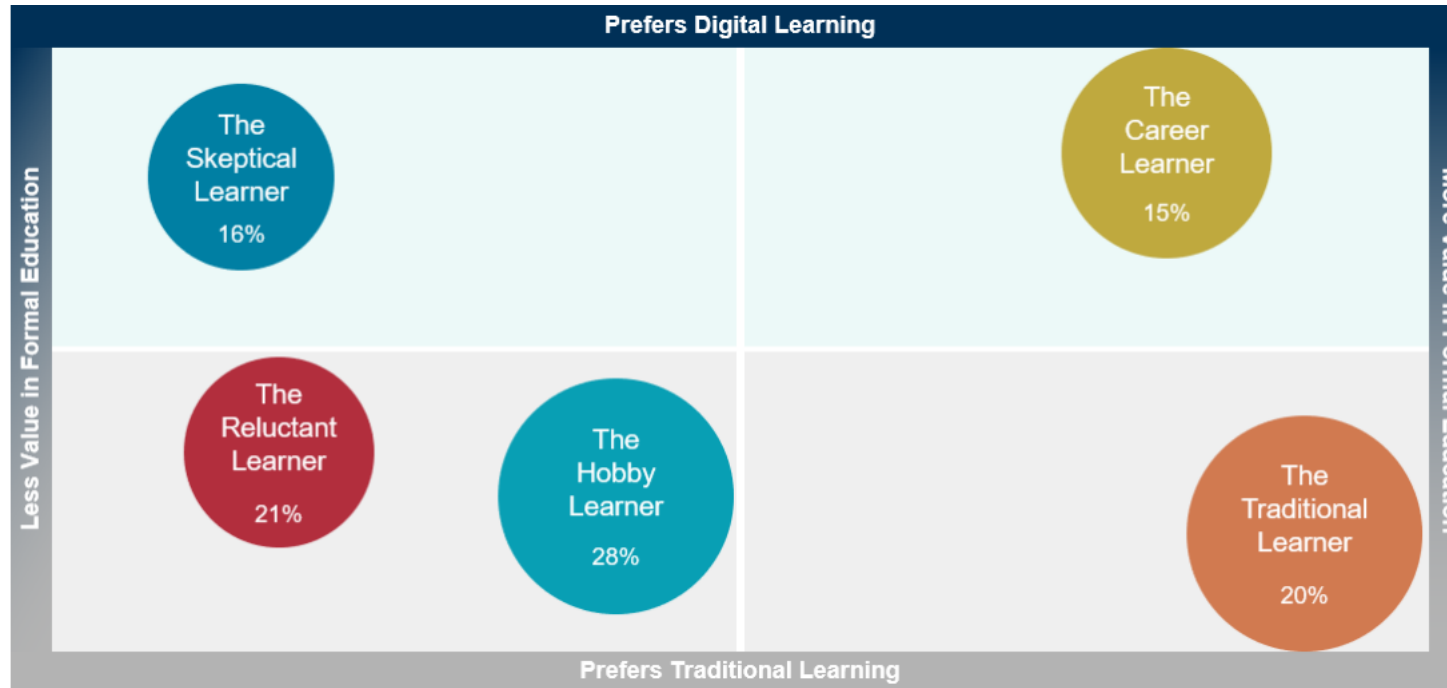


---

**Employer  
involvement critical**

# Learner Segments:

## Perceived Value vs Preferred Way of Learning



**X-Axis: Perceived value of education relative to what they would spend on it**

The difference in the degree to which they see the benefit of what they would spend in time (opportunity costs) and actual cost of a college education.

**Y-Axis: Their preferred way to learn (y-axis)**

Their preference for learning via digital vs. traditional methods (such as face-to-face or print).



# Working adults are looking for more skills development opportunities, but...

72  
%

know they  
need to go back  
to school

68  
%

will enroll in a  
program within  
5 years

80  
%

say tuition and  
fees are a  
barrier

40  
%

can't earn  
enough to pay  
off debt

# Need Clearer Signals to Enable Effective Employer/Academia Collaboration

## *Benefits to mapping Job Descriptions to Skills and Capabilities*

### *Employee*

- What skills are needed for promotion
- What skills are shared among jobs
- What's the most effective way for me to train

### *Candidates*

- What skills are needed
- More visibility beyond a degree
- potentially faster, cheaper pathways to a job

### *Schools*

- What programs should be offered
- Will alternate pathways be acceptable
- Pathway from school to a job
- Stackable credentials
- Partnership for lifelong learning

80% of companies offer some form of educational assistance



*Only 3% of employees take advantage of programs*



*96% of programs fund less than 30% of cost of formal degree programs*

Look at policies around payment and options

Measure ROI around career progression and retention

# Scaling All Types of Work-Based Learning

73% of Students are EXTREMELY Interested in VIRTUAL PROJECT BASED INTERNSHIPS

## *Employer*

- Broaden candidate pool
- Not limited by geography
- Reach more diverse candidates
- Year round help
- Compensation
- Lighter lift than formal apprenticeships

## *Student*

1. Flexible hours
2. No relocation needed
3. Connect with mentors
4. Year round opportunity for work

## *Schools*

- Integrate projects into courses
- Credit
- Tighter connection with employers

ALWAYS LEARNING



## Discussion Questions:

- What, if any, priorities or key ideas are missing from the list from Pittsburgh?
- What specific policies are you implementing, or what might you implement to create a future-ready workforce? How would you advise a Governor?



#GoodJobsNGA  
#WeThe States  
Wifi:



**#GoodJobsNGA**

**[NGA.org/GoodJobs](https://NGA.org/GoodJobs)**

# Rural Resurgence: Empowering the Rural Workforce

**Brian Dabson**, Research Fellow, University of North Carolina Chapel Hill

**Marion Terenzio**, President, SUNY Cobleskill

**Moderator: Dana Westgren**, Policy Analyst, NGA Center for Best Practices



#GoodJobsNGA  
#WeThe States



## State Priorities from Pittsburgh: Rural Resurgence

- Recognize that rural communities can look very different and need different solutions or investments in different types of infrastructure – let local input guide policy;
- Identify future jobs opportunities for rural workers, including work that can be done remotely;
- Engage and support existing rural employers by developing a business-friendly and entrepreneurial climate; and
- Bring together partners in communities like economic development organizations, and family foundations for seed funds.



#GoodJobsNGA  
#WeThe States

# Strategies for Rural Workforce Development

Brian Dabson, University of North Carolina

**National Governors Association**

Regional Leadership Workshop

**Rural Resurgence: Empowering the Rural Workforce**

Las Vegas, December 5, 2018



UNC  
SCHOOL OF GOVERNMENT

# Large scale forces are felt everywhere



# But magnified in rural areas by...

## Geography

- Low population densities and remoteness
- Reduced economies of scale, higher transport costs, less efficient services

## Demography

- Older population: outmigration of young people, in-migration of retirees
- In-migration of lower skilled workers for specific industries

## Competitiveness

- Smaller businesses with lower capacity to engage external markets
- Limited pool of workers with right education, skills, experience
- Fewer career progression and development opportunities for workers

# Although rural areas greatly differ...

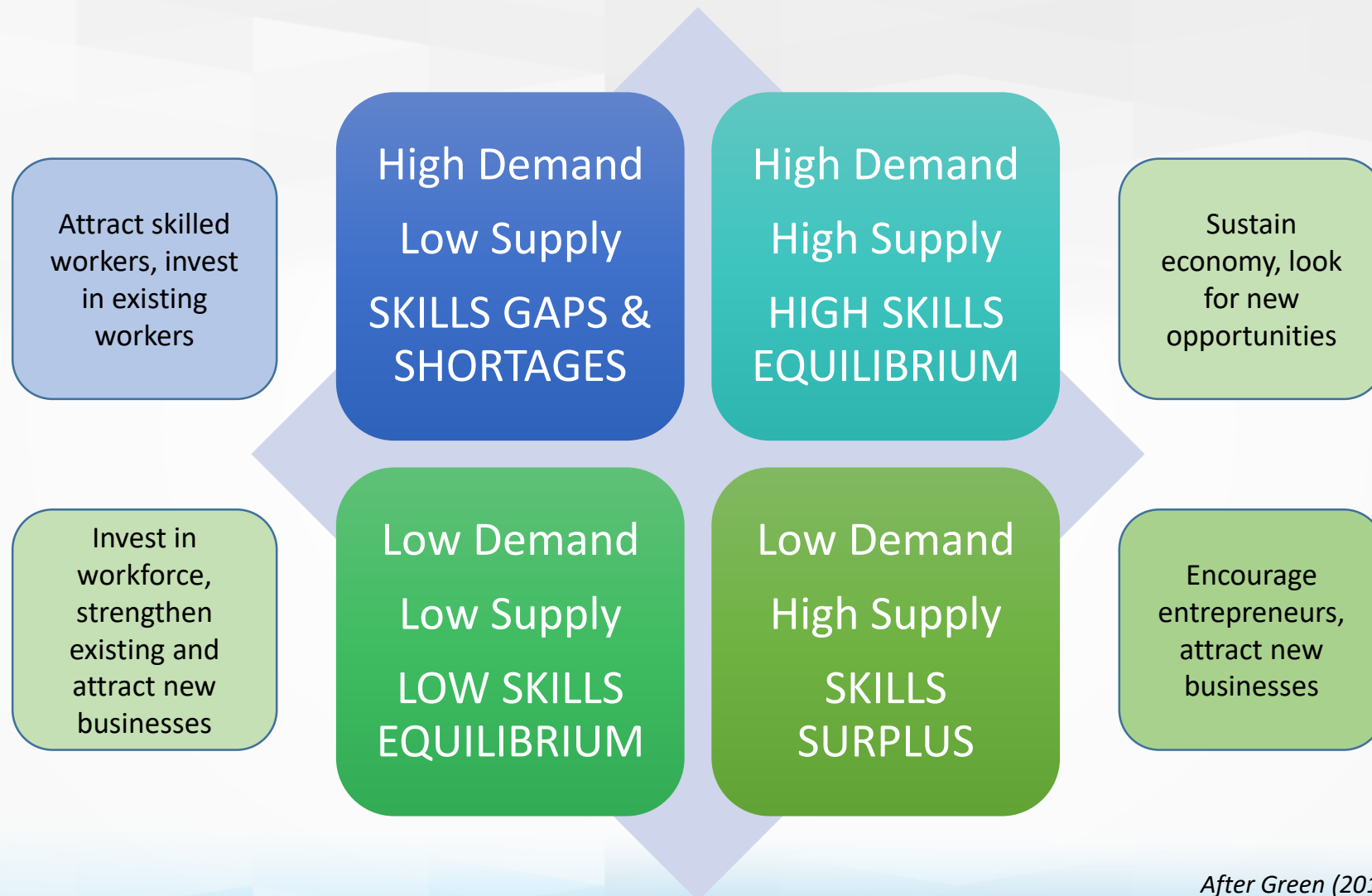
- Rural areas differentiated by:
  - Distance from metropolitan centers
  - Strength of their natural and cultural assets
- Economic/workforce development strategies must reflect these differences:
  - Rural communities within commuting distance – focus on urban supply chains and upgrading workforce skills to meet urban needs
  - Rural communities beyond commuting distance – focus on local assets and entrepreneurship

