Testimony of

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Hearing before the

U. S. Senate Subcommittee on

Oversight of Government Management, the Federal

Workforce, and the District of Columbia

On

Building and Strengthening the Federal Acquisition Workforce

February 14, 2008

Chairman Akaka, Ranking Member Voinovich, and Members of the Subcommittee: thank you for this opportunity to appear before you today. I will address the four topic areas you requested.

I will address these topics in order: 1) DoD's initiatives to recruit, train and retain; 2) My views on recommendations made by the Acquisition Advisory Panel as it relates to training; 3) training standards; and 4) DAU's relationship with the Federal Acquisition Institute.

First, I will address DoD's initiatives to recruit, train and retain the Defense acquisition workforce.
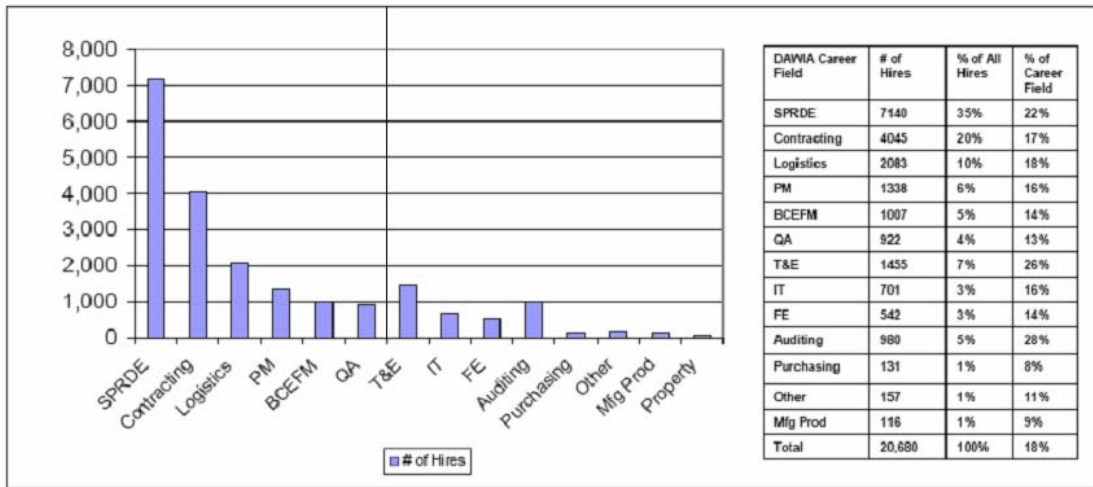
Recruiting Success

The Defense acquisition workforce (DAW) faces major challenges regarding new skills and the projected loss of experience and knowledge from Baby Boomer retirements. This national issue will impact every employer in America. As of 2005, half of the national workforce were the Baby Boomer or part of the silent generation. This situation is even more pronounced in DoD because Baby Boomers and older generations make up 76 percent of the current civilian acquisition workforce. According to preliminary RAND analysis, the Defense acquisition workforce (DAW) has a disproportionate share of employees eligible to retire as well as employees approaching full retirement eligibility. Current data indicates Defense acquisition workforce (DAW) employees retire later than other DoD civilians. The Department benefits from this "experienced" workforce staying longer. We also benefit from "acquisition-experienced" military members retiring and returning to the workforce as civilians. Yet, because of the large number of Baby Boomers, we view the pending loss of these highly experienced employees as the Defense acquisition workforce's greatest challenge. This is both a national and federal-wide demographic issue. The Department must actively shape the future acquisition workforce through effective recruiting, training, and retention.

Today, DoD is having success in hiring to meet its acquisition workforce needs. Seven major functional career areas represent 84 percent of the DAW: engineering; program management; contracting; life cycle logistics; quality assurance; test and evaluation; and business, cost estimating, and financial management. Based on the workforce years-of-service information, from 2002 to 2006, DoD hired approximately 7,100 (22%) in engineering, 1,300 (16%) in program management, 4,000 (17%) in contracting career fields; 2,083 (18%) in life cycle logistics, 922 (13%) in quality assurance; 1,455 (26%) in test and evaluation; and 1,007 (14%) in business, cost estimating, and financial management (BCEFM). The numbers in parentheses are the career field

percentages represented by these new hires. Approximately 18,000 new employees were hired during this five year period (see Figure 1).

Despite current success, the Department remains concerned about future hiring in the face of a shrinking talent pool resulting from baby boomers departing the workplace. To ensure future success, the Department is developing a robust set of workforce planning tools that will allow DoD to smartly shape and size the DAW.

