



An Analysis of Work Force Development Assets in the *Future Forward* Study Area

Prepared for

Future Forward Leadership Committee

10th and 11th Congressional Districts of North Carolina

www.future-forward.net

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Future Forward

Work Force Development Asset Analysis

PURPOSE OF THIS ANALYSIS

The purpose of this work force development analysis was to survey and organize information about existing educational, training and retraining career and technical offerings in the **Future Forward** study area, and how well they may or may not fit with short-term and long-term demographic and economic trends and industry needs.

Information was gathered through review of:

- ▽ Existing studies, including other analyses conducted by the CREC consulting team
- ▽ General interviews conducted for the **Future Forward** planning study
- ▽ A work force development survey, in which representatives of community colleges, K-12 vocational education, universities and work force development boards were interviewed (See *Appendix 1*)
- ▽ Review of selected statistical data regarding education/training systems in the area.

This brief report aims primarily to describe **assets in place** and to identify **gaps in resources** based on the team's review. Although this report was not designed to present formal recommendations, as these are intended to emerge in the Committee's development of strategies, some elements of ideas to help in shaping strategies are summarized below as **opportunities**, and in **summary conclusions**.

ASSETS IN PLACE

Following is a summary of the **Future Forward** planning area's educational and work force development assets. Definitions for some terms used are found in *Appendix 2*.

Community Colleges

Overview of Programs and Enrollments

Collectively, the community colleges in the Future Forward planning area serve the largest number of learners in the region, with a diverse array of programs. Total 2001-2002 enrollments in the region's nine community colleges were in excess of 23,000 full-time equivalent students.

Nine community colleges of the 59-institution North Carolina Community College System are located within the counties of the **Future Forward** study area. These nine community colleges provide the population in the **Future Forward** area a range of education and training opportunities.

Curriculum programs include associate degrees, certificate programs, diplomas and transitional education. *Continuing education* programs offer training in basic skills, occupational rehabilitation, *Focused Industry Training (FIT)*, human resources development, learning laboratory, and *New and Expanding Industry (NEI)*. There also are Small Business Development Centers at each community college.

Community colleges are playing an important role in providing an education alternative for those not pursuing four-year degrees (or not pursuing them immediately after high school). They also are providing opportunities to upgrade skills or obtain basic skills or a GED. Of all available education and training resources, these nine institutions together serve the largest number of persons in the **Future Forward** area and are often tasked to provide basic skills or other training for other workforce development entities.

Appendix 3 provides a detailed summary of full-time equivalent (FTE) enrollments for 2001-2002 in the nine community colleges. The FTE enrollment data are organized into two broad categories—“curriculum” programs and “continuing education” programs, and then are further displayed by the various educational programs within those two broad categories.

Industry-Specific Programs—NEI and FIT

Overall, there appears to be limited use of NEI and FIT, two specialized continuing education work force development programs. On a statewide level, in 2001-2002, only 2,321 of 43,650 continuing education enrollments, or 5.3 percent, are in the NEI and FIT programs together (Source: NCCCS). The percentage is slightly lower for the *Future Forward* region, with FIT and NEI representing 270 of 5,608 total continuing education enrollments in all programs, or 4.8%. Thus, while these are excellent programs, and ones for which North Carolina is known, the numbers of people benefiting appear to be relatively few—compared with the size of the current problem.

Figures 1-A and 1-B show the last three years of NEI (only) program enrollments for the nine community colleges in the *Future Forward* area.

Enrollments in the NEI programs rose from 1999-2000 to 2000-2001 and then have fallen off noticeably for 2001-2002. Possible reasons include lack of industry interest and limits on funding. It is not possible to tell whether this represents a trend, or not.

