



Public Policy Toolkit for ATD Chapters

Prepared by the ATD Public Policy Council

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“Being connected with the federal and local workforce system has been beneficial both to me personally as well as to my company. For my company, we have taken advantage of state funding for training. On the personal side, I have been able to understand the demographics of the workforce of my local community, and offer my knowledge of learning and talent to aid the local Workforce Investment Board in setting strategy and aligning training to meet local business needs.”

—Mike Girone, ATD Greater Philadelphia

ADVOCACY TOOLKIT FOR ATD CHAPTER LEADERS

Engaging with public policymakers can be a beneficial activity for ATD chapter leaders. As the training and talent development experts in your local area, you are uniquely qualified to provide needed input on critical workforce development issues and needs that affect your community.

This toolkit provides information on:

- the opportunities that exist for engaging in workforce development policy issues
- federal legislation that unlocks training dollars at the local and state level
- how to engage with local, state, and federal legislators
- lobbying disclosure rules
- how to engage with the public workforce system.

SECTION 1:

ATD Chapters and Public Policy—Why Engagement Is Something to Consider

- Overview
- Opportunities Exist to Be Part of the Solution
- Overview of WIOA—the Workforce Innovation and Opportunity Act
- WIOA's Employer Mandates Create New Opportunities

Overview

At the national level in the United States, ATD advocates for public policies that support a knowledgeable, highly skilled, and employable workforce. We encourage our members to take an active role on Workforce Investment Boards (WIBs) to ensure that businesses are well represented and identify public and private organizations with whom to partner. ATD Chapter members are uniquely qualified to engage in a powerful way.

It is critical that organizations of all sizes recruit, develop, and retain talent to achieve and sustain a competitive advantage. To do this, employers must understand the training appropriations process, and be aware of grant opportunities and tax credits that can help them with their organization's investment in developing their current and future workforce.

Opportunities Exist to Be Part of the Solution

Public policy affects ATD chapters, talent development professionals, and their organizations. ATD chapters should consider an advocacy role because decisions made at the federal, state, and local level can affect the profession and members' organizations. ATD chapter members are the training professionals in their local communities. Their expertise is critically important and needed.

Advocacy work involves educating policymakers on what talent professionals do, and how their work helps organizations grow and succeed. By developing relationships with policymakers, ATD chapter members help educate policymakers and allow them to make informed decisions about training and development issues.

By connecting with local WIBs, chapter members can provide needed expertise by being the bridge that connects employers with jobs to fill with local WIBs that make decisions about the allocation of available training funds. By serving on a local or state WIB, chapter members can share their expertise as talent management professionals, helping their local board with running and funding successful training programs. They also can participate in setting board policy on training and how their local one-stop career center systems are run.

Overview of WIOA—the Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act of 2014 replaced the former Workforce Investment Act of 1998. This legislation sets the framework and funding for the public workforce system, which includes the structure of state and local workforce boards and one-stop career centers. The new legislation was fully implemented in the summer of 2015.

WIOA's Employer Mandates Create New Opportunities

When WIOA was enacted, one of the key elements was the importance given to employer engagement. For the first time, the law requires that real needs of employers are factored into how local training funds are spent. This is a jobs-driven provision, which means that as talent development professionals, ATD chapter members have the opportunity to bring their expertise to bear on their community's particular workforce development efforts. Often local WIBs lack the expertise of talent development professionals.

"My first Congressional Conversations experience was in 2014. I found this to be a great 50,000-foot view of ATD's efforts around public policy. The orientation helped me to understand the importance of the policies currently being reviewed and how we at the local chapters can play a critical role in educating our elected officials on our profession and the value we add to our local workforce."

—Patricia Graczyk, ATD Buffalo Niagara

SECTION 2:

How Should Our Chapter Get Started?