Defense Acquisition Workforce Civilian Hires from 2002 through 2006

DAWIA Career Field	# of Hires	% of All Hires	% of Career Field
SPRDE	7140	35%	22%
Contracting	4045	20%	17%
Logistics	2083	10%	18%
PM	1338	6%	16%
BCEFM	1007	5%	14%
QA	922	4%	13%
T&E	1455	7%	26%
IT	701	3%	16%
FE	542	3%	14%
Auditing	980	5%	28%
Purchasing	131	1%	8%
Other	157	1%	11%
Mfg Prod	116	1%	9%
Total	20,680	100%	18%

Note: The two SPRDE career fields (Science and Technology Managers, and Systems Engineering) were combined.
Source: AT&L Workforce Datamart, FY 2006 (civilians only).

Figure 1. Defense Acquisition Workforce Five Year Hiring Profile

A recent Council for Excellence in Government and Gallup poll indicated DoD has high name recognition with potential new employees. This survey showed the national security arena was highly rated as an interesting place to work. Another survey conducted by the Center for State and Local Government Excellence, indicates Americans rate pay the 10th most important quality in a job. This is below retirement benefits, flexible workplace, potential promotions, and creative and intellectual stimulation. This supports why DoD is currently having success in competing with the private sector and other hiring organizations. Federal agencies, such as DoD, offer defined retirement benefits, competitive health care plans, and the opportunity to perform interesting work serving the nation. However, DoD can not afford to become complacent.

Recruiting Initiatives

The following represents some recruiting initiatives that are being worked successfully in the Department. The Department is working to make government

hiring practices more timely and competitive and to ensure awareness and better use of existing authorities (e.g., use of Highly Qualified Experts).

Intern programs are an integral part of the DoD's human capital strategy. In fact, the success of DoD's intern programs was recognized in the Report of the Acquisition Advisory Panel with the following statement: "Internship programs have demonstrated success in DoD components including the Navy and the Air Force, and in civilian agencies such as the Department of Interior." DoD has robust and rigorous intern programs and they are an integral part of the Department's recruiting strategy. For example, the Navy's acquisition intern program recruits 250 to 300 interns a year for its three-year program. The Defense Logistics Agency also hires more than 200 interns each year. The Defense Contract Management Agency hires approximately 100 interns per year. Continued success with ongoing intern programs helps mitigate the pending departure of Baby Boomers from the workplace. However, because of the size of the Baby Boomer population within the acquisition civilian workforce (76 percent), there is a need to expand existing initiatives.

In anticipation of potential expansion of recruiting and intern hiring we are specifically reviewing our intern information and taking steps to ensure data quality. Today, our workforce database provides for capturing intern information, and that data is being collected. This is an integral part of our ongoing initiatives to improve the quality of workforce data.

In an effort to attract the best candidates, DoD conducted market research in 2007. This resulted in improvements to the DoD recruitment website, www.goDefense.com launched on May 21, 2007. It provides easier access to information and features video vignettes of actual DoD employees describing aspects of their work and mission critical skills. It also provides an opportunity to have a "live chat" with a career counselor.

Student recruitment is accomplished through DoD and Component programs through expanded outreach and communications to instill early awareness in high school and college students, encouraging them to study science and engineering areas and through engineering intern programs. For example, the Science, Mathematics and Research for Transformation (SMART) Scholarship for Service Program is used to recruit and retain civilian physical scientists and engineers to work at DoD agencies and laboratories. Finally, DoD is engaged in a number of outreach activities with targeted groups, communities and learning institutions. As an example, recognizing the value of the Nation's veterans, the Department has established a Hiring Heroes Program and a web site especially for disabled veterans to help injured warfighters return to productive employment. The above

examples are just a few of the recruiting initiatives that are being deployed across the Department.

Train

DAU is constantly improving training strategies and deployment tools to help the acquisition workforce learn and be successful on the job. This requires delivering the right knowledge and skills at the employee's learning point of need. The Performance Learning Model (PLM) is the DAU learning architecture (see Figure 2). It integrates all learning activities to support job performance and workplace learning assets for individuals from entry level through Key Leadership Positions (KLPs). They can engage in the classroom, online, through knowledge sharing communities with the help of expert practitioners. The PLM expands the learning environment for the 126,000 members of the Defense acquisition workforce.
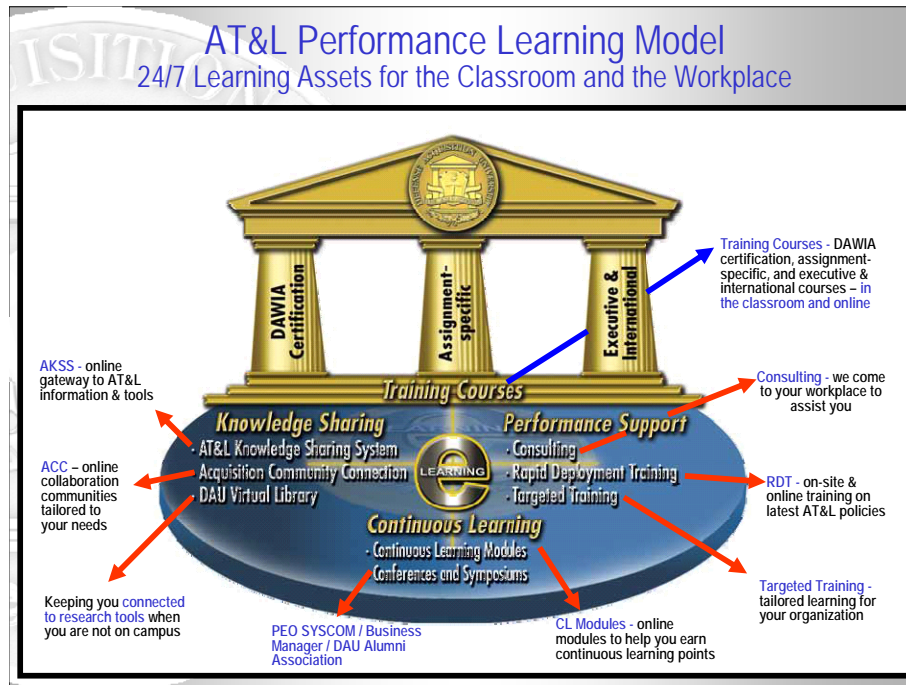