# And economies are dynamic...



*After Green (2016)*

# And economies are dynamic...



*After Green (2016)*

# Other trends also important...

## New forms of employment

- Growth of temporary, freelance, contract work
- But familiar to rural workers – income patching

## Telecommuting

- A potential boon for rural workers
- But requires high-speed broadband, higher level skills

## Lifelong learning

- Continued learning and credentialing
- Paper qualifications less useful than demonstrable skills, knowledge



# Goal of Rural Workforce Development

- Ensure that *all* workers have the opportunity and resources to enhance their economic circumstances through education and skill development



# Goal of Rural Workforce Development

- Ensure that *all* workers have the opportunity and resources to enhance their economic circumstances through education and skill development
- Note: *Their ability to apply newly acquired education and skills in their home communities will determine whether they stay or migrate*



# Three Components...

## Distance Learning

- Access to curricula, specialized faculty
- Reduced travel time, lower costs, self-paced learning
- But must be integrated into workplace, academic, community contexts

## Competency-Based Learning

- Helps employers, employees, and job-seekers better understand what knowledge, skills, capabilities are required
- Transferable credits irrespective of where and how learning takes place

## Lifelong Learning

- Need for workers to keep on learning throughout work lives...not just when young

# Six Prerequisites...

## Connectivity

- High-speed broadband

## Innovation

- Competitive niches

## Entrepreneurship

- Integral to workforce development

## Assets

- Build on natural and cultural assets

## Collaboration

- Breakdown institutional barriers

## Regionalism

- Act regionally across jurisdictions

Brian Dabson  
School of Government  
UNC-Chapel Hill  
[dabson@sog.unc.edu](mailto:dabson@sog.unc.edu)



# Connecting the Dots: Rural Resurgence in New York State

Government (National / State / Local) + Private sector +  
Education (National / SUNY / Cobleskill / K-12) = RURAL RESURGENCE

SUNY Cobleskill

Government (National) + Private sector +  
Education (National / SUNY / Cobleskill / K-12)

# NGA Rural Resurgence

# Government (State) + Private sector + Education (National / SUNY / Cobleskill / K-12)

## New York State

- The 13<sup>th</sup> largest economy in the world
- Produces the top 10 agricultural commodities
- 36,000 farms
- Access to water and land
- Top land grant system



# Government (State) + Private sector + Education (National / SUNY / Cobleskill / K-12) = Rural Resurgence

- Since 2011, \$62M in 82 farmland conservation easement projects
- \$30M - dairy farms 2018
- The Working Farm Protection Act \$17M to protect water quality across NYS
- REDC (\$5.4 billion)
- Office of Workforce Development: Think with head and hands
- Broadband for All

## Government / Agriculture and Markets

### Rural Development One-Stop Shop

#### Four priority areas:

- access to land
  - capital and financing
  - business and technical assistance
  - mentorship, training and apprenticeship opportunities
- 
- Farm Worker Advisory Council co-chaired by, Commissioners - Agriculture and Markets, and Labor
  - Hemp Production - 3,500 acres planted in 2018, 20 processors registered
  - Six new Cuisine Trails NY Grown & Certified Agricultural Products

Government (National / State / Local) + **Private sector** +  
Education (National / SUNY / Cobleskill / K-12) = Rural Resurgence



Regional Economic  
Development Councils

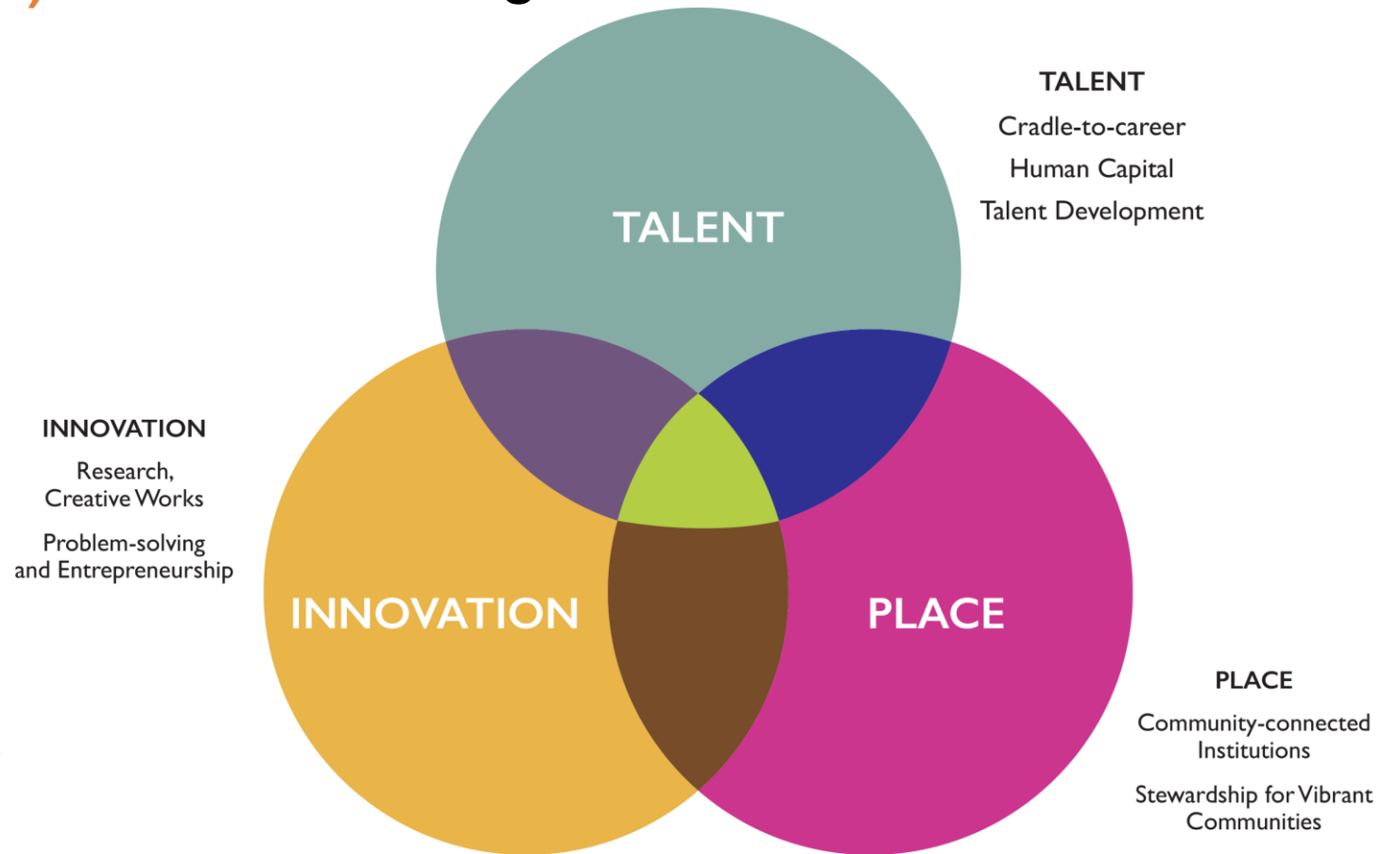
Government (National / State / Local) + Private sector +  
**Education (National)** = Rural Resurgence

**In higher education, economic development means proactive institutional engagement**

Association of Public & Land Grant Universities (APLU)

University Economic Development Association (UEDA)

<http://www.aplu.org/library/higher-education-engagement-in-economic-development-foundations-for-strategy-and-practice/file>



Government (National / State / Local) + Private sector +  
**Education (National)** = Rural Resurgence

**Economic development requires:**

- Effective institutions grounded in norms of openness,
- Tolerance for risk,
- Appreciation for diversity, and
- Confidence in the realization of mutual gain for the public and the private sector.

**Higher education economic development “creating the conditions” for economic prosperity.**

# Education

## **In higher education, economic development –**

### **Proactive institutional engagement**

- Embed economic engagement, innovation, and entrepreneurship across institution.
- Value and promote scholarship across a continuum of discovery and application.
- Provide leadership as both conveners and active participants.
- Engage in regional innovation ecosystems.
- Identify and strengthen the institution's strategic competitiveness.
- Serve regional human capital and workforce needs.
- Contribute to the health and well-being of the community and people the institution serves.
- Facilitate 21st Century knowledge creation through interdisciplinary approach.
- Affirm that innovation and engagement, humanities, arts, social sciences, and STEM disciplines are all vital.
- Innovate continuously in teaching and learning practices.

# Education

American Association of State Colleges and Universities (AASCU)

*Making Partnerships Work: Principles. Guidelines and Advice for Public University Leaders*

<http://www.aascu.org/policy/publications/Partnerships.pdf>

### **Principles for Successful Partnerships in Higher Education**

- Understand successful partnerships require a substantial investment of the president's time.
- Know why the institution wants to engage in a partnership.
- Involve many stakeholders in deciding whether to pursue a partnership
- Be certain to consult with all relevant governing boards.
- Ensure the partnership aligns with the institution's mission.
- Understand the partnership's full effect on the institution.
- Follow through continually to ensure a partnership is conducted well.
- Establish criteria for measuring results.
- Remain flexible.
- Plan for sustaining the success of the partnership through its lifecycle.