- Consideration for Chapter Structure
- Educating Chapter Members on Public Policy
- Developing Your Message
- Building the Advocacy Plan & Advocacy Campaign

Consideration for Chapter Structure

Not all chapters—and certainly not all chapter members—will want to participate in the public policy process. For chapters that do want to become involved in advocacy, there are several ways to create a chapter structure that addresses public policy. Some chapters choose to create a public policy committee, or combine public policy responsibilities with another committee like community outreach. Some chapters have created a board position tasked with public policy initiatives, or have asked a board member to oversee these activities. Another option is to engage a passionate chapter member with creating public policy programs to educate chapter members.

Examples of public policy activities may include:

- tracking and analyzing proposed laws and regulations (most likely at the local or state level)
- liaising with the public workforce system at the local level (WIBs and one-stop career centers)
- working with ATD National for Congressional Conversations and other policy-related events.

"For our chapter, we were able to bring in members of local workforce boards to educate our chapter on the overall system. Several members of the chapter have since participated in Congressional Conversations as well."

—Patricia Graczyk, ATD Buffalo Niagara

Educating Chapter Members on Public Policy

Talent development professionals should be familiar with the various public resources available for worker training in the United States. These resources can play an important role in maintaining a competitive advantage and can allow for innovative approaches in developing our workforce. Talent development professionals should also be familiar with the

political process that drives public investment in job training, and be comfortable engaging policymakers on the needs of their organization, industry, and community.

Developing Your Message

When evaluating whether to engage on a public policy issue, there are several considerations that should be discussed by chapter leaders and members.

1. Does this issue affect chapter members in their capacity as talent development professionals? There may be policy issues that affect every member of a community or state, but it is generally not appropriate for professional organizations to develop positions on issues that are not germane to the profession or the chapter itself.

Chapter members may engage in political activities on their own, but must do so as individuals, not as representatives of ATD or their local chapter.

2. Does it affect enough members to warrant a chapter position on the issue? If the issue is of interest to only a small subset of members, it is probably not appropriate to develop a chapter position, although those members may wish to engage in advocacy on their own.
3. Are chapter members in agreement on the issue? While support for a policy position does not have to be unanimous, it is important to consider competing viewpoints within the chapter, and whether developing a position would alienate individual members.

If the answers to the questions above are yes, the chapter may consider developing a position on the issue. A position clearly articulates either support for the issue under consideration or substantive alternatives to the proposed policy. The position should be well reasoned, with supporting arguments and evidence, where appropriate.

Once the position is developed, it is wise to get national ATD's input and seek their counsel before proceeding further. In addition to this counsel, chapter leaders should consult their bylaws before proceeding with any formal position. Some chapters' bylaws may require a vote by every chapter member, while others might require approval only from chapter officers.

Building the Advocacy Plan and Advocacy Campaigns

Once the chapter has taken a position on an issue, the next step is to develop and implement an advocacy plan and campaign. Questions to be considered are:

- *What is the goal of the advocacy plan?* This can range from simply educating policymakers on an issue to actively working to pass or defeat pending legislation. Setting a goal allows the chapter to define the steps required and determine what constitutes success.
- *What is the timeframe?* If the goal is supporting or opposing active legislation, the timeframe may be quite short—the campaign will last until a vote is taken or a decision is made. If the goal is simply building awareness or educating policymakers, the advocacy plan might be open-ended and communication can occur at any time.
- *Who are the decision makers?* Who has a vote on whether the law is passed or the policy is implemented? A successful advocacy plan will be narrowly targeted to influence those who will ultimately have a say in the matter.
- *What is the best way to communicate with the decision makers?* If the policymakers are located on the other side of the country, a phone call or an email may be the best way to communicate your position. If they are local, a personal visit may be your best bet.
- *Who will communicate the chapter's position?* This can be a tricky question. Sometimes it is best for the chapter to designate one board member to communicate with an appropriate representative, such as a chapter president or the head of the policy committee. Alternatively, several voices on a particular issue indicates that the position is shared by many, which can influence the decision-making process. As a general rule, education

and awareness lend themselves to a single voice, while pending legislative action is often amenable to the broader approach.

Once the plan is agreed upon, the policy committee should take the lead in implementation, regularly evaluate progress, and make adjustments as necessary. It is also useful to discuss lessons learned. For assistance, contact Kristen Fyfe-Mills, ATD Public Policy, at kfyfe@td.org.