Figure 2. DAU Performance Learning Model (PLM).

The PLM allows the Department to rapidly expand and support competency and readiness needs and was recognized in 2003 as the best learning innovation in the United States by the Brandon Hall Research.

Major components of the PLM include the following:

Certification and assignment-specific training. Over 90 certification courses spanning 13 career fields are provided. Learning assets are delivered through a

mix of classroom, web-based, and hybrid offerings. Certification programs have long been a mainstay of career-development in DoD and in the Federal sector. In 2008 a new construct was implemented, which we call "Core Plus." To be certified one now takes courses in (1) the core elements of acquisition, (2) the core elements of one's career field, e.g., systems engineering, and (3) knowledge required for one's particular assignment, e.g., engineering for sustainability. The Core Plus construct was designed to advance the DoD Acquisition Technology & Logistics (AT&L) competency management model by providing a roadmap for the development of acquisition workforce members beyond the minimum certification standards required for their position.

Continuous learning. The Continuous Learning Center (CLC) provides more than 200 self-paced modules that keep the DoD AT&L workforce abreast of policy and procedures. These self-paced modules allow the acquisition community to complete relevant training at their learning point-of-need. In 2007, over 244,000 graduates completed training through the Continuous Learning Center.

WebCasts™. This new hybrid media initiative provides live interactive learning events between AT&L leaders, DAU faculty, and workforce members. In 2007, the Department implemented a robust AT&L WebCast™ capability and deployed 15 learning sessions led by senior leaders addressing priority initiatives. These sessions reached over 12,000 members of the Defense acquisition community and have become a major tool for senior leader outreach. The USD(AT&L) deployed a new learning asset -- the Living Library at Defense Acquisition University -- to share expert knowledge and unique lessons learned on key acquisition practices such as the Configuration Steering Board, Competitive Prototyping, and other best practices. The Department plans to populate the Library with at least 10 video interviews with successful program managers and 20 lessons learned documents by June 2008.

Performance support. Through onsite consulting, targeted training, and online knowledge sharing tools, AT&L continues to support students and their organizations following the classroom experience. DAU's seasoned faculty provides assistance to field organizations to improve their mission performance. DAU provides expertise, analysis, advice, knowledge, and information through on-site consulting, targeted training, and rapid deployment training. In FY 07 there were 380 consulting, targeted training, and rapid deployment events, which includes over 388,000 consulting, targeted training, and rapid deployment contact hours. It is noted that this includes support provided in Afghanistan and Iraq.

Knowledge sharing. The AT&L Knowledge Sharing System and Communities of Practice provide the DoD AT&L workforce and its industry

partners with an easily accessible and enhanced means to learn, share what they have learned, and use the knowledge to improve performance. This 24/7 learning asset has achieved phenomenal growth in the last three years. Today there are more than 30,000 weekly visitors to our knowledge sharing system. In 2007, over 30,000 visitors used our knowledge sharing system weekly. There were 50 million page views and 770,000 visitors. This learning asset enables the workforce to overcome the boundaries of time, space and distance in using learning assets real time.

Other Active Training Initiatives.

The military services and other defense agencies have also created very successful internal career development and workforce initiatives. The USD(AT&L) annually recognizes top field-level workforce development programs. Field organizations that achieve excellence in workforce development, including mentoring, continuous learning, career counseling, job rotation, executive coaching, leadership development, and succession planning are recognized. This encourages leadership involvement and has been very successful.

Retention

Today's retention challenge is to maintain or exceed the academic achievements of our current workforce, especially for our technical workforce. To mitigate the impact of departing seasoned talent, we are rapidly deploying tools to analyze and develop retention and recruiting options. Acquisition organizations must understand their current demographic situations and develop workforce lifecycle planning profiles.