Government (National / State / Local) + Private sector +  
**Education (SUNY)** = Rural Resurgence

Chancellor Johnson has established four main themes for SUNY:

- Innovation and Entrepreneurship
- Individualized Education
- Sustainability
- Partnerships



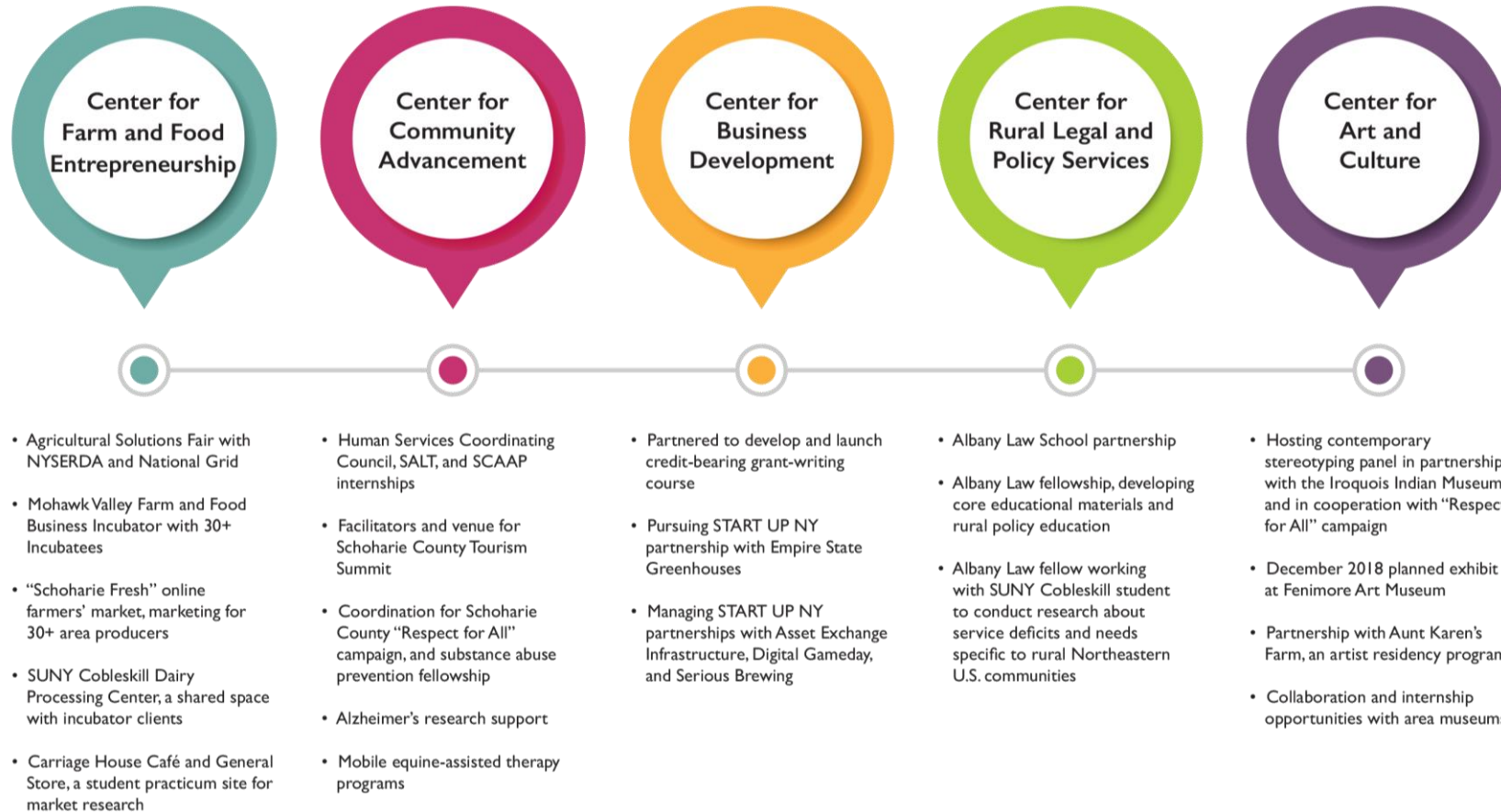
# Government (National / State / Local) + Private sector + Education (Cobleskill / K-12) = Rural Resurgence

Ensure all workers have the opportunity and resources to enhance their economic circumstances through education and skill development.

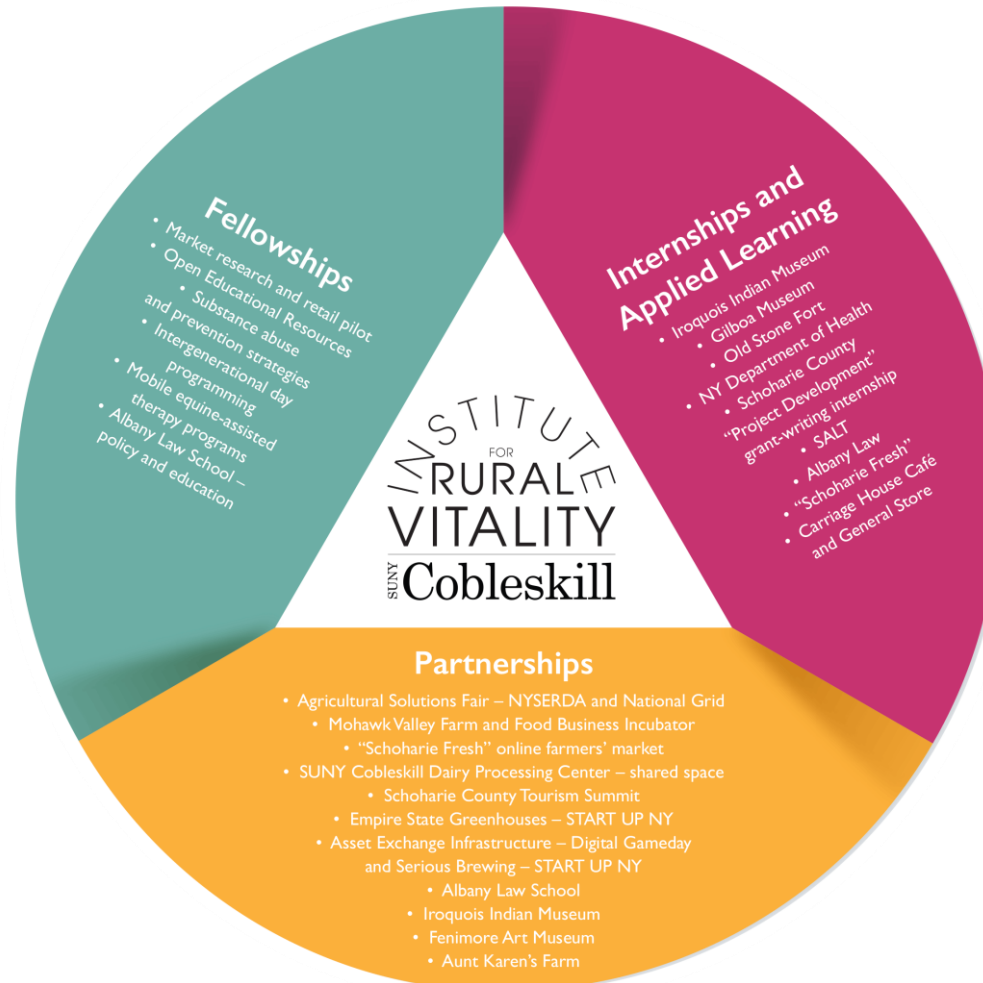
## Rural Workforce Development

- Cradle-to-career
- K-12 pipeline
- P-Tech
- College in High School
- Applied learning
- Lifelong learning
- Micro credentials
- Competency based learning

# Government (National / State / Local) + Private sector + Education (Cobleskill) = Rural Resurgence



Government (National / State / Local) + Private sector +  
**Education (Cobleskill)** = Rural Resurgence



Center for  
Farm and Food  
Entrepreneurship

Center for  
Business  
Development

Center for  
Community  
Advancement

Center for  
Rural Legal and  
Policy Services

Center for  
Arts and Culture



Federal



State



Regional



Local



Inter-campus (SUNY)



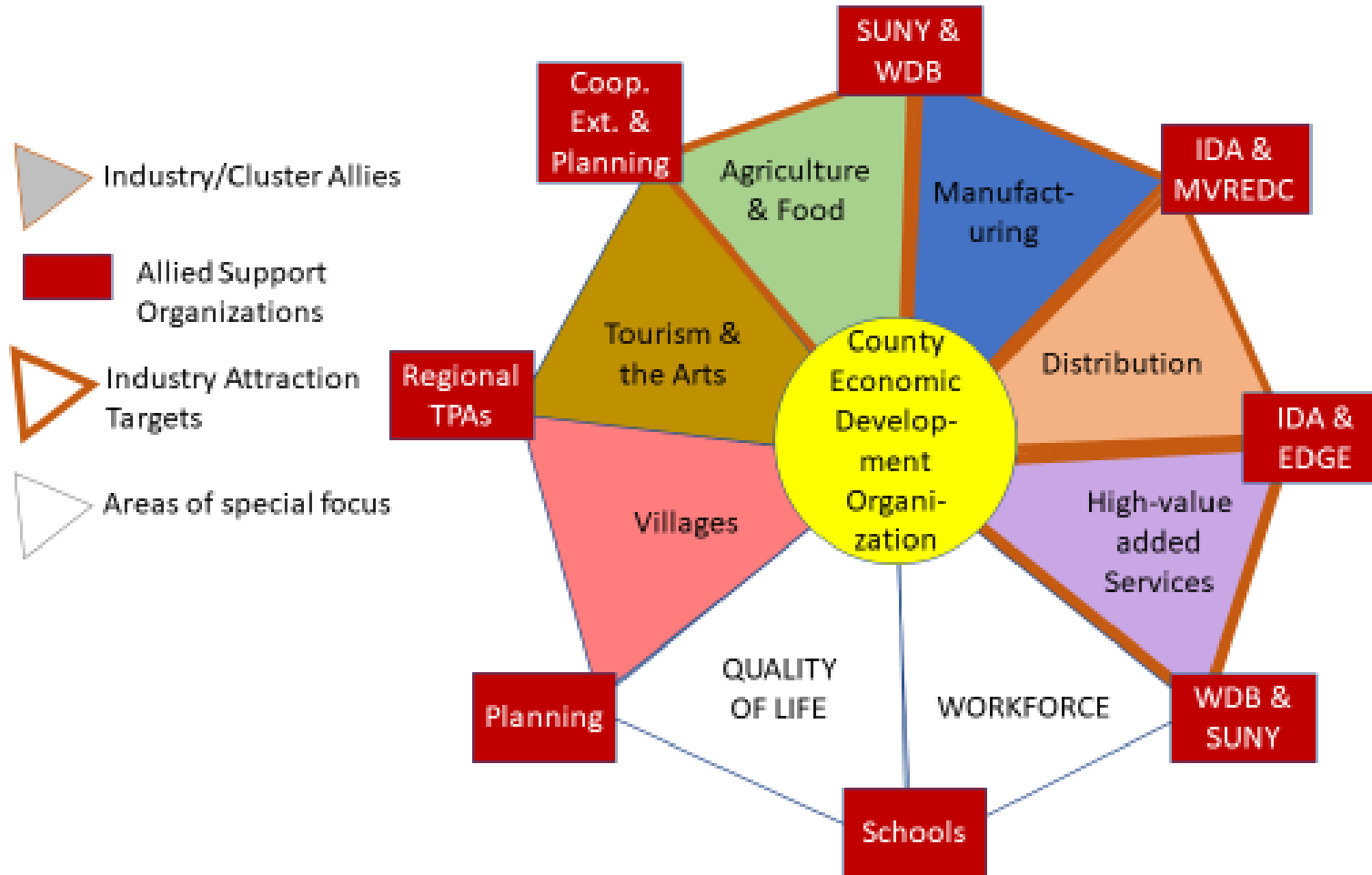
Intra-campus



Global

## Structure: THE SCHOHARIE COUNTY ECONOMIC ALLIANCE

County Economic Development Organization is Catalytic Projects Leader/Coordinator/Liaison



Government + SUNY System + SUNY Cobleskill + Food System Thinking  
=  
County, Regional, State, National, and Global  
Impact

It takes a village

+ National Governors Association  
+ NYS Governor Cuomo  
+ AASCU  
+ SUNY  
+ SUNY Cobleskill

= Rural Resurgence

## Government + SUNY System + SUNY Cobleskill + **Food System Thinking** = Rural Resurgence

- Infrastructure
- Job Skills
- Careers
- Distribution Systems
- Block Chain
- Blocking Technology
- Drones
- Engineering
- GPS / Precision Agriculture
- Satellites
- Robotic Milkers

SUNY Cobleskill: Making our work relevant  
through vision, mission and applied learning

Grow, Sustain, Renew

SUNY Cobleskill



## Discussion Questions:

- Brainstorm where your state's rural communities fit in the skills equilibrium model. What solutions work for those specific communities? (See table handouts)
- What anchor institutions, like universities, exist in your rural communities? How can your state engage anchor institutions to support regional rural growth?