SECTION 3:

Communicating With Policymakers at Local, State, and National Levels

- Communication Etiquette
- Engaging at the Local Level
- Engaging at the State Level
- Engaging at the National Level: Congressional Conversations Overview

Policymakers at the national, state, and local levels each have different priorities, concerns, and areas of focus. Engaging with each requires a different set of protocols. Congressional policymakers are concerned with broad issues of national importance and how those issues will affect their local constituents. State and local policymakers take a narrower focus.

Communication Etiquette

Policymakers at the national level can be advocates for talent development. Effectively engaging them can ensure that local talent issues have advocates, and that policy decisions are made with consideration for needs of the local workforce.

Before you begin communicating with policymakers at the national level, consider the following:

1. Do Your Research

To be taken seriously and effectively engage with policymakers, you need to be aware of how policy works, what each policymaker cares about, and what legislation is currently on the table. Take some time to research the issues and determine how you can help policymakers better understand the issues related to talent development. Wrongly naming the current policy or being naive about the way decisions come about may make you seem uninformed, and could affect the way you and your message are received.

For information on current legislation go to www.congress.gov and search for legislation using keywords such as *apprenticeship, training, and education*.

For information on congressional legislative committees, go to www.congress.gov/committees and use the link for the relevant committee (for example, Education and the Workforce)

2. Plan How You'll Engage

Once you've decided to engage, plan how you are going to do it and what steps you need to take. What do you want to achieve? What issues do your policymakers care about and what are they motivated by? Different policymakers work at different levels, so you will need to tailor your language and message appropriately to connect with them.

3. Follow the Protocol

Communicating with policymakers, and especially elected officials, requires specific protocols. Use the following tips to ensure your communication follows the appropriate etiquette.

a. Email

Because mail addressed to Congress, the executive branch, and federal agencies must be scanned before it reaches its destination, emailed letters are now the most popular choice of communication with a Congressional office. When emailing a Congressional office, be sure to:

- Send the email to the best email address. Each legislator has a website and provides an address to which you can send email. For members of Congress, go to www.house.gov and, at the prompt, click on your representative. For your senators, go to www.senate.gov.
- Provide a bill number or name if possible in the subject line.
- Keep your message brief and to the point.
- Identify the issue you are writing about and refer to specific bills by number.
- Use proper formats when sending correspondence to a representative or senator:
 - The Honorable [full name], U.S. House of Representatives, Washington, D.C., 20515
Dear Representative [last name]:
 - The Honorable [full name], U.S. Senate, Washington, D.C., 20510
Dear Senator [last name]:

b. Telephone

When time is short and you need fast action, a phone call is probably the best way to make your views known to your legislator.

Before you call, write down the key points you want to make. Don't be disappointed if you can't talk directly to your legislator. Congressional staff members are important players in the legislative process. As the gatekeepers to members of Congress, they're responsible for briefing members on issues and for relaying constituents' views.

When you call, identify yourself; state the bill number, title, or issue you're calling about; and briefly explain your support or opposition.

If you're unable to reach your legislator or a staff person directly, send a fax or email outlining your position.

c. Leveraging Existing Contacts

If you have a contact within a legislator's office—whether it's someone in the Washington office or in the district—it is helpful to send the correspondence to that person as well. Having a personal contact will help ensure your message is received and given appropriate weight, especially if you have a technical issue to raise with the member of Congress.

4. Get Your Point Across

Most policymakers have limited time and are seeking short, concise communication. No matter what mode of communication you choose, there are some simple things you can do to help your message get across:

- State clearly your reason for writing, and explain what you want your legislator to do.
- Draw on your own personal experience and tell a relevant story describing what effect the legislation will have on you, your community, or your industry.
- Use constructive arguments, supported by facts, and the potential impact based on the numbers of people it would affect. If you oppose an issue, offer alternatives. If you have additional information, offer to send it. Offering expert, supportive material will help your legislator communicate more effectively with other members of Congress on your view.

- Avoid jargon or technical language that the policymaker may not understand.
- Email a letter of thanks or support when the legislator follows your recommendation.