Nearly 14 percent of DoD civilians are in science & engineering (S&E) occupations, and approximately half of DoD engineers belong to the AT&L workforce. According to the National Science Foundation, there will be a 26 percent increase in the number of S&E jobs between 2002 and 2012; a growth that is three times faster than the general workforce. An increased global demand for engineering talent is a related problem for DoD technical career fields. However, numbers of engineering degree graduates in the United States are stagnant. This situation will challenge DoD in maintaining its current technical excellence and technical edge.

Some of the Department's initiatives to address its retention challenges are the following:

To better compete for and retain talent, the Department is evolving an employee value proposition (EVP) strategy. While compensation and organizational

stability attract employees, development opportunities, future career opportunities, manager quality, respect, and collegial work environment, retain employees. A good EVP program provides a clear, concise, and differentiated message as to why high talented individuals would want to work for that organization.

Section 853 of the FY 2007 NDAA, "Program Manager (PM) Empowerment and Accountability," requires the Department to develop a strategy for enhancing the role of program managers in developing and carrying out defense acquisition programs. This initiative is being shaped to include opportunities for enhanced training and education, mentoring, improved career paths and career opportunities, incentives for recruitment and retention, and enhanced monetary and non-monetary awards are being considered. This will also support the EVP strategy.

The Air Force's Retaining Acquisition Expertise Initiative helps to preserve critical acquisition skills and experience. The program assists voluntary military separatees to transition into the civilian acquisition workforce.

To successfully execute recruiting, hiring, training and retention initiatives, strategic, data-driven workforce shaping objectives are critical. We are deploying a comprehensive data analysis capability to track, understand and improve data-driven recruiting, hiring and retention decisions. This provides a capability to accurately capture workforce attributes, certification, tenure and other data required for deliberate workforce sizing and shaping.

My Views on Recommendations Made by the Acquisition Advisory Panel

I was a member of the Acquisition Advisory Panel. Ms. Marcia Madsen, the Panel's Chair, provided great leadership, and the panel members had broad breadth and deep understanding of the federal acquisition process. Overall, I think the panel made excellent recommendations that will improve acquisition outcomes as they are implemented across the federal acquisition enterprise. I am very familiar with the workforce recommendations in Chapter 5, The Federal Acquisition Workforce. I will discuss DoD initiatives which directly address these recommendations.

There are four major recommendation categories in the Acquisition Advisory Panel's report: 1) Data collection and workforce definition; 2) human capital planning for the acquisition workforce; 3) workforce improvements need prompt attention; and 4) an acquisition workforce focus is needed in OFPP. I will address these in order.

Data collection and workforce definition

This finding focused on substantial problems with the data that are available on the federal acquisition workforce. The panel concluded that data has not been collected in a consistent fashion from year to year or across agencies. The panel recommended that OFPP should be responsible for the creation, implementation, and maintenance of a mandatory single government-wide database for members of the acquisition workforce. The potential for a government-wide database exists now as a result of leveraging DAU's data integration framework used for the DoD acquisition community. We have already migrated this capability to FAI for federal-wide use. DAU provided its support and shared its expertise in establishing the new FAI-ACMIS system architecture; led deployment and provided training to FAI personnel to use the system. This capability provides OFPP, DoD and FAI a Business Intelligence tool across the federal acquisition workforce for real time access to data, analysis and automated reports. The challenge at this point is not technology, but rather, managing the processes for maintaining the completeness and accuracy of the data. Within DoD, a significant effort is currently underway to build appropriate processes and improve both data quality and analysis capability. Recently, we provided a demonstration of this data warehouse to the GAO. We will continue to share lessons learned with FAI for benefit of the federal enterprise. This has the potential to be a huge success for the federal acquisition community.

Human Capital Planning for the Acquisition Workforce

An AT&L human capital strategic plan was published in June 2006 and updated in June 2007. In addition, we are evolving our human capital strategy in response to the USD(AT&L) Strategic Goals Implementation Plan. We have deployed specific initiatives to address Strategic Thrust 3, "Take Care of Our People." This thrust focuses on critical initiatives to both support and improve the DAW. Additionally, there are several new statutory requirements that establish specific guidance for DoD human capital strategic planning with emphasis on the DAW. We are currently on a race horse track to meet Congressional timelines.

Workforce Improvements Need Prompt Attention

The panel concluded there was a severe lack of capacity in the acquisition workforce and recommended aggressive action to improve the acquisition workforce begin immediately. Within DoD we are rapidly deploying tools to identify and assess gaps. In the 90's, the acquisition workforce was reduced without an overarching strategy or robust workforce planning and shaping tools. We are working diligently with a real sense of urgency to get the right tools in place to thoughtfully and strategically address workforce size and capability

issues. There are specific initiatives that drive to the heart of these important questions. We are deliberately and successfully deploying a comprehensive set of integrated workforce analytic capabilities and tools for the DoD enterprise. It will take time, but the Department will make significant progress in 2008.