#GoodJobsNGA  
#WeThe States



**#GoodJobsNGA**

**[NGA.org/GoodJobs](https://NGA.org/GoodJobs)**



# Good Jobs for All Americans

**Regional Workshop  
Las Vegas, Nevada**

**Thursday, December 6<sup>th</sup>, 2018**

#GoodJobsNGA  
#WeThe States

# A special thank you to our sponsors!



Completion With a Purpose®





**#GoodJobsNGA**

**[NGA.org/GoodJobs](https://NGA.org/GoodJobs)**

# Second Acts:

## Reskilling Mid-Career Workers

*Martha Ross*, Fellow, Metropolitan Policy Program, Brookings Institution

*Moderator: Meghan Wills*, Program Director, NGA Center for Best Practices



#GoodJobsNGA  
#WeThe States

# Expenditures on Education and Skills Training, by Age and Source

*\$ per capita (2017)*

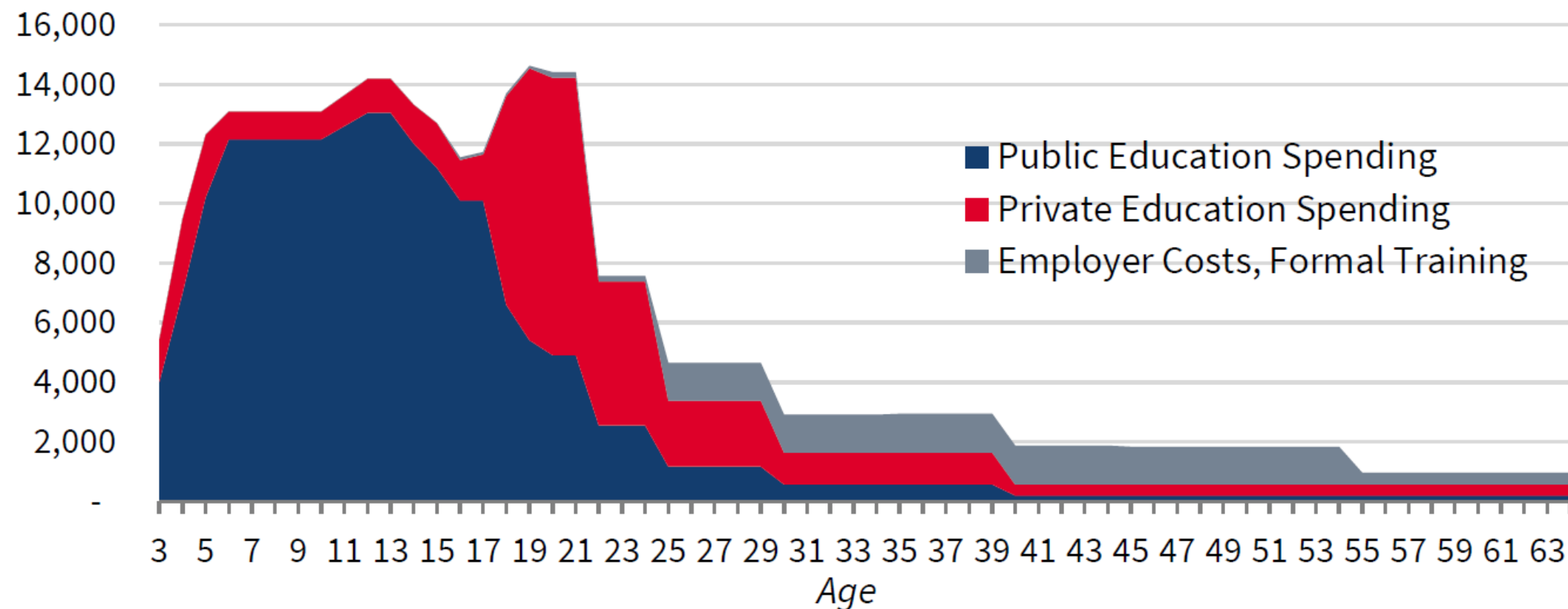
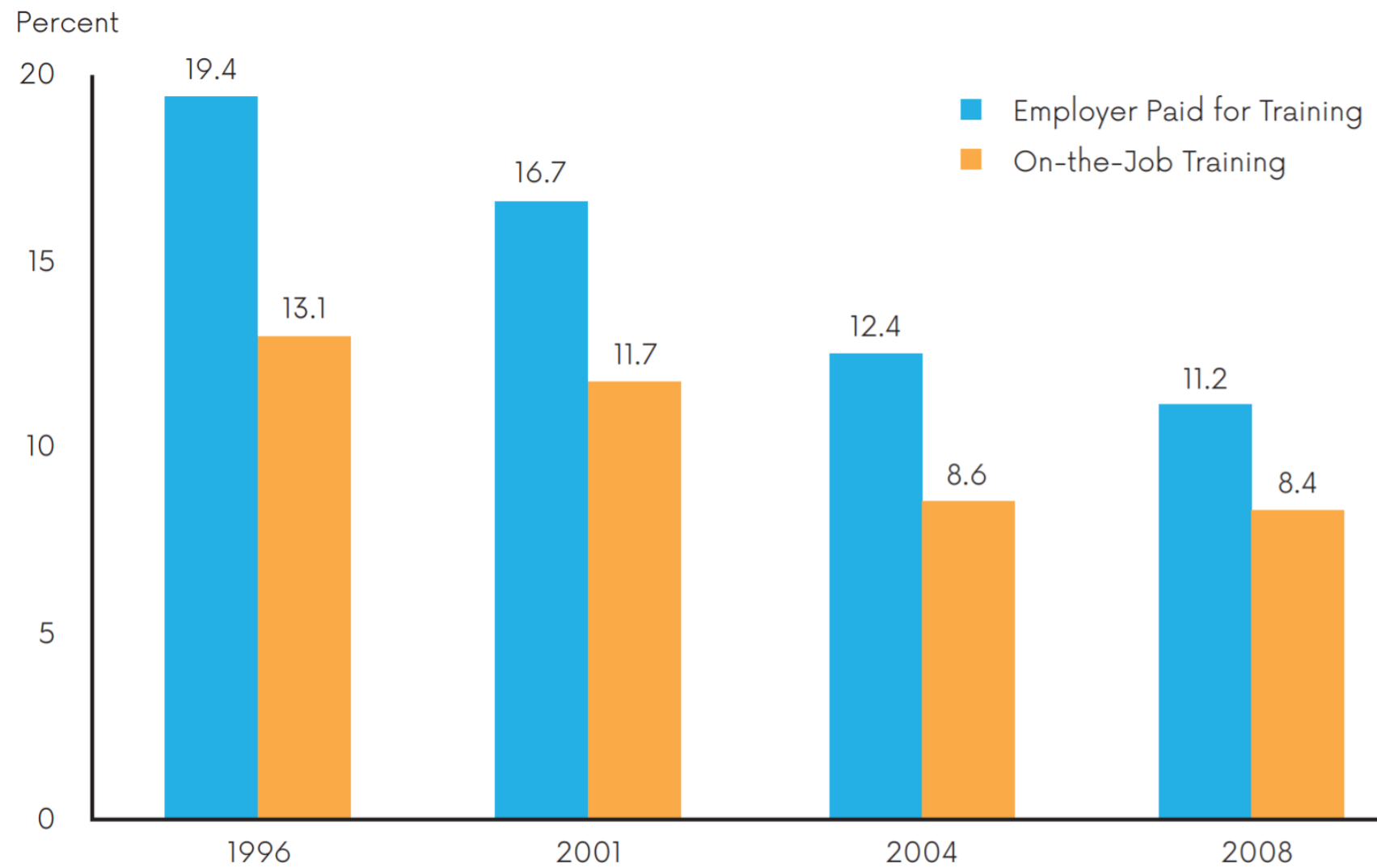


Chart from Council of Economic Advisers. Data sources: OECD, U.S. Census Bureau, BEA, BLS, Association for Talent Development (2017), Carnevale et al. (2015), CEA Calculations.