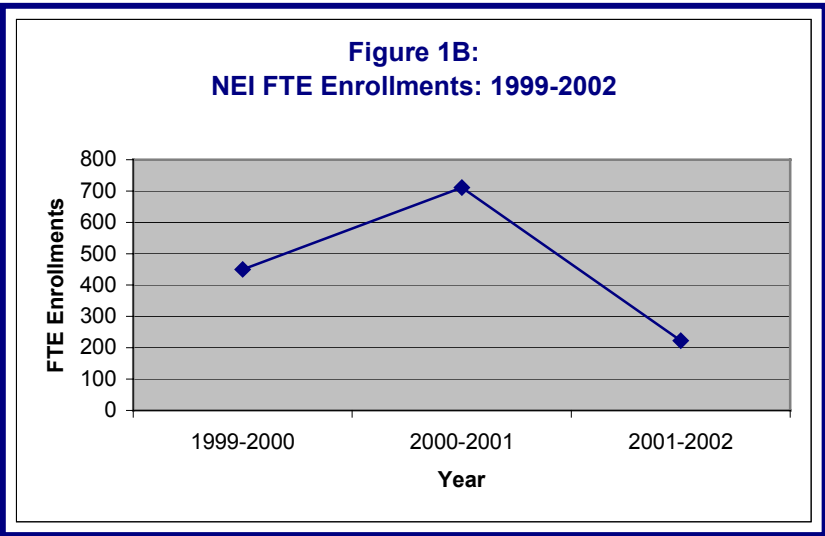
Incumbent Workforce Development Program

Under an entirely new program, federal funds now will be available to fund up to \$50,000 to established North Carolina businesses to provide educational and occupational skills training to incumbent employees.

Under this Incumbent Workforce Development Program, business applications for funding should be coordinated through the local workforce development boards. The new program has \$1 million in grants to provide to businesses through June 2003 and an additional \$2 million for Fiscal Year 2004. Business applicants must demonstrate that

**Figure 1-A
Community Colleges
Annualized FTE Enrollments
in New and Expanding Industries (NEI)
3-Year Trend: 1999-2000 to 2001-2002**

Community Colleges	NEI Enrollment		
	1999-2000	2000-2001	2001-2002
Caldwell	0	12	5
Catawba Valley	211	162	88
Gaston	10	4	5
Isothermal	82	160	59
Mayland	1	11	3
McDowell	7	33	0
Mitchell	31	189	8
Western Piedmont	10	12	11
Wilkes	98	128	43
Totals by Year	450	711	222



they are not already using another NC training program (such as FIT or NEI) and that they do not have the internal resources to provide training to their workers themselves. The program can be used to provide occupational skills training or "soft skills" training, including English as a second language and workplace literacy. Funds can be used for training-related tuition, materials, or technology, but cannot be used to underwrite the cost of employee wages or benefits. Funding applications must address at least one employee-related outcome that results in upgraded employee skills and increased wages for workers taking part in training.

Basic Skills and GED

In the study area, 28.7% of the adult population age 25 or older does not have a high school diploma or equivalent. This amounts to 226,000 people in the 12-county study area. This rate is higher than the average for North Carolina, which is 21.8% and for the US, which is 19.7%.

The area's nine community colleges appear to be doing a robust "business" in adult Basic Skills enrollments. As Figure 2 shows, of the more than 14,000 students enrolled in Basic Skills at the community colleges, more than 3,000 are enrolled to obtain their high school diploma equivalency.

In addition, the area's high schools and workforce development boards provide adult basic education, GED, and basic skills course offerings, but data for these providers are not as readily available. Consequently, it is difficult to determine exactly how many of the area's 226,000 people without a high school degree are currently enrolled in training and education aimed at providing an equivalency degree. Even so,

given the number of people currently served by the workforce development boards currently, it is likely that only a small portion of those in need of a high school equivalency degree are working toward one.