Engaging at the Local Level

- Public Workforce System Structure
- Chapter Opportunities With the Public Workforce System
- Case study/testimonial

Public Workforce System Structure

As part of the original Workforce Investment Act (1998), now Workforce Innovation and Opportunity Act (2014), states are required to establish and set up their state and local workforce boards and one-stop career center systems. Some state and local systems are responsible for and manage many different funding streams for training programs.

1. State Workforce Boards

There are legal requirements related to membership of state workforce boards. Board members should include elected officials, representatives from agencies who deliver workforce and youth services, and employers. State workforce boards are required to set state policies over the local workforce board and one-stop career center systems of their states. Governors usually appoint the employer and other non- statutory members to state workforce boards.

State workforce board meetings are open to the public, and chapter leaders can attend to learn about state training policies and other strategic training initiatives the board is considering.

2. Local Workforce Boards

Local workforce boards' service areas are determined by the state boards. Along with the legally required members, local elected officials can appoint local business representatives. A business representative must be the board chairperson. Local boards set policies around the local training programs approved and the local career one-stop system. Local boards also engage local employers and other industry groups to assess workforce needs.

Chapter Opportunities with the Public Workforce System

Chapters can engage with the public workforce system in several ways. Offering to be talent development experts or advisers to the state or local boards can go a long way to help those boards make good training decisions. Given its talent development expertise, a chapter can also engage in its local career one-stop system, to help the board decide what products and services would be of value to the employer community. Chapters can also participate in community forums held by state and local boards and participate in the discussion on current and future workforce needs. Chapters can also invite leaders from state and local boards to come to their chapter meetings to discuss workforce training issues.

Chapter members in job transition can also use the career one-stop system to help find their next opportunity.

“In the Buffalo Niagara region, many people develop internally within their organizations—it’s important to understand, especially for small businesses, what resources exist locally, especially those which are free. Our chapter markets itself as the go-to source for talent development in our region and we dedicate our time to educating our community. As president, I have set a goal in the 2015/2016 board year to educate our members about the wonderful efforts ATD national has made with public policies and workforce development. Through this education we will connect with agencies and organizations to provide assistance in designing and delivering education and mentoring programs to our community members interested in developing their skills and entering back into the job market. ATD’s Public Policy team is our go-to source for connecting with these agencies, organizations, and local public officials to succeed in this goal. ATD National will be the key to ATD Buffalo Niagara’s success in 2016!”

—Patricia Graczyk, ATD Buffalo Niagara

Engaging at the State Level

- Structures
- Communicating With Your Governor and State Legislators

Structures

State policymakers have a great deal of influence over workforce issues in their jurisdictions. Because workforce issues tend to be local or regional, these policymakers also tend to take great interest in issues related to workforce development and are often advocates for talent development.

At the state level there are often broader groups of policymakers and influencers than at the local level. In most states this includes elected officials, such as legislators and governors, but may also include bodies such as state boards. In many states these boards are responsible for ensuring that regulations related to specific professions or businesses are enacted, and for upholding licensure requirements of their respective areas. Examples of these bodies include nursing, cosmetology, and liquor boards.

Communicating With Your Governor and State Legislators

The structure of your state government and the specifics of the process by which legislation moves through your state legislature will differ somewhat from the federal structure and process. You can still follow the same general principles for communicating with members of Congress:

- Know your facts.
- Be brief.
- Refer to specific state-level legislation (if applicable).
- Describe how the legislation or other state action will affect you, your organization, or your community.

To obtain addresses and phone numbers for state and local elected officials, contact your local Board of Elections or the clerk’s office for your city, town, or county. When writing to your governor, the proper form of address is:

The Honorable [full name] Governor State [or Commonwealth] of

Dear Governor [last name]:

Engaging on a National Level: Congressional Conversations Overview

- Congressional Conversations
- Modes of Communication With Policymakers
 - Email
 - Phone Calls
 - Personal Visits

“Congressional Conversations has been rewarding on several levels. I have been able to meet with my local representatives to discuss training and talent development needs for business as well as job seekers. I have had exposure to members of committees and their staff, who are designing the next wave of workforce policy and processes. And, on a personal note, it has been interesting to see our government in action.”