# Percent of Workers Receiving Employer-Sponsored or On-the-Job Training, 1996-2008



Note: Fraction of workers ages 18-65 receiving training of any duration in the last year.  
Source: Census Bureau, Survey of Income and Program Participation (Employment and Training Topical Module); CEA calculations



# State Priorities from Pittsburgh: Reskilling Mid-Career Workers

- Public sector is an employer and should model effective practices
- Equip workers with skills needed for work in new and changing occupations
- Address non-skill barriers to employment
- Share success stories and use various marketing strategies



#GoodJobsNGA  
#WeThe States

# MEET THE OUT-OF-WORK

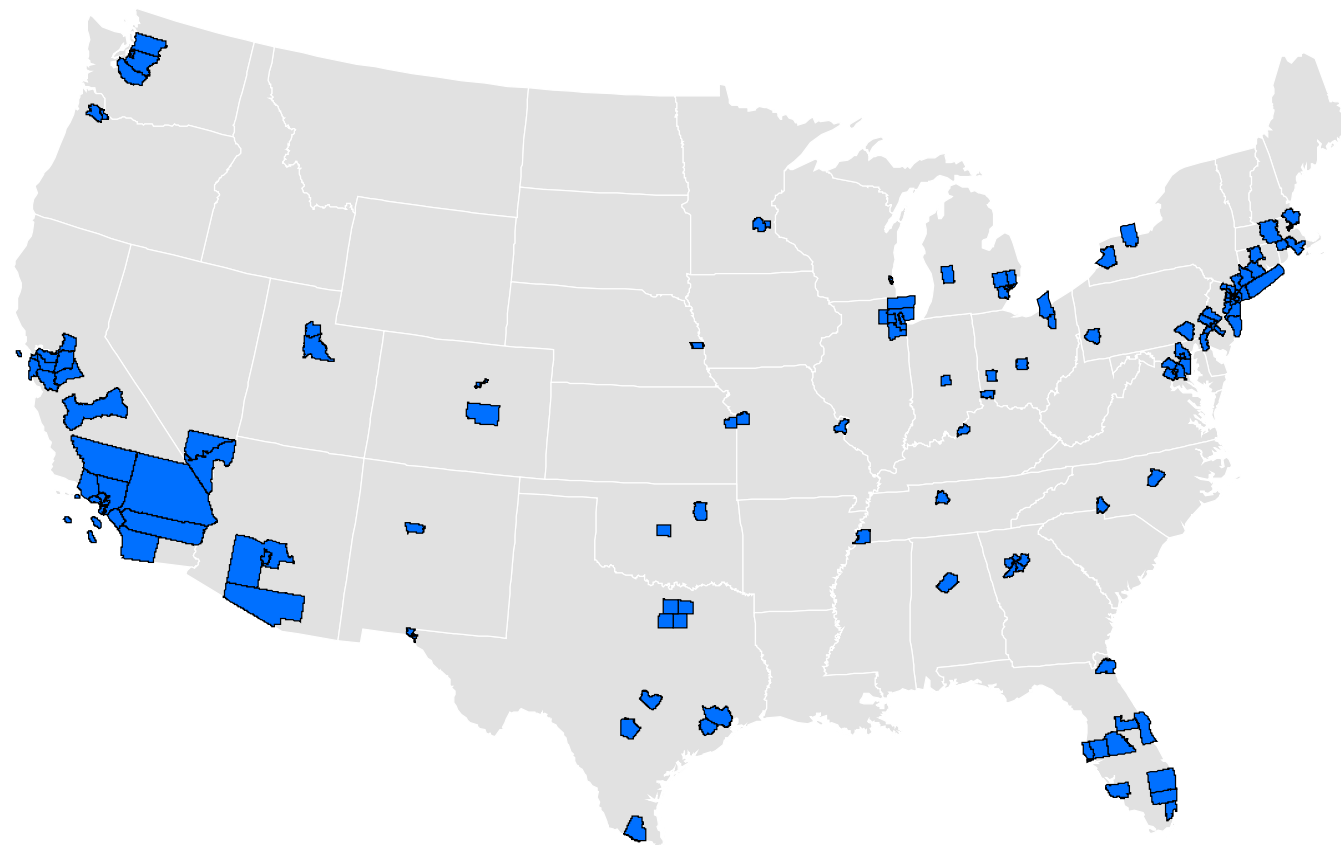
Martha Ross

Brookings Metropolitan Policy Program

December 2018

# Who is out of work at the local level?

*Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population*



# Who is out of work at the local level?

*Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population*

11.3 million adults aged 25-64

14% of all 25-64 year-olds in  
the study jurisdictions

Median age is 44

# Who is out of work at the local level?

*Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population*

55% have a HS diploma or less

Racially diverse (plurality of whites)

14% report a disability

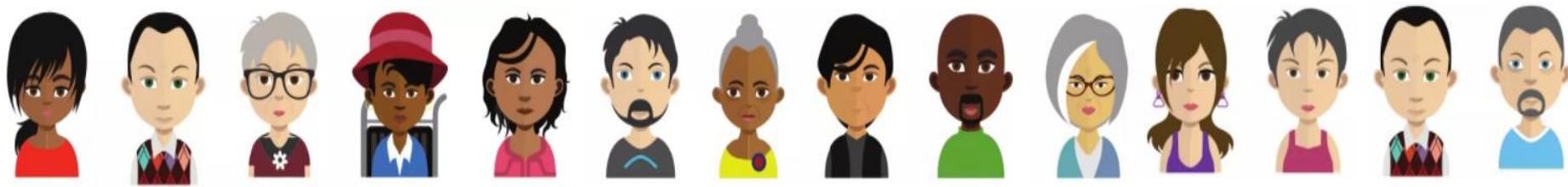
# Who is out of work at the local level?

*Study jurisdictions include 130 cities and counties with populations over 500,000, accounting for 48% of the U.S. working-age population*

26% worked in the past year

32% are looking for work

37% in poverty



# Segmenting the out-of-work

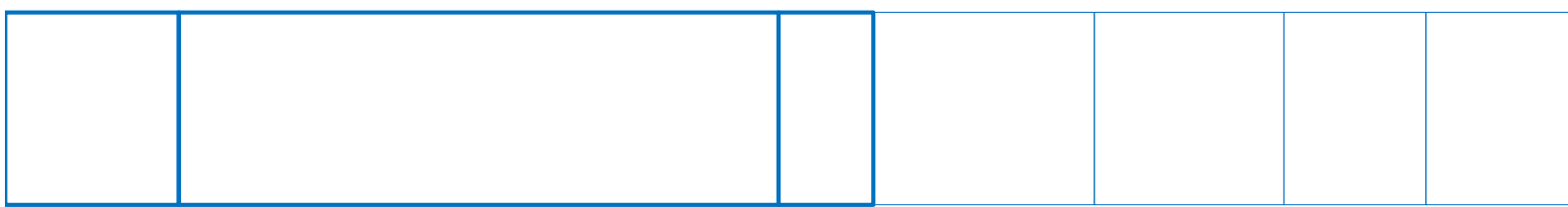
We clustered out-of-work adults into segments likely to benefit from similar types of workforce assistance, based on their likeness to each other across the following characteristics:

- Disability status
- Caring for children
- Work history in past year
- Poverty level
- Education
- Age
- Race/ethnicity
- English language learner