**Figure 2
Basic Skills Enrollment
Reporting Period 2001-2002**

Colleges	GED/AHS*	Basic Skills**
Caldwell	436	1,696
Catawba Valley	271	2,449
Gaston	582	2,161
Isothermal	212	991
Mayland	220	917
McDowell	133	688
Mitchell	288	1,392
Western Piedmont	703	2,471
Wilkes	316	1,490
Total—Future Forward Region	3,161	14,255

Source: NCCCS
*GED/AHS = General Educational Development or Adult HS Diploma Enrollment
** Basic Skills is expressed in Total Enrollment (as opposed to FTE)

K-12 Systems

Overview

K-12 systems in the region offer an array of vocational programs. Like high schools elsewhere, they seem to enroll the majority of students in non-vocational, or college prep curricula.

Low demand for vocational education could be due to any number of reasons, including the "chicken-and-egg" problem—skilled workers first or available jobs first.

In 2000-2001, the 12 county school systems together had 24,546 unduplicated enrollments, of which 940 were Vocational Only enrollments. For the same year, the average per-pupil expenditure in the study area was \$6,453, somewhat lower than the North Carolina average of \$6,654. Underlying this 12-county average, there is a wide range, from a high of \$8,039 in Avery County to a low of \$5,848 in Alexander County. Three of the four highest per-pupil expenditures are in the mountain counties of the study area. Across the planning area, the portion of 9th through 12th grade students that drops out is 5.83%.

Assuming annual unduplicated enrollment of about 24,500 and an average drop-out rate of 5.83%, a little more than 1,400 students are dropping out before completing high school and presumably

entering the work force with low skill levels annually. There is a change underway in the high school tracks offered. At present, 2,605 of 24,644 students in grades 9 to 12, in the 12-county area are enrolled in "General Education." This is about 11 percent of all students. Beginning in 2003-2004, this will no longer be an option, and students will elect College Prep or College Tech Prep.

Vocational Education

Vocational education offers middle and high school students programs in agriculture, business education, career development, family and consumer sciences, health occupations, marketing education, technology, trade and industrial education.

A few schools have formed partnerships to offer apprenticeships and internships. Several high schools have formed partnerships with community colleges to provide the courses on the college campus.

As is typical throughout the US, the high schools within the study area may be more effective in providing education to those who remain in school and those choosing to go on to higher education. *Appendix 4* shows the work force development enrollment by program for each of the 12 counties in the **Future Forward** area. *Appendix 5* shows small demand for vocational-only curricula and the least demand for health occupations and technology training. These may prove to be areas of skill highly regarded by future employment clusters, and the low enrollments may be an illustration of the *chicken-and-egg* problem: It is hard to recruit companies without the skilled work force in place, while it is hard to interest people in undertaking vocational or skills programs unless they perceive that good jobs are readily available.

College Tech Prep

High school students also may choose the college technical preparation (college tech prep) path. Tech Prep as a general approach to address the issues of those not headed to a four year post-secondary school is widely regarded as one of the most successful US experiments in career education alternatives to college prep: Its expansion in the region may be a useful strategy since only 28 percent of area students are enrolled in college tech prep programs.

In the college tech prep program, students must take four courses from one of ten career pathways or two arts pathways.

Future Forward Area (12 Counties) College Tech Prep Enrollment Report Period - 2000-2001			
School System	Enrollment		
	Tech Prep	Total	Percentage
Burke	199	2,422	8%
Alexander	415	1,122	37%
Avery	152	593	26%
Caldwell	726	2,401	30%
Catawba	1,397	3,508	40%
Iredell-Statesville	1,160	3,485	33%
Lincoln	333	1,983	17%
McDowell	288	1,087	26%
Mitchell	178	589	30%
Rutherford	548	2,143	26%
Watauga	117	970	12%
Wilkes	1,037	2,111	49%
Hickory City	101	876	12%
Mooresville City	1	779	0%
Newton-Conover City	177	575	31%
Total – Future Forward Region	6,829	24,644	28%

Source: North Carolina Department of Public Instruction

The pathways are:

- ▼ Agricultural/natural resources technology
- ▼ Biological/chemical technology
- ▼ Construction technology
- ▼ Business technology
- ▼ Commercial artistic technology
- ▼ Engineering technology
- ▼ Health sciences
- ▼ Industrial technology
- ▼ Public service technology
- ▼ Transportation systems technology
- ▼ Music
- ▼ Theatre

Each pathway has eight to ten classes from which the student may select. The completion of four courses within a highway, with at least one being of a higher or second level, must be followed by completion of higher level math courses to qualify the student as “Tech Prep.” Starting with the 2003-2004 school year, the State of North Carolina will require that senior students must complete either a college or tech prep curricula to graduate. In employers’ eyes, the additional math may make the student a better employment candidate. Nationally, it is estimated that only 20 percent of jobs require a four-year degree, but the remaining 80 percent of our workforce will require more advanced skills. Clearly, the Future Forward area must move more of its students into college tech prep programs.

Work Force Development Boards

The local work force development boards provide adult dislocated workers and in- and out-of- school youth with access to Workforce Investment Act (WIA) programs. The Workforce Investment Act of 1998 (WIA) superseded the Job Training Partnership Act (JTPA). The Act, which became effective July 1, 1998, strives to establish a national work force preparation and employment system to meet the needs of businesses, job seekers and those who want to further their careers.

Local WIA programs provide job placement assistance, employment counseling and case management. Four Work Force Development Boards (WDBs) serve the Future Forward region. Figure 3 shows the number served by Work Force Investment Act Programs in the Future Forward region, totaling to about 3,400 persons.

Senior Colleges and Universities

The two senior institutions located in the Future Forward area—Lenoir Rhyne College and Appalachian State University—provide primarily bachelor degrees, graduate studies and doctoral degrees in liberal arts, education, business, and some other disciplines. Neither of these institutions has particular focus on or extensive programs in technology. There is no engineering program located within the boundaries of the 12-county Future Forward area, although there are programs not far away.

**Figure 3
Regional Work Force Development
Boards Numbers Served*
July 2001 to June 2002**

WD Board	Number Served
Region D	721
Centralina	1,457
Region C	703
WP COG	543
Region Total	3,424
*Numbers served by Workforce Investment Act programs	

**Figure 4
Enrollment in Region's Senior Institutions
2002-2003**

Institution	Enrollment	% In-State Students
Appalachian State University	14,166	90%
Lenoir-Rhyne College	1,456	70%
Total--ASU + Lenoir-Rhyne	15,622	

Figure 4 shows the numbers of students enrolled at Lenoir Rhyne and Appalachian. Appendix 6 lists the degree offerings of each of the two institutions

The team notes that a significant percentage of enrolled students are native to North Carolina, but it is not known what percentage may not remain in the study region post-degree. Assuming it is significant, this post-degree "export" of students may represent an opportunity: If the right kinds of businesses and jobs were to grow in the region, there would be a ready pool of students for companies to recruit locally. This pool of students may need to be an integral feature that is marketed to industry.

In addition, depending on how the region ultimately defines itself, for positioning its marketing strategy in a global economy, it is possible to market the presence of and access to numerous other higher education institutions in locations that are not technically within the boundaries of Future Forward. Among UNC institutions, this includes UNC-Charlotte, UNC-Greensboro, NC A&T State University, Winston-Salem State University, Western Carolina University, and UNC-Asheville.

GAPS IN RESOURCES

Review of data revealed the following gaps in the work force development offerings.

Employment/Placement

Based on interviewee observations, regardless of where an individual was receiving work force training, there was little promise of employment after completion. This is due to the general economic slowdown, underdeveloped relationships of program providers with local employers, very little active marketing of individuals in training programs and some degree of mismatch between the training offered and the employment available. The mismatch appears to be in terms of the type of training being offered, i.e., soft skills instead of hard skills, or skills that are not relevant to actual conditions in the current and future job market.