—Mike Girone, ATD Greater Philadelphia

Congressional Conversations

Initially offered in 2009 at the ATD International Conference & Exposition, Congressional Conversations began as a pilot program to gauge interest of chapter leaders and members in participating in informal conversations with members of Congress and their staff regarding workforce training issues. Since 2010, it has been an annual preconference offering for the ATD Chapter Leaders Conference (ALC).

Congressional Conversations offers an excellent opportunity to engage with policymakers, as most visits are 15 to 20 minutes in length and, if needed, a member of the policy council may accompany you on the visit. One goal of the visit is for representatives or staff members to establish a connection with the “training experts” in their district or area.

As part of the support, the ATD Public Policy Council offers chapter leaders an orientation prior to attending Congressional Conversations.

Additional collateral is also provided for chapter members and can be used as conversation starters. This collateral can be used along with the facts chapter members want to share about workforce development issues and trends occurring in their local area.

“As a first-time attendee, I appreciated the early September orientation webcast held in advance of the session. ... It was informative and well timed, and outlined steps to take in advance. One of the resources shared was templates you could use to contact your elected representatives—I really appreciated that as I wasn’t sure exactly how to state the nature of my visit request.

“The orientation luncheon the day of Congressional Conversations was incredibly valuable as Kristen and Michael were there to field questions, and I learned from other ATD members who had attended prior sessions. As a National Advisor for Chapters (NAC), I actually met one of my chapter leaders who had recently joined his local chapter board. On the ride to and from the Capitol, we were able to chat about chapter matters, and I also informed him about upcoming area calls. He and I worked together to meet with both of our senators (as we were from different states).

“After ALC, I spoke on my NAC area call about the experience and was able to mention the Workforce Investment Act and how they as a chapter may be able to provide services in their area.

“This is a wonderful opportunity to meet with local leaders and help influence their view of workforce talent development!”

—Sarah Harris, ATD Heart of Central Illinois

Modes of Communication with Policymakers

You can find information about your representatives and senators on these two websites:

- www.house.gov
- www.senate.gov

See earlier tips on communication tools to make your appointments. In preparing for your meeting, familiarize yourself with any issues that you are supporting or opposing. Develop clear, succinct points. It's helpful if you have a briefing paper, ATD research reports, the ATD Skills Gap paper, and local chapter information to leave behind. Your materials should include a summary of the issue at hand. Demonstrate the connection between what you are requesting and the interests of the legislator's constituency as a whole. Describe how you or your chapter can help the legislator in this matter. Follow up on your meeting with a letter reiterating your position and thanking the legislator or staff person for his or her time.

SECTION 4:

Lobbying Disclosure, Ethics, and Tax Issues

Chances are your chapter is not doing enough lobbying as the term is defined for federal tax purposes to be considered a "substantial part" of the chapter's activities. [DO NOTE: The 20 percent time caveat in section 2A below.]

More specific information on the monetary limits for the IRS's 501(h) election may be found at www.irs.gov/Charities-&-Non-Profits/Measuring-Lobbying-Activity:-Expenditure-Test.

Engaging in advocacy may require a chapter to register one or more employees as lobbyists, depending on whether the chapter is engaged in federal, state, or local lobbying. In addition, as an organization exempt from taxation pursuant to section 501(c)(3) of the Internal Revenue Code, your chapter's lobbying activities must not be a "substantial part" of its total activities, and the chapter is strictly prohibited from participating or intervening in any political campaign on behalf of, or in opposition to, any candidate for any elective office. Finally, you must be mindful of gift rules that limit your ability to give gifts (such as lunch, or even a cup of coffee) to elected officials and their staff. This section provides a very brief introduction to these issues. Consult ATD or legal counsel if your chapter engages in activities involving elected officials or candidates for elective office so that you avoid the potential pitfalls associated with these activities.