**We identified 7 clusters,  
roughly categorized by age and education**

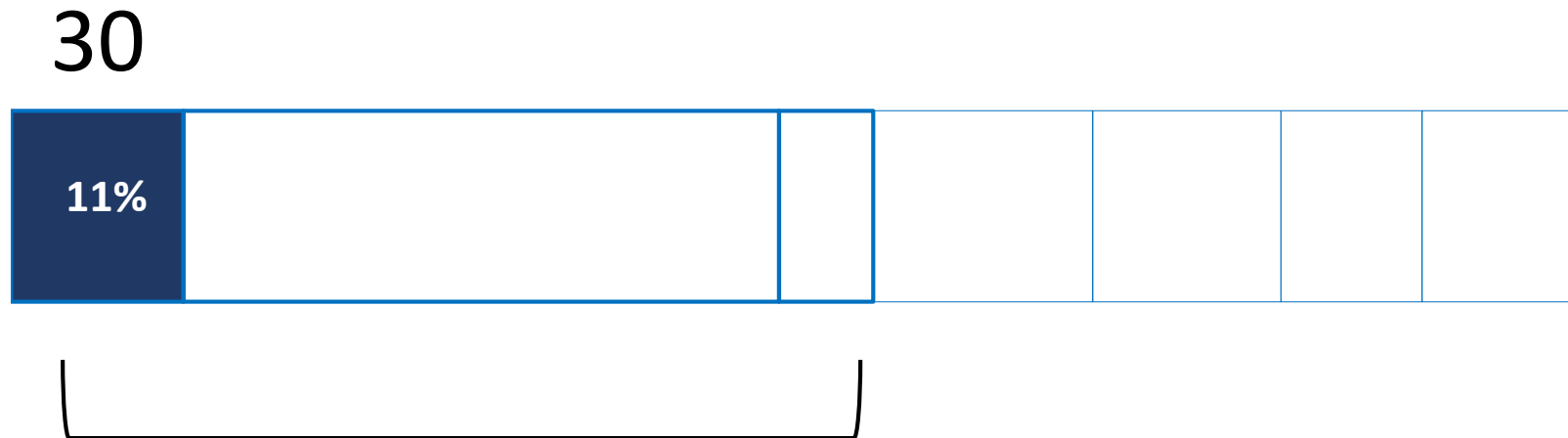
--	--	--	--	--	--	--



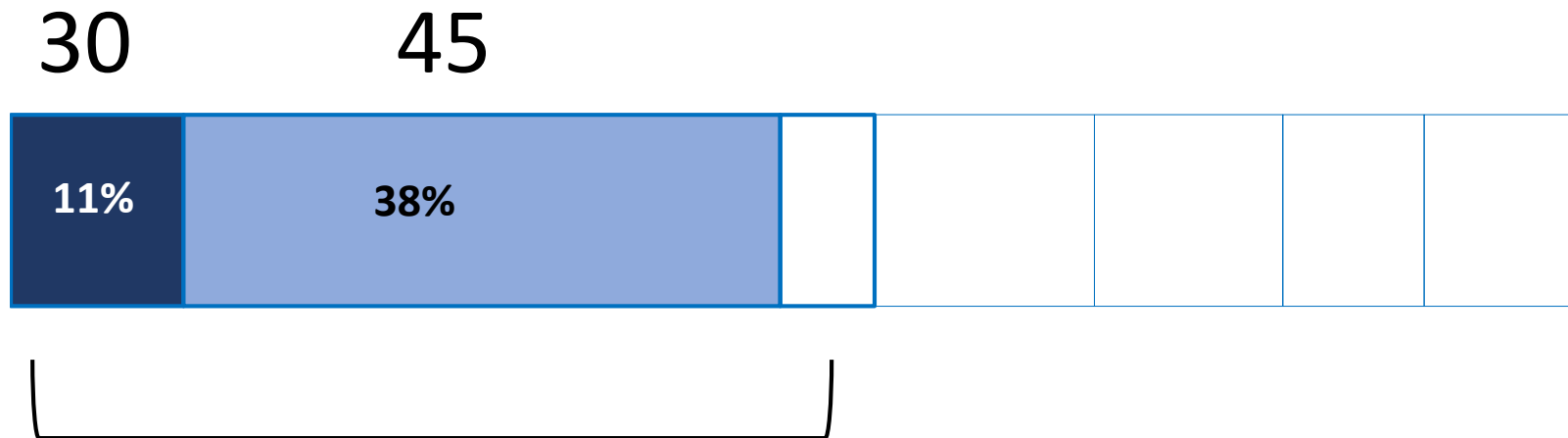


55%  
HS diploma or less

# Median age

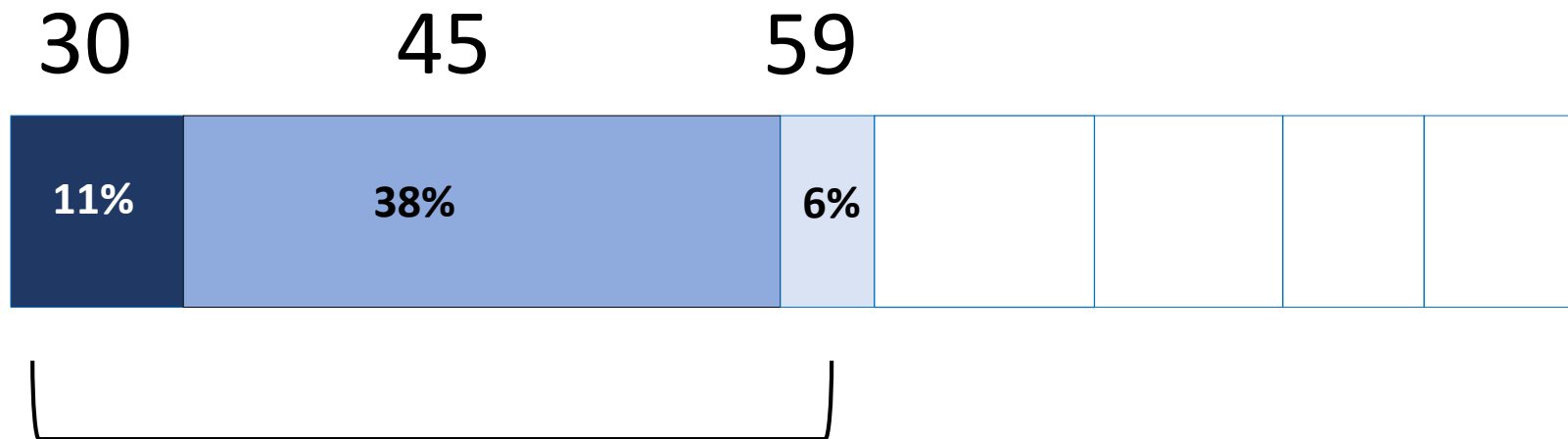


## Median age



**55%**  
HS diploma or less

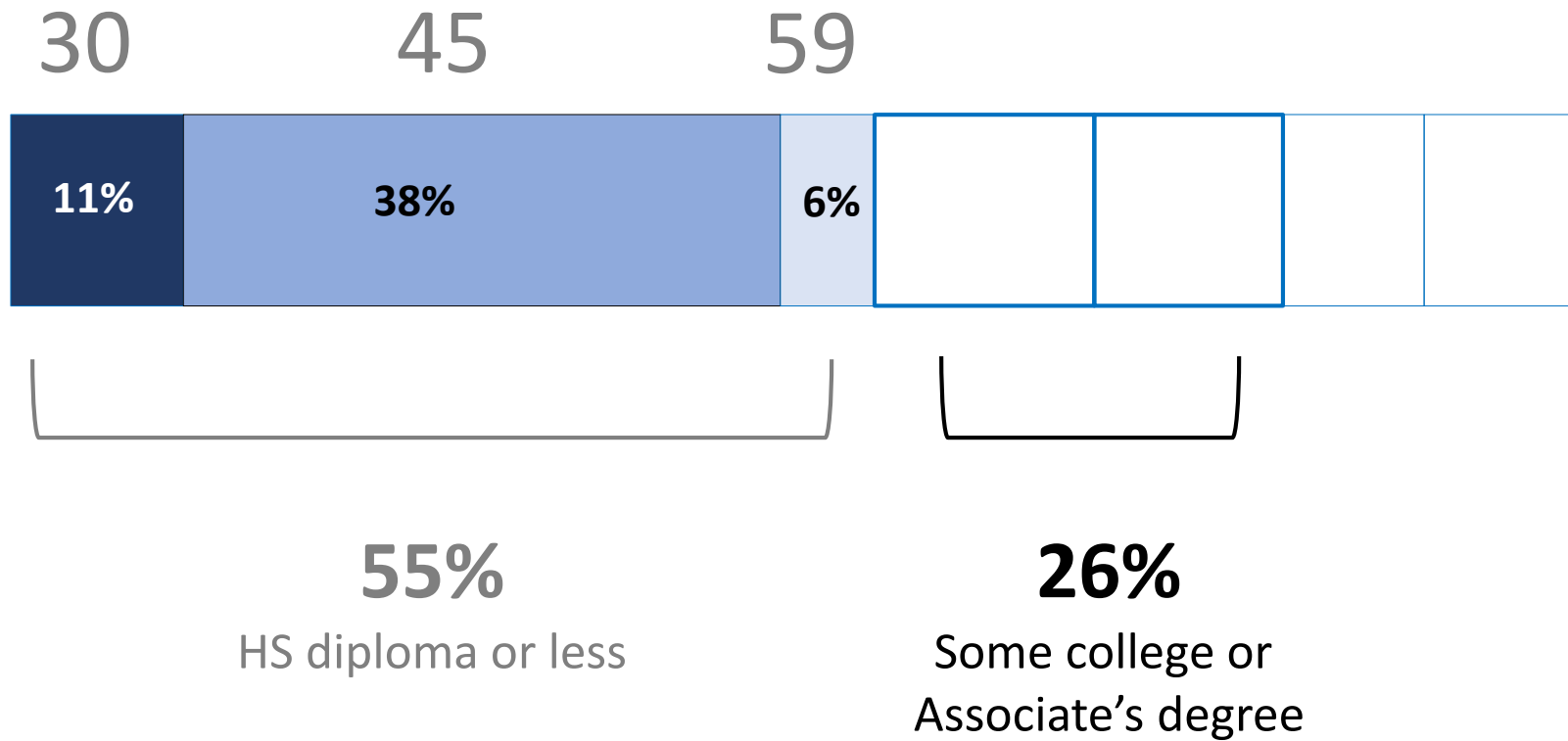
## Median age



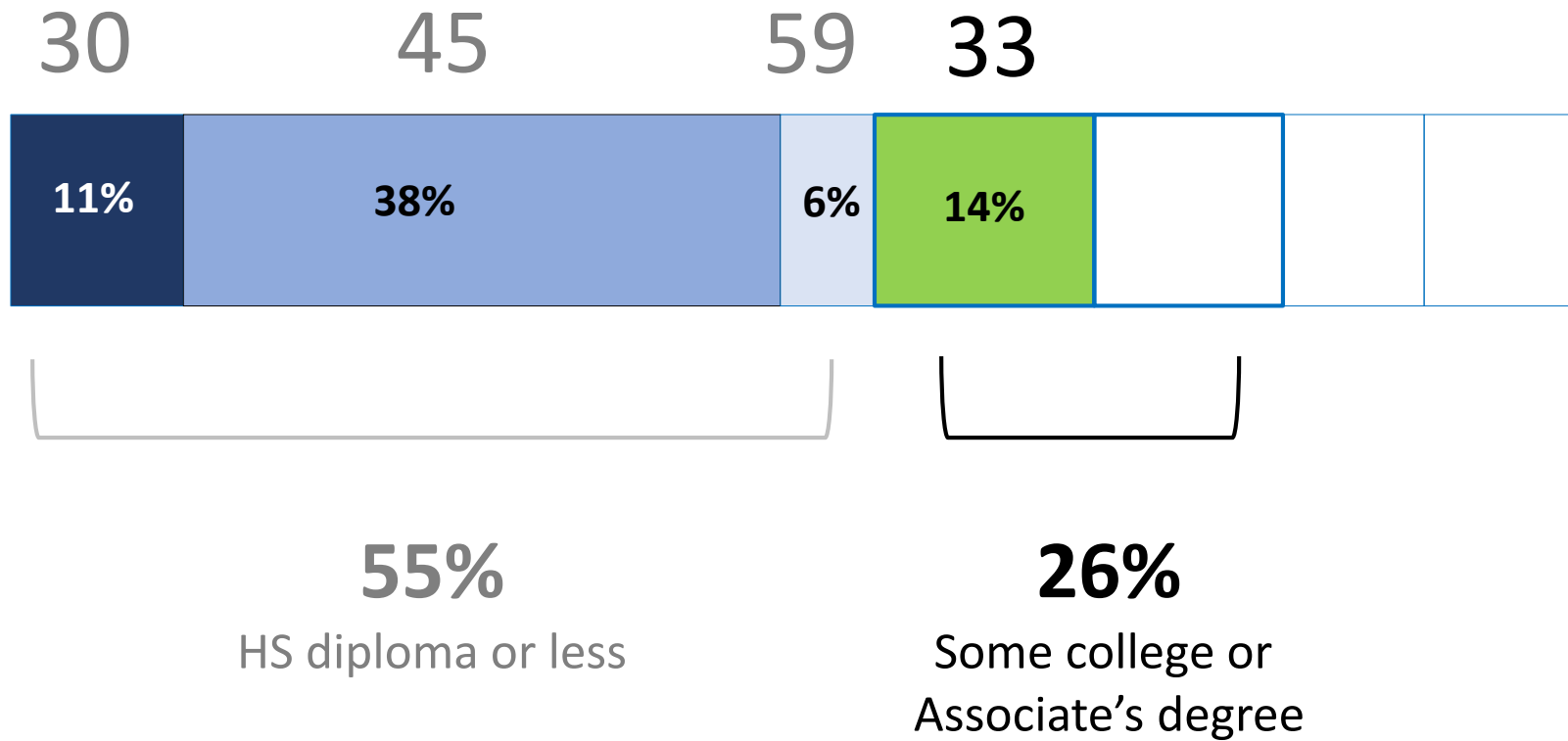
**55%**

HS diploma or less

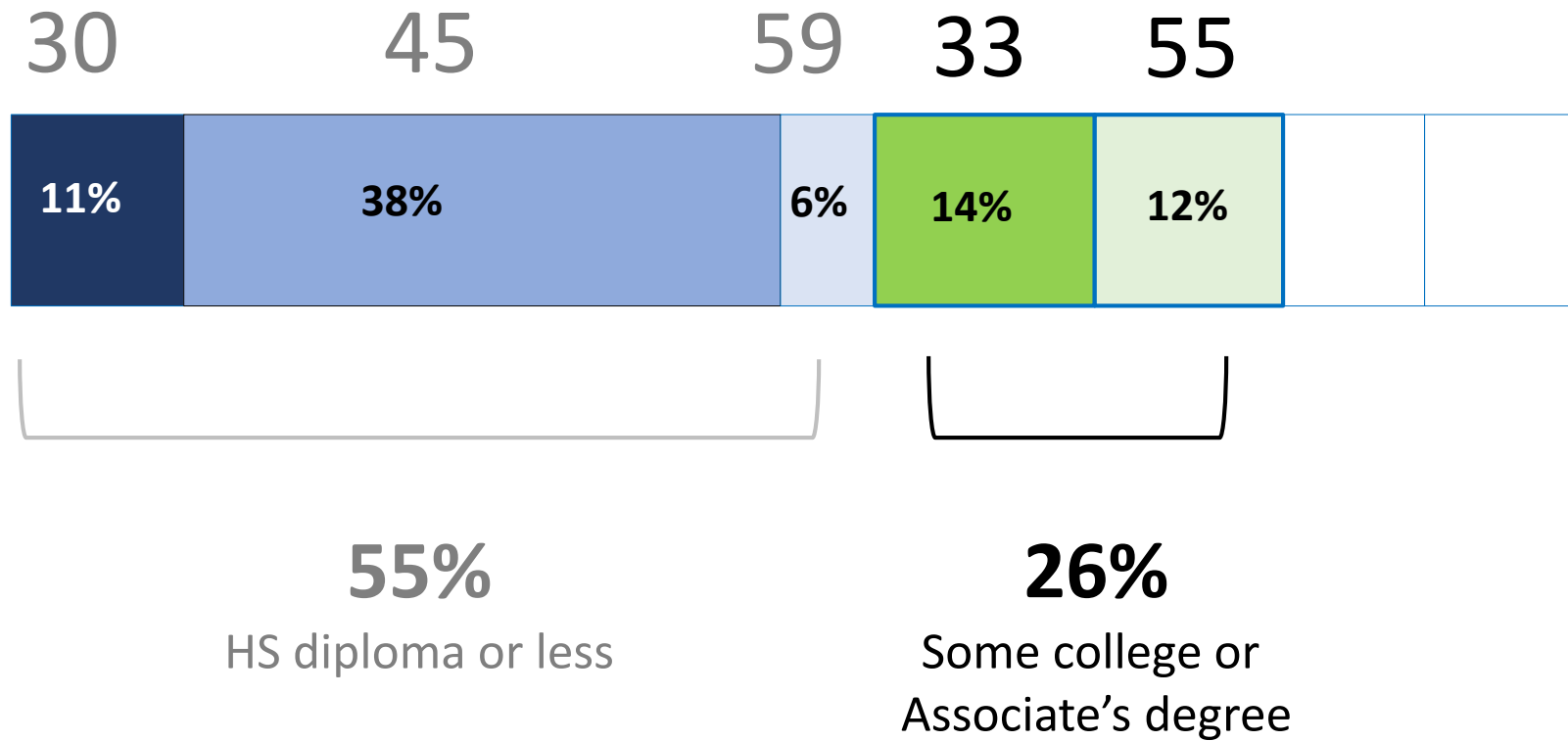
# Median age



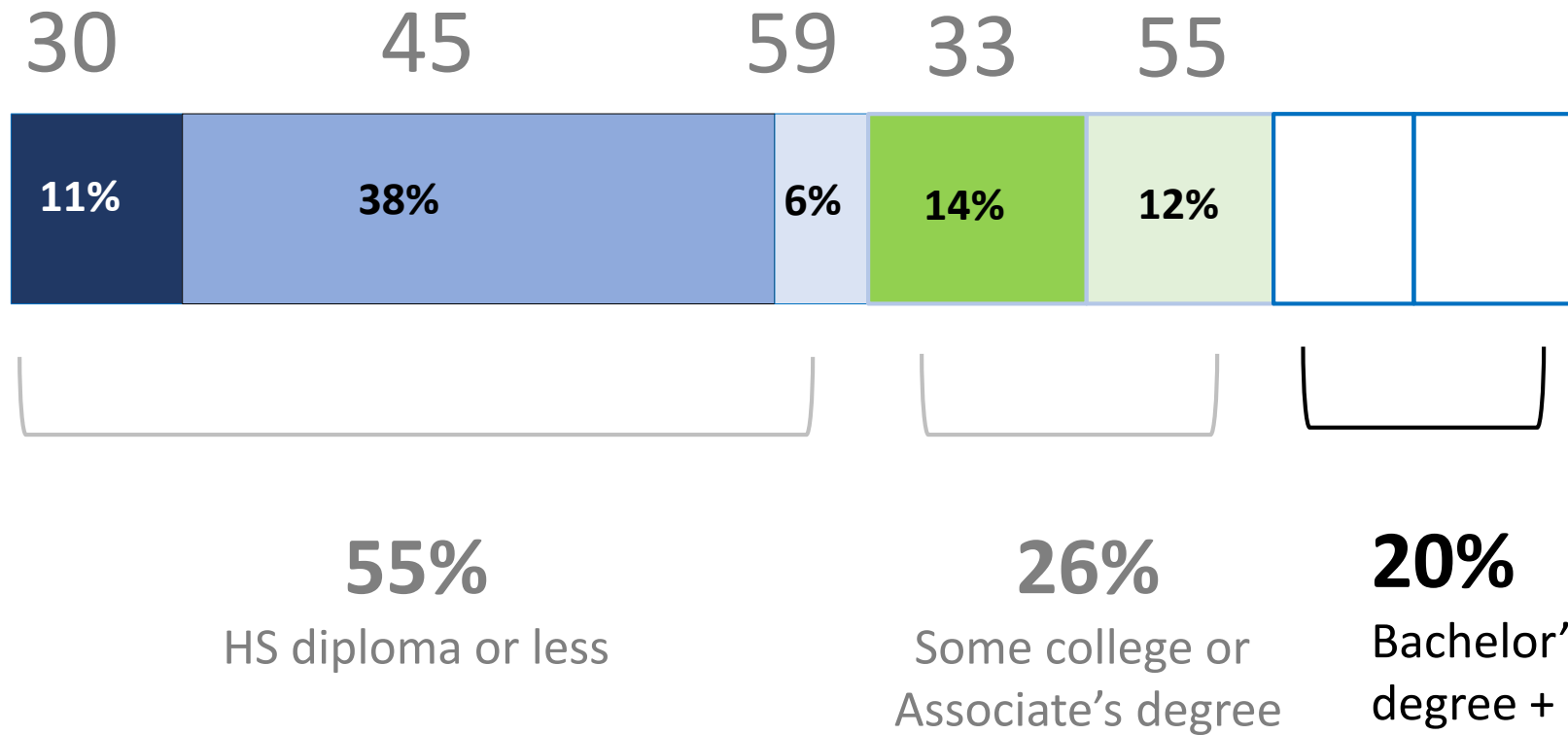
# Median age



# Median age

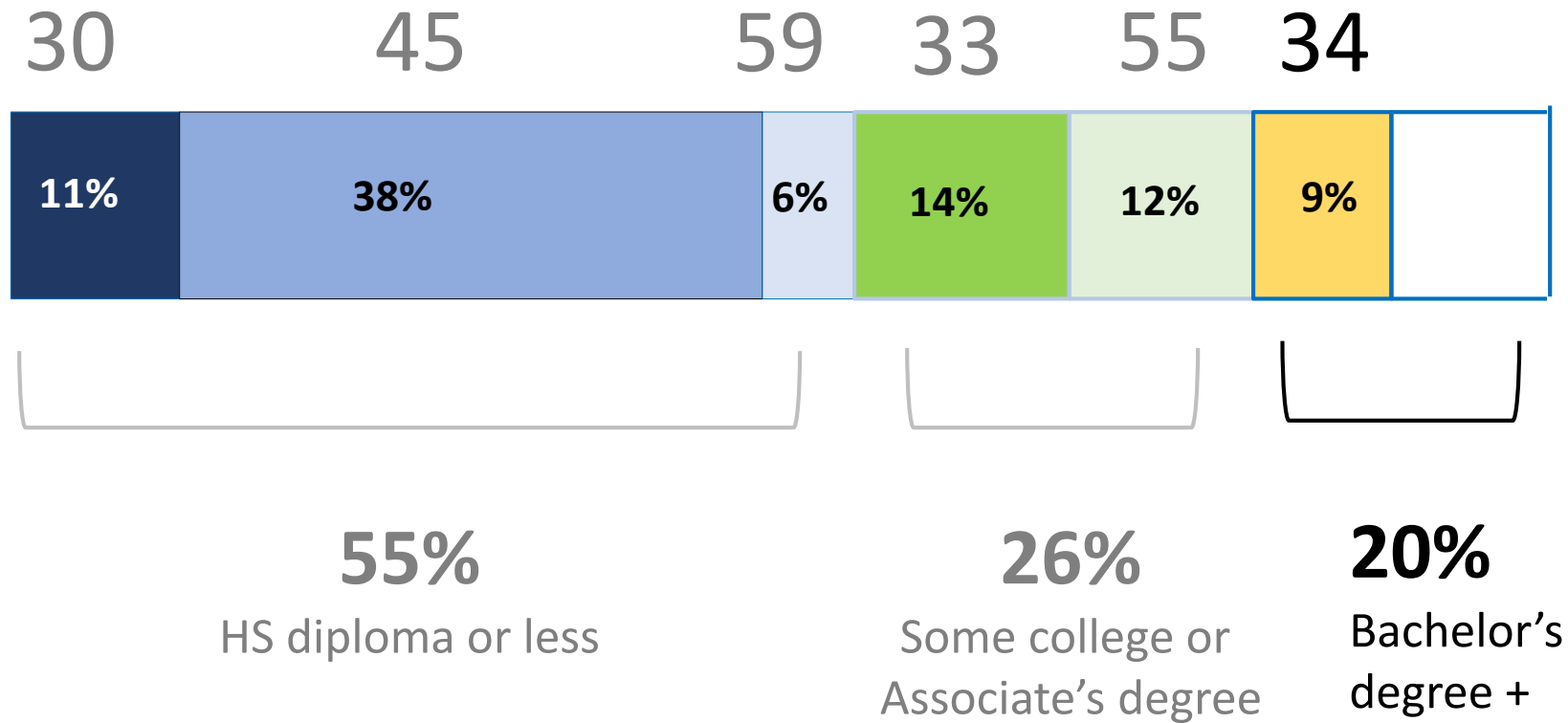


# Median age

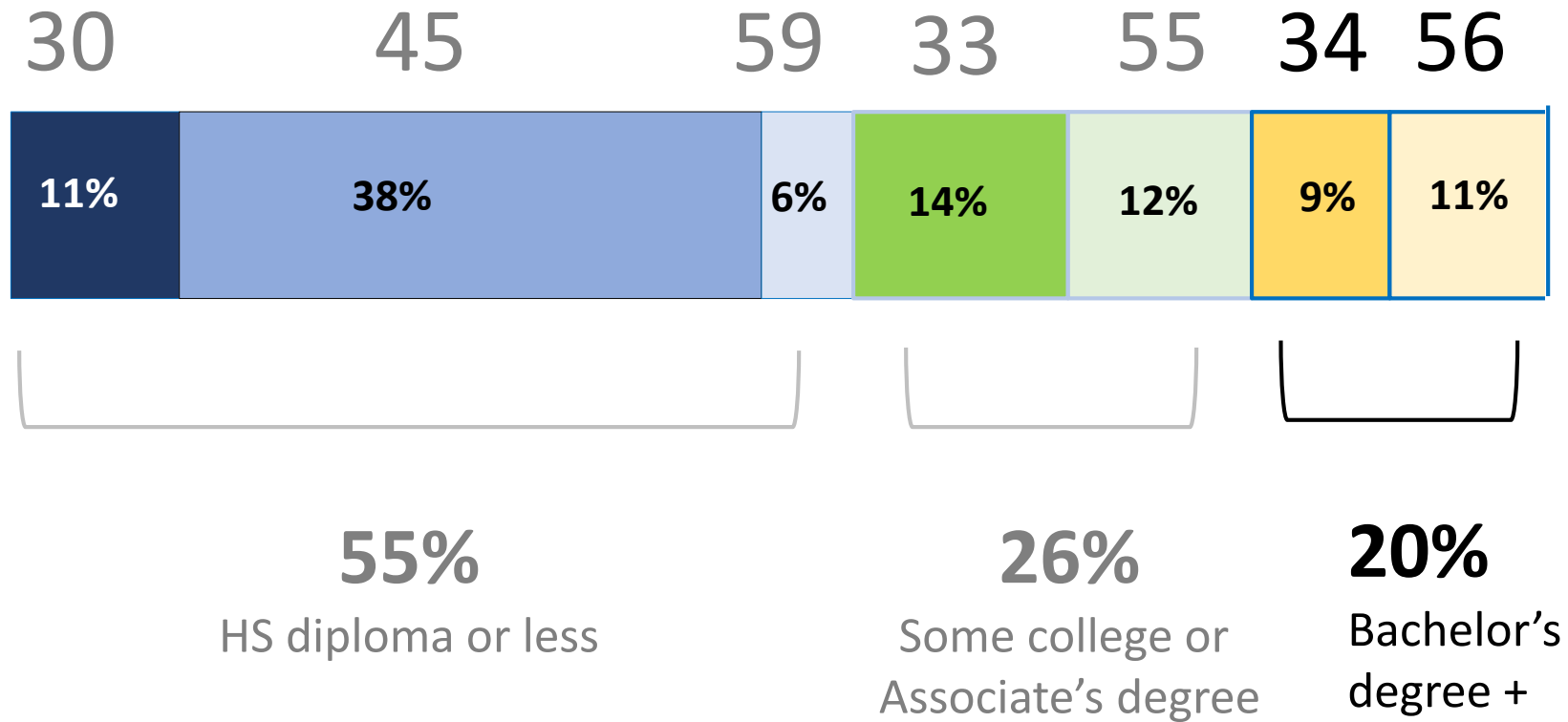




# Median age



# Median age



## Evidence-based workforce solutions

Research and practice provide the following general guidance:

- Offer training & job placement that align with regional labor market needs & in-demand skills
- Provide guidance, counseling, and other appropriate supportive services to participants

### What does it mean to be evidence-based?

Not only random-assignment experiments! Look for programs with clear logic models, performance management systems that measure progress towards goals, and a commitment to performance improvement.

**Job search assistance and counseling:** Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

**Job search assistance and counseling:** Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

**Bridge programs:** Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.

**Job search assistance and counseling:** Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

**Bridge programs:** Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.

**Transitional jobs programs:** Short-term subsidized employment and supportive services for people with barriers to employment and very limited work history.

**Job search assistance and counseling:** Services to help employers and job seekers connect more efficiently, including assessments (skill, interest, aptitude), career and training planning, and assistance with resumes and interviewing skills.

**Bridge programs:** Prepare people with very low math and reading skills for further education and training, sometimes in combination with occupational skills training.