For example, *Appendix 5* shows that despite the large numbers receiving some vocational training during grades 9 through 12 in business education and family and consumer sciences, the most popular course in business education is keyboarding. While this is a skill of ubiquitous usefulness, for the reason that everyone must learn to use a computer, it is not necessarily a *sufficient* skill set to get a good job. Similarly, in family and consumer sciences, the most popular courses were nutrition and teen living, which may not necessarily be resume-building skills.

Additionally, job information systems are fragmented. There are a number of listing services, such as Advantage West's *www.workready.net*. Informally, it is reported that the NC Employment Security Commission (ESC) may have only about 20% of all available jobs listed with ESC. Furthermore, the media markets in the area are fragmented, with several television stations and newspapers serving an area that would represent plausible commuting distances for jobs. Thus, there does not appear to be any single, large centralized source of information about job opportunities. Neither the newspapers nor any of the workforce entities surveyed provide comprehensive information, electronically or in hard copy, about what job opportunities and openings are available throughout the region.

Skills

In large part, training in hard job skills that are linked to real business demand and to jobs that are immediately marketable is limited. High school diplomas, GEDs and basic skills are offered in abundance through the WDBs, high schools and community colleges. This is a good thing, given demographic education characteristics. JobLink reports that Adult Basic Education/Adult High School and GED courses are among the top 12 retraining choices for the area. The enrollment in continuing education courses at the community colleges appears to confirm this. Together, the impression is that the region is in a significant period of training and retraining at a basic level, and that this is required by individuals before they will be ready for job-specific training or higher education, and before they can be very marketable as employees for emerging industry sectors.

The other 11 top re-training choices are medical assisting, business administration, accounting, CNA/Phlebotomy, early childhood, automotive systems technician, cosmetology, computer programs, criminal justice technician and dental assisting. Programs that would be relevant to the “jobs of the future” are not being offered. Vocational offerings at the high school are somewhat outdated, representing traditional jobs.

The other skill-related challenge stems from the loss of traditional jobs. The skills required in the positions that were previously easily obtained are not necessarily transferable to new employment. In either case, the desired outcome of training programs is often not sufficient for the employment market.

The research unit of the NC Department of Commerce is undertaking an effort to identify the occupations and skills of displaced workers to determine which occupations required by emerging industries would be suitable matches. The analysis is in its early stages, but the agency hopes to have something for use by policy makers later in 2003.

This economic planning region is absolutely like most other regions in the US in that there is an endemic disconnect, not yet solved, between industry needs and education and work force planning.

It would be a major advance for the region if means are found to strengthen this important coordination.

Private Sector Involvement

There are very few internship, apprenticeship, and similar on-the-job training opportunities available. The numbers participating in these types of programs were fewer than 20 in every school district. Most private sector/work force development partnerships are of the “advisory” nature. What is missing is private sector assistance in the development of programs to ensure industry needs are being met, assistance with work-based training and assistance with placement and marketing.

Access to Training

Often mentioned was the difficulty in getting to training locations at the universities or community colleges. Community colleges play a large part in the work readiness structure, both the WDBs and the high schools refer students, but it is reported that there is little access for those not possessing private transportation.

Another access issue rests simply in the capacity in the region to assist all those who may require assistance. The training capacity currently does not appear to equal the need. As of January 2003, 30,814 people were seeking employment in the 12-county area. An additional 100,324 workers were employed in 2001 in manufacturing sectors that had been shedding workers during the last few years. This suggests that as many as 131,000 of the region’s 392,000-person workforce are either unemployed or employed in an at-risk industry—a number that is far greater than the nearly 17,700 persons currently served by either WDB programs or enrolled in community college continuing education.

OPPORTUNITIES

The gaps in the current work force development structure provide numerous opportunities for future efforts. All new efforts must be coordinated to avoid duplication of effort.

Higher Education Center or Learning and Innovation Center

The Higher Education Center, currently in early stages of implementation, has potential to evolve into an even broader mission—to weave together services both for learners and for businesses. It would do so both by co-location of some programs and services and by networking to services in all locations throughout the region.