An Acquisition Workforce Focus is Needed in OFPP

The largest part of the federal acquisition workforce is in DoD; approximately 70 percent of the 1102s (18,000), and the broader DoD acquisition workforce composed of 126,000 members across thirteen functional communities. We are collaboratively teaming with both Paul Dennett at OFPP and Karen Pica at FAI.

I believe DoD has made significant progress on almost every Acquisition Advisory Panel recommendation and action is either completed or deliberate actions are underway. The Under Secretary, the Honorable John Young, has established strong, pro-active initiatives that will deliver significant progress in human capital management capabilities this year.

<u>Leveraging Standards for the Defense (and Civilian Agency) Acquisition Workforce</u>

The Defense Acquisition University uses a variety of academic and training standards to create a robust learning environment. Standards are critical to improving training. They ensure effective and consistent certification programs, provide current and sound competency models that enable effective assessments. They also guide the structure of the learning environment. DAU uses both external and internal standards.

External Standards – Formal Standards for Training and Certification Programs:

As a DoD training provider, DAU follows three external training standards. They are: (1) institutional accreditation under the Council on Occupational Education, (2) the American National Standards Institute/ International Association of Continuing Education's Authorized Provider program for Continuing Education Units (CEUs), and (3) college credit equivalency under the American Council on Education.

Council on Occupational Education (COE): DoD schools are required to be accredited from a body approved by the U.S. Department of Education. DAU received its initial accreditation in 2003. The COE evaluation process required

DAU to meet eleven categories of standards including: institutional mission and objectives; educational programs; institutional outcomes; strategic planning; learning resources; physical resources; financial resources; human resources; organizational structure; student services and activities; and distance education. In its first review, DAU received the longest approved accreditation period that COE had ever issued. COE accreditation indicates our corporate university meets all elements in eleven categories of requirements (involving over 200+ standards) covering all facets of operations from mission to continuous improvement. COE accreditation is comparable to that of an academic college or university. DAU is currently undergoing its second accreditation review.

International Association of Continuing Education (IACET): The IACET program is process based and is recognized by the American National Standards Institute. It ensures that a training sponsor has policies and procedures in place to ensure effective practices are followed. IACET was the first set of standards to be recognized by the American National Standards Institute. DAU has met IACET standards for many years. As a result of meeting IACET standards, DAU is authorized to assign continuing education units.

American Council on Education (ACE): ACE uses standards to review and provide undergraduate or graduate college credit recommendations for DAU certification courses. Thirteen DAU courses receive graduate level recommendations. ACE recommendations enable Defense acquisition workforce members to apply DAU coursework towards college and university degree requirements. ACE recommendations provide further assurance of the quality of DAU offerings.

External Standards - Market Sector Professional Association Criteria

DAU has received many criterion-based awards as a corporate university from professional associations. These awards are criterion-(standards) based and promote measuring DAU's performance against nationally recognized measures of success. Today DAU is broadly recognized as one of America's leading training institutions.

In 2007 DAU received Corporate University Best-in-Class (CUBIC) awards as Best Overall Corporate University, Best Mature Corporate University, and Best Virtual Corporate University. Award criteria include alignment to organizational business strategy, blended learning adaptation, and enculturation of learning throughout the organization. The CUBIC awards honor corporate universities that apply true best practices. Over 50 corporate universities competed for this year's awards, which were judged by a panel of leading corporate university experts.

In 2007 DAU received various awards for leveraging innovative data analysis tools (the AT&L Data Mart) for improved performance and training management. DAU was named the 2007 recipient of the *Computerworld* 21st Century Achievement Award as the top organization in the education and academia category. The award recognized DAU's world-class information technology innovation of the AT&L Data Mart. DAU also received the Gold Award for Innovation at the 2007 Chief Learning Officer Learning in Practice Awards Ceremony, which recognizes highly successful applications of emerging technologies. Again, DAU was selected because of its enterprise e-Business architecture and Data Mart. Also in 2007, DAU was selected by *Computerworld* for a Laureate Award for data mart integration and implementation. DAU's business architecture has been identified as a best practice. DAU has supported the DoD Business Transformation Agency in deploying this architecture for internal use and has supported adapting the architecture for managing DoD AT&L programmatic information.

DAU, in 2007, was again ranked #1 in Leadership Development by Executive Excellence Publishing, a leading source of knowledge on personal and organizational leadership development. For the past 23 years, *Leadership Excellence* magazine has rated the best leadership development programs in seven categories. In 2007, over 1,000 organizations were surveyed, and the best leadership development programs were judged by the following criteria: vision, involvement, measurement, curriculum, delivery, reach, value, and impact on the organization. DAU was recognized for its world-class learning environment and its outstanding executive development and program management programs. DAU's success in this rigorous competition with the foremost leadership-development organizations and institutes is testimony to the dedication, technical excellence, and proven results of the university's faculty and staff.