1. 501(c)(3) Lobbying Limits

Since 501(c)(3) organizations like ATD and most ATD chapters are exempt from taxation under Section 501(c)(3), they are subject to specific limits on how much lobbying can be done, along with definitions of the amount of lobbying activity (whether federal, state, or local) that can be conducted without jeopardizing the organization's tax exempt status. Specifically, lobbying may not be a "substantial part" of your chapter's total activities.

If you have questions, please contact Kristen Fyfe-Mills (kfyfe@td.org) in ATD Public Policy.

2. Federal and State Lobbying Disclosure Laws

A. Federal Lobbying

When communicating with federal officials—members of Congress, their staff (including staff in the home office), and executive branch agencies—you are subject to the federal Lobbying Disclosure Act (LDA). The LDA requires registration when an individual makes more than one lobbying contact and spends more than 20 percent of his time on lobbying activity.

It is important to remember that the LDA applies to paid staff, and not volunteers. It is likely that no one in your chapter will meet this threshold, but if your lobbying activity (the time spent in lobbying contacts with federal officials and the time spent planning, researching, and coordinating that activity) is close to the minimum 20 percent noted above, you

should carefully track that person's time and determine when the chapter needs to register. ATD can assist with this determination, and more information is available at <http://lobbyingdisclosure.house.gov>.

B. State and Local Lobbying

Be mindful of the state and local lobbying registration thresholds. These vary by state and locality, and often have a very low threshold for registration and reporting. In some cases, there may be no threshold for registration and reporting and even activities of volunteers may be covered. ATD can provide guidance to help you determine whether you need to register.

3. Gift and Ethics Issues

When interacting with federal, state, and local governments, it is important to remember that there are rules governing the acceptance of gifts by officials. Giving gifts that exceed the limit may result in fines and negative publicity, so you should be careful to check the applicable gift rules in advance.

Advocacy Guidelines for Chapter Leaders

From time to time, chapter leaders have inquired whether they may engage in advocacy on behalf of their organizations. Organizations like ATD and its local chapters are permitted to engage in a wide variety of issue advocacy activities without jeopardizing the organization's tax exempt status as described above. But 501(c)(3) organizations are strictly prohibited from participating or intervening in any political campaign on behalf of, or in opposition to, any candidate for any elective office.

501(c)(3) organizations (and individuals acting on behalf of 501(c)(3) organizations) may not:

- Endorse candidates directly or indirectly.
- Make public statements in support of or against a candidate for elected office.
- Make financial contributions to political campaigns.
- Distribute statements of other organizations that support or oppose candidates.
- Allow candidates to use the organization's assets or facilities, unless the same opportunity is afforded other candidates.

Chapter leaders may engage in campaign activity in their personal capacity. No chapter resources may be used for such personal activity, and leaders should make clear that they are acting in their personal capacity and not as a chapter leader when engaged in campaign activity.

SECTION 5:

Appendix

- How a Bill Becomes Law
- How Federal Training Money Gets to Employers
- Online Resources
 - Tracking Legislation
 - ATD Public Policy Website and Resources

Note: For purposes of this guide, the examples and processes discussed will focus on the federal government. In general, the processes are similar to those on the state or local level, but chapters should familiarize themselves with the relevant processes when developing advocacy plans.

How a Bill Becomes Law

When communicating with Congress, it is important to know how the legislative process works. Bills can be introduced in either the Senate or House of Representatives. Upon being introduced, the bill is given a number (S. 123 or H.R. 123), and then is usually referred to one or more committees.

Committees must examine the legislation and vote on it before sending to either the full House or full Senate. This is a critical time to weigh in with legislators. Because committees often receive many more bills than they have time to evaluate, the decision of whether to move a bill can often be driven by citizen comments.