**Transitional jobs programs:** Short-term subsidized employment and supportive services for people with barriers to employment and very limited work history.

**Social enterprise:** Mission-driven businesses that hire people with barriers to employment and limited work history to carry out the work of the business. Similar to transitional jobs programs, and also provide supportive services.

**Sector initiatives:** Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.



**Sector initiatives:** Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

**Two-generation programs:** Link education, job training and career building for low-income parents with early childhood education for their children

**Sector initiatives:** Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

**Two-generation programs:** Link education, job training and career building for low-income parents with early childhood education for their children

**Apprenticeships:** Combine paid employment with on-the-job training and related classroom instruction

**Sector initiatives:** Partnerships among employers, educators, and other workforce stakeholders to identify and address workforce needs of specific industries in a regional labor market.

**Two-generation programs:** Link education, job training and career building for low-income parents with early childhood education for their children

**Apprenticeships:** Combine paid employment with on-the-job training and related classroom instruction

**ASAP (Accelerated Study in Associate Programs):** Program to increase the graduation rate of low-income community college students seeking an Associate degree. Students must attend full-time and receive a range of academic, financial, and personal supports.

1

# 79M

Total population ages 25  
to 64 in the 130 study  
jurisdictions



1

79M

Total population ages 25  
to 64 in the 130 study  
jurisdictions



EMPLOYED

59M  
74%

20M  
26%

1

79M

Total population ages 25  
to 64 in the 130 study  
jurisdictions



EMPLOYED

59M  
74%

20M  
26%

1

79M

Total population ages 25 to 64 in the 130 study jurisdictions



2

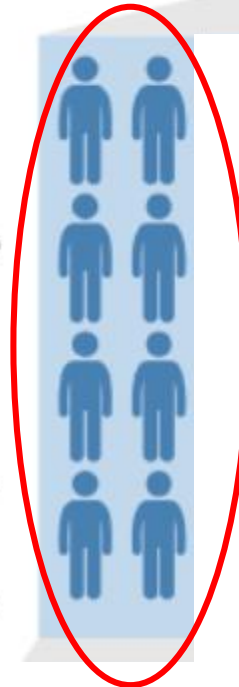
People who are not working are either unemployed or not in the labor force.

### Unemployed (4M)

Individuals who want and are available for work, and who have looked for work in the past four weeks.