External Standards – Benchmarking

In addition to participation in corporate university award programs, DAU assesses its sector leadership standing by benchmarking its performance against other high-performing organizations. DAU is a member of the American Society of Training and Development (ASTD) Benchmarking Forum, an organization of leading training institutions that shares performance data.

Total learning and development hours—In FY07, DAU provided the AT&L community with nearly 6.3 million total learning and development hours. Of this total, over 4.4 million hours of formal training were provided, 1.8 million hours of training delivered in a classroom setting, and 2.6 million hours of training delivered through e-Learning. While this figure alone is significant and demonstrates DAU's commitment to providing required formal training to the

DAW, it becomes even more significant when combined with the additional 1.88 million hours of learning assets over and above formal training course hours that were delivered to the workforce at work and at home through the online Continuous Learning Center modules, WebCasts ™, the AT&L knowledge sharing systems, performance consulting, and rapid deployment training,.

In FY07 DAU provided an average of over 49 learning hours to each of the 126,000 members of the DAW. This average compares quite favorably to the American Society for Training and Development (ASTD) benchmarking service average of 34.25 hours of learning and development per employee. This accomplishment is especially noteworthy because DAU focuses primarily on professional skill training while the ASTD average includes technical, administrative, and soft skills training as well.

Internal Standards - DAU Curriculum Design and Training Delivery

The Defense Acquisition University (DAU) has long operated to an extensive set of internal standards for training design and delivery.

DAU internal standards were established to ensure consistency of design and delivery across all regions regardless of location. DAU internal standards are detailed in publications and internal faculty professional development training. Publications include: 1) the DAU Curriculum Development Guide, 2) the DAU Road Map to e-Learning, 3) DAU directives, and 4) the DAU policy and procedures manual. Online job aids are also provided to our faculty and staff on each step of the instructional design process, and DAU employs a cadre of highly-skilled instructional designer/developers.

Internal Standards – Course Content and Career Certification

The USD(AT&L), through AT&L Functional Advisors, establishes education, training, and experience requirements for each AT&L functional community based on the level of complexity of duties carried out in that category of positions. Functional community teams called Functional Integrated Product Teams (FIPTs) support the Functional Advisor in carrying out these responsibilities. FIPT membership includes functional subject matter experts, acquisition career managers, instructional systems design specialists and DAU personnel.

Certification standards, comprised of education, training, and experience requirements, are established for each of the 13 functional communities, e.g., contracting, program management, and logistics. DAW members must meet these standards to apply for and receive certification. Each DoD Component (e.g., Army, Navy, Air Force, and other DoD agencies) is responsible for reviewing

individual positions and designating, per standard criteria, positions as acquisition positions by functional category. As part of the designation process certification level requirements are established for each position. The incumbent is required to meet the certification requirements of that position. In addition to certification requirements, assignment specific training may also be required, and to promote currency the DAW is required to complete 80 continuous learning points (hours) of training every two years.

In support of DAW members meeting certification requirements, DAU provides training courses and other learning resources that are aligned to competency requirements. DAU develops and delivers certification-related training based on Functional Advisor updates to workforce training requirements. Many DAU courses are also made available to employees of the federal agencies. Currently DAU has 62 certification courses, 45 assignment specific courses and 209 continuous learning modules.

DAU Level I certification courses are designed to provide fundamental knowledge and establish primary qualification and experience in the individual's career field, job series, or functional area. At Level II, functional specialization is emphasized. Courses at this level are designed to enhance the employee's capabilities in a primary specialty or functional area. At Level III, the focus is on managing the acquisition process and learning the latest methods being implemented in the career field or functional area.

DAU publishes the uniform framework of these requirements (certification levels) by position category, to include position category descriptions and certification standards. Certification standards are designated as either "mandatory" or "desired" and are uniformly applied throughout the DoD Components. DAW personnel can readily identify the training and education standards required for their career field and career level by using the checklists found in the DAU Catalog, which also is online at www.dau.mil/catalog.   Standards are updated annually.

Internal Standards - DoD Acquisition Workforce (DAW) Competency Initiative -- Updating and Standardizing Competency Models for Enterprise-wide Use

A major AT&L workforce objective is to establish a comprehensive workforce analysis and decision making capability that will provide leadership an improved workforce data for recruiting, training, development, retention, and succession planning. The competency management approach is composed of four phases and includes identifying key behaviors and underlying knowledge, skills and abilities that contribute to superior performance. Updated, validated, enterprise-wide

competency models will enable effective skill gap assessments for all DoD acquisition functional communities. It will inform enhancements to the AT&L Performance Learning Model and to the AT&L Engaged Learner Architecture.

A key outcome is to meet the OPM-prescribed HR-XML standard, which will ensure interoperability with various learning-management systems in use across the federal government.