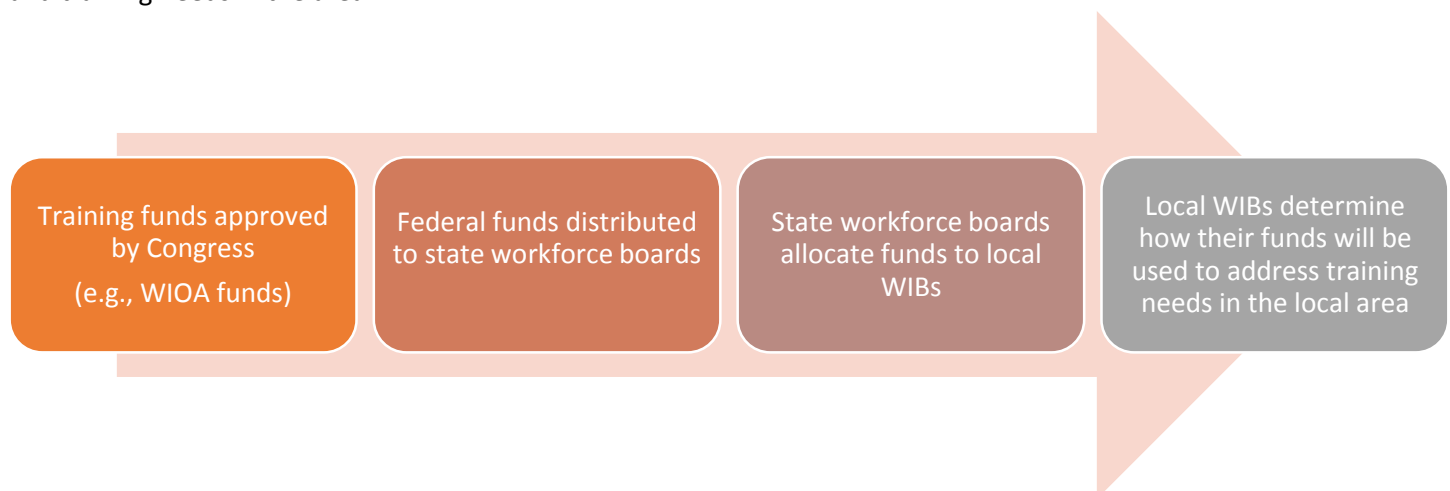
Once a bill has been “reported” or passed by the committee(s), it must then be voted on by the full House or Senate. This is also a good time to contact your Congressional members to let them know how you would like them to vote on the legislation.

In order for bills to become laws, they must pass both the House and Senate in identical form. If both bodies pass legislation that is similar, but not identical, they may go to a conference committee, where representatives from both the House and Senate meet to resolve their differences and draft a final bill.

Once the bill has been passed by both houses, the bill is sent to the president for his signature. Once signed, the bill becomes law.

How Federal Training Money Gets to Employers

This graphic illustrates why it is critical that employers engage with their local workforce investment boards to help them understand the training and talent development needs that exist. It also illustrates why ATD chapter members’ input with their local workforce boards can enlighten how federal money can be allocated to address skills gap issues and training needs in the area.



Online Resources

Tracking Legislation

ATD subscribes to a service that reports on all legislation introduced in both chambers of the federal government and the status of each bill. This resource is available on the policy page of the ATD website (www.td.org/publicpolicy).

Other online tools that can be useful in tracking legislation include:

- www.thomas.gov

Users can search legislation by keyword or sponsor, search public laws, and obtain other information about the legislative process.

- www.house.gov and www.senate.gov

The official website of the House of Representatives. Users will find links to websites for individual members and committees, schedules of floor activity and committee hearings, and information about the legislative process.

- www.ncsl.org

The website for the National Conference of State Legislatures, a bipartisan organization that provides information on state legislative activities and provides training and other assistance to state legislators and their staff.

State Legislative Sites

State legislatures maintain their own websites, which provide information on the legislative calendar, contact information for representatives, and current legislation. For chapters seeking to involve themselves on a state level, these sites are an excellent starting point for identifying issues and decision makers.

ATD Public Policy Website

The website for ATD's public policy information (www.td.org/publicpolicy) provides updates about federal legislation, policy, and programs that affect the talent development profession. Content related to the public policy and the public workforce system includes:

- a state workforce programs list
- an outline for chapter programs on the public workforce system
- a shareable video that provides an overview of how employers can engage in the public workforce system and why it benefits them to do so.