### NOT IN THE LABOR FORCE (10M)

Individuals who are not working and have not looked for work in the past four weeks. They are a diverse group, including people who have chosen to engage in other activities like school and caretaking, but also people who may want to work but have given up looking.





1

# 79M

Total population ages 25 to 64 in the 130 study jurisdictions



2

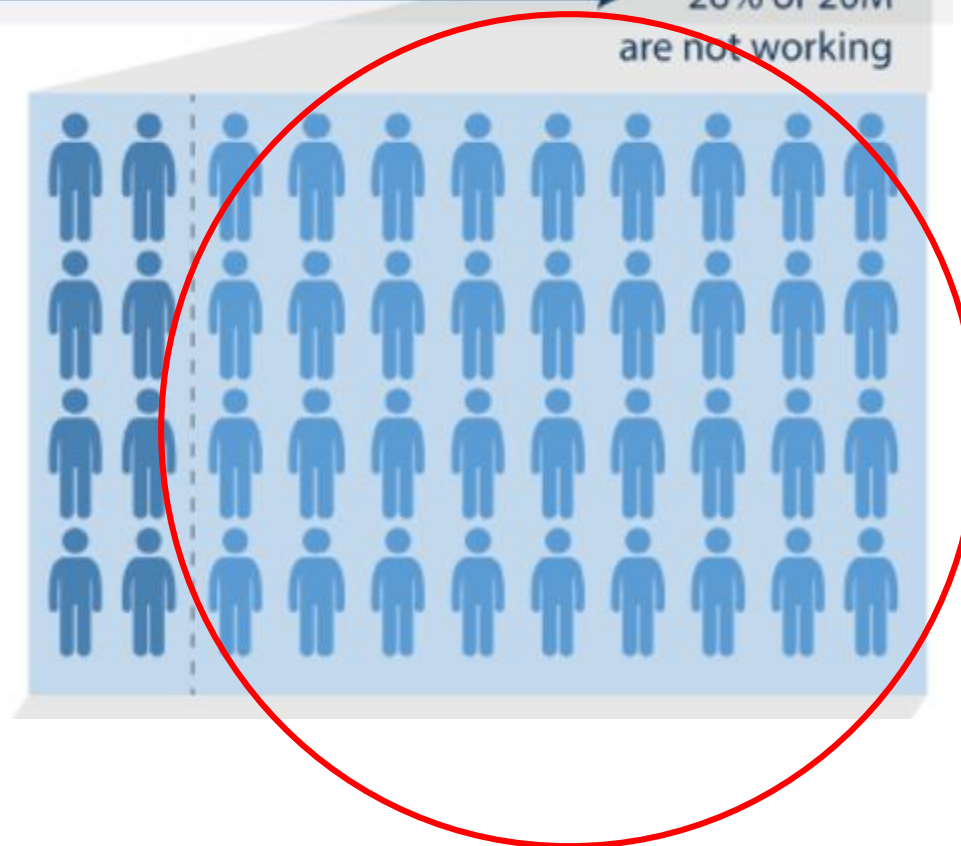
People who are not working are either unemployed or not in the labor force.

## ■ Unemployed (4M)

Individuals who want and are available for work, and who have looked for work in the past four weeks.

## ■ Not in the labor force or NILF (16M)

Individuals who are not working and have not looked for work in the past four weeks. They are a diverse group, including people who have chosen to engage in other activities like school and caretaking, but also people who may want to work but have given up looking.





People have many reasons for being out of the labor force, and not all forms of unemployment are equal



People have many reasons for being out of the labor force, and not all forms of unemployment are equal



Attending school or caring for others are alternative activities to employment



People have many reasons for being out of the labor force, and not all forms of unemployment are equal



Attending school or caring for others are alternative activities to employment



Those receiving retirement or disability benefits are unlikely to return to pursue employment

To account for this, we subtracted ~10% of the unemployed and ~50% of those not in the labor force



Total out-of-work population = 11.3 million

## Discussion Questions:

- What, if any, priorities or key ideas are missing from the list from Pittsburgh?
- What specific policies are you implementing, or what might you implement to support mid-career workers? How would you advise a Governor?



#GoodJobsNGA  
#WeThe States



**#GoodJobsNGA**

**[NGA.org/GoodJobs](https://NGA.org/GoodJobs)**

# Elevating Proven Solutions: Prioritization



#GoodJobsNGA  
#WeThe States



**#GoodJobsNGA**

**[NGA.org/GoodJobs](https://NGA.org/GoodJobs)**



# A special thank you to our sponsors!



Completion With a Purpose®