Subject matter experts from the civilian agencies participated in our contracting and program management efforts. We are evolving and using a science-based, four phased approach to updating the models which includes use of a multi-method approach to validating the competencies and involvement of workforce members and supervisors in the assessment process. Senior leaders are also a critical part of the model validation process. DoD contracting leadership provides an excellent example. In May 2007 the Director, Defense Procurement and Acquisition Policy (DPAP), Mr. Shay Assad, facilitated a session of 80 senior executives across DoD to review and update the contracting competency model in preparation for a pilot assessment. Their efforts, facilitated by competency experts, included setting expected proficiency levels for technical elements of the model at the entry, journey and senior career levels in six major contracting mission areas: major systems, base/installation operations, logistics and sustainment procurement, defense agencies and research labs, and contingency-combat contracting. Since August 2007 approximately 3,600 DoD contracting personnel, with supervisor involvement, have participated in the pilot assessment. In December 2007, the Director, DPAP hosted a second contracting senior leader summit and reviewed progress and plans for completing the AT&L contracting workforce-wide competency assessment. The community-wide assessment is progressing and a comprehensive final report will be developed and provided in October 2008. Competency models have also been updated for program management and life cycle logistics and each is going through subsequent validation and refinement.

The competency models are also being used to develop training and other learning assets, and they are designed for use by employees to plan their individual development.

**The Defense Acquisition University (DAU) and Federal Acquisition Institute (FAI) Partnership**

The DAU and FAI partnership is working and has achieved great success. This three year partnership, established March 11, 2005, when FAI collocated at DAU has exceeded expectations. This partnership extends DAU's learning infrastructure, curricula development and performance-support resources for use

by all federal agencies and their workforces. DAU has become an OPM-approved electronic training provider. FAI has provided avenues for DAU to learn more about and better support federal agencies, while at the same time FAI has enhanced its capacity to leverage DAU learning assets. This has significantly expanded the training resources available for civilian agencies and yielded phenomenal growth in available training for the federal acquisition workforce. For example, in 2004 there were 1,600 federal (non-DoD) graduates from DAU certification training. Since establishment of the partnership in 2005, there has been a 529 percent increase in total annual graduates, an increase from 1,600 in 2004 to 8,500 in 2007. From 2005 through 2007 there have been over 18,000 graduates from DAU certification training (see Figure 3). This translates into 51,000 classroom (course) contact hours, 170,000 web (course) contact hours, and 174,000 continuous learning contact hours.
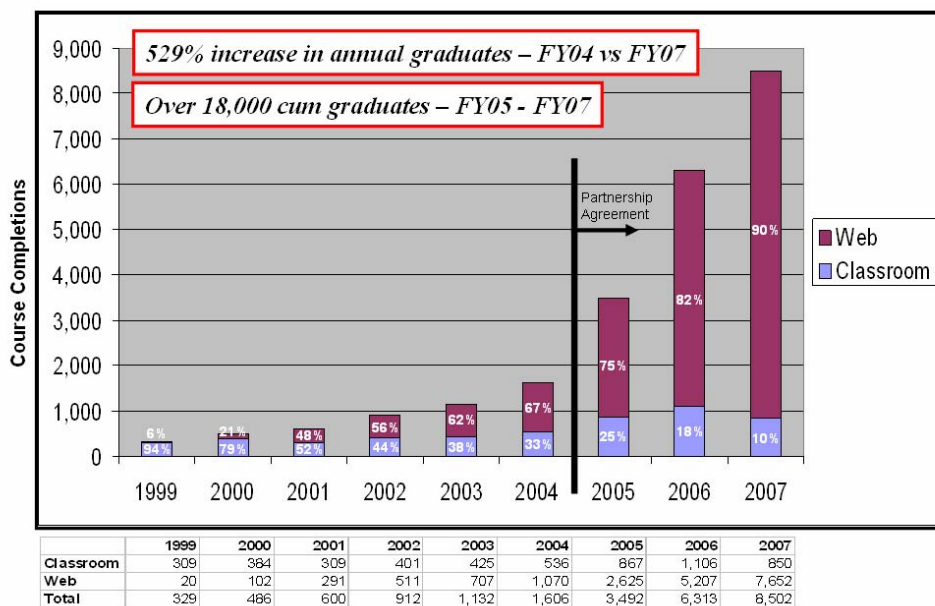
Federal graduates (non-DoD) from DAU certification training.
Figure 3. Web and Classroom Courses - Civilian Agency Graduates

The top five civilian agencies using DAU certification training in order are: 1) Department of Homeland Security; 2) Department of Interior; 3) Department of Veteran Affairs; 4) General Services Administration; and 5) Department of Agriculture.

DAU also operates a web-based continuous learning center, which provides open access to over 200 acquisition training modules. These self-paced modules are in a 24/7 environment and are available to all federal agencies. Civilian-agency

graduates from the continuous learning center have increased even more dramatically than graduates from the DAU certification training. Since 2004, there has been an exponential growth in total annual graduates from 400 in 2004 to 33,600 in 2007. From 2005 to 2007 there have been nearly 40,000 graduates from the continuous learning center, as shown in Figure 4 below:

Civilian Agency Continuous Learning Grads
(FY05-07)

From 523 grads in FY05 to 33,600 grads in FY07 !!

CL Module Category	FY05 Grads	FY05 %	FY06 Grads	FY06 %	FY07 Grads	FY07 %	Total Grads	Total %
CLB - Business	53	10%	143	3%	446	1%	642	2%
CLC - Contracting	234	45%	3,068	56%	19,504	58%	22,806	58%
CLE - Engineering	26	5%	185	3%	909	3%	1,120	3%
CLG - Gov't Purchase Card	63	12%	167	3%	796	2%	1,026	3%
CLI - International	2	0.38%	4	0.07%	9	0.03%	15	0.04%
CLC - Logistics	18	3%	50	1%	166	0.49%	234	1%
CLM - Acq & Program Mgt	127	24%	1,740	32%	10,663	32%	12,530	32%
HBS - Harvard Business School	0		156	3%	1,105	3%	1,261	3%
SPS - Standard Procurement System	0		0		2	0.01%	2	0.01%
Total	**523**	**100%**	**5,513**	**100%**	**33,600**	**100%**	**39,636**	**100%**

Continuous Learning Student Contact Hours in FY07: 174,844

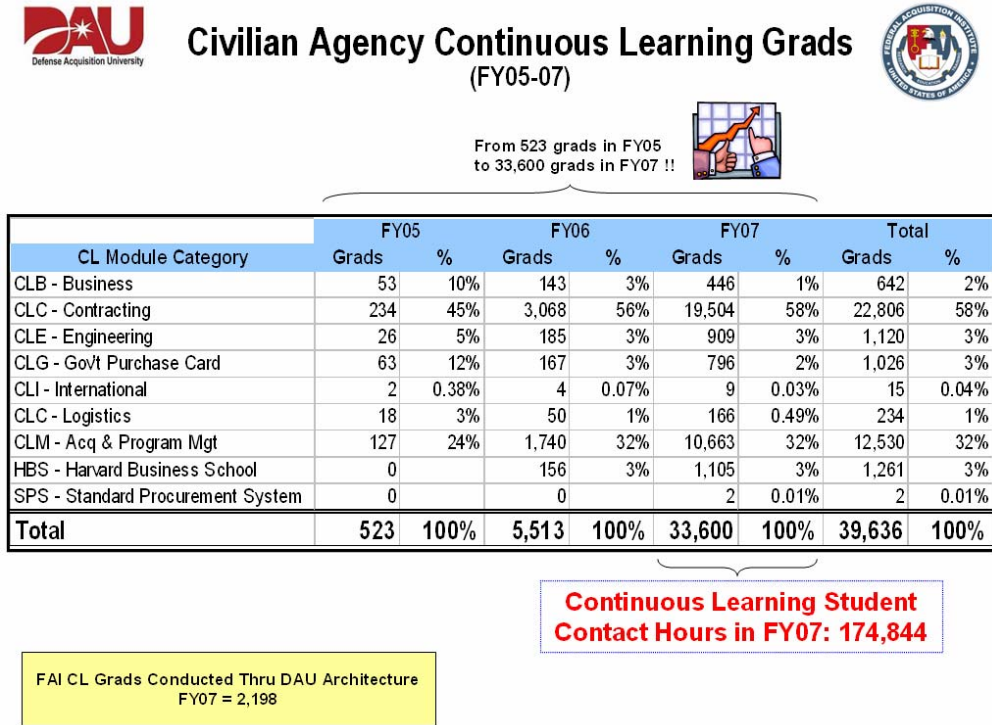FAI CL Grads Conducted Thru DAU Architecture FY07 = 2,198

Figure 4. Civilian Agency Continuous Learning Graduates.

DAU shares staff support, infrastructure resources, management system resources, and workforce training to the greatest extent practical, to enhance DAU/FAI partnership outcomes for the benefit of the Defense acquisition workforce (DAW) and the federal-wide acquisition workforce as a whole. DAU also supported a new FAI web portal for the civilian agency acquisition workforce. The portal is hosted on the DAU IT infrastructure. FAI has participated in curriculum development efforts, is leveraging the AT&L Data Mart, and has participated in the DoD acquisition competency update initiative.

The partnership arrangement has allowed FAI to smartly leverage training resources and practices for the civilian agencies and to minimize redundant training investments while maintaining civilian agency identity and also maintaining a market for private sector providers. DAU will continue to seek optimal solutions for its DoD stakeholder and customer base while striving to ensure shareable and reusable benefit for the federal acquisition workforce as a whole.

Mr. Chairman, let me conclude my remarks by stating that the Under Secretary of Defense for Acquisition, Technology and Logistics, the Honorable John J. Young, has put in place some very significant initiatives focused on improving overall management of the Defense acquisition workforce. I am convinced that the results will be both significant and very positive as we fully implement his strategic focus on people. Thank you again for this opportunity to appear before your committee. I look forward to answering any questions.