Studies have shown that workforce development entities that are capable of and have assigned a high priority to networking across territorial and organizational boundaries are those that have had the greatest success in gainfully employing their clients. The Hickory Metro Higher Education Center (HMHEC) is a partnership of Appalachian State University, Lenoir-Rhyne College, the Catawba County Economic Development Corporation, the City of Hickory, Catawba Valley Community College, and others in the four-county Unifour area.

The purpose of HMHEC is to provide a location and programming to increase the supply of higher education and professional development in the Unifour area. Specifically, the HMHEC is oriented toward providing baccalaureate and graduate degree opportunities and professional skill development for citizens in the metro area. The HMHEC was organized to help address the higher-level workforce development needs of the area. The HMHEC also could help overcome boundaries to geographic access to training. The Center also might offer a broader range of technical degrees, i.e., engineering, than are currently offered at the two senior institutions within the study region.

The current plan includes renovation of an existing facility at CVCC to house Center programs, with grant funds. A needs analysis study was completed recently. A new Director of the Center has just been hired.

Building on this excellent beginning, if the HMHEC were developed as a “*Learning and Innovation Center*” to organize, network, and concentrate all services to businesses, as well as to learners, it might become an even more potent strategy. It could become a central entity providing a continuous monitoring, assessment and inventory of the education and workforce development curricula and resources that are available in the region. The center also could provide an opportunity to physically consolidate or to tightly network all the small business resources and assistance available in the region. It might serve as a hub of information matching people, businesses, training and assistance, providing referrals and information, as well as serving as a central site for several educational and business services. For an expanded mission, a “*Learning and Innovation Center*” would need a different governance mix, in which industry is prominent. It might benefit from an institution-neutral location.

Private Sector Partnerships

Given the nature and scope of the challenge and the minimal impact of many well-intentioned programs, it may be that, in the end, successful workforce development training must be based on employment commitments and customized for employers and individual job-seekers. Local businesses must be involved in the planning as well as the implementation of these programs. Their assistance should not only be in providing jobs for individuals upon training completion, but also in creating a more savvy employee before, during and after employment. Training also should continue after a person is hired. Corporations also can provide assistance in marketing availability of training programs and assist with the public relations and communications to citizens about the training and educational opportunities.

Private sector partnerships need not be limited to businesses, but might include some of the hundreds of religious institutions located in the region for marketing and outreach purposes, some of the business

associations to assist forming partnerships and continued relationships with the higher education institutions. Businesses also might become involved in supporting development of new curricula for K-12, community colleges and universities that match the needs of new and emerging industries, and in funding selected R&D programs that would serve the industries that are targeted for growth.

Increase in Minimum School Leaving Age

The table in *Appendix 7* indicates that several states have found it advantageous to have a minimum school leaving age above the age of 16. A change that would have to be enacted at the state level, a higher compulsory school age might be helpful (although not a panacea) in improving local drop-out and unemployment rates. It would also help support a regional campaign to emphasize the importance of education. Encouraging more high school completion at the high school level, also might allow the community colleges to allocate more of their resources to higher-level functions. Currently, as shown in *Appendix 3*, the community colleges devote at least 20% of their basic skills resources to providing students with GED or Adult High School Diploma instruction. If we can increase the proportion of high school students that complete their diploma, then fewer would demand GED/AHS services from the community colleges, and thus it would be reasonable to conclude that more resources could be freed for technical training at the community college level. Raising the mandatory minimum school leaving age is an opportunity that the region's leadership would need to explore at the state level. To be enacted by the NC General Assembly, any effort to extend compulsory age should also be accompanied by an alternative education program designed to motivate students that might have otherwise dropped out. Such an alternative program would provide these students with a continuous desire for learning that would have real-world applications to possible job opportunities.

SUMMARY CONCLUSIONS

Overall, taking into account specific education and work force data, findings of the demographic and economic analyses, and interview data, the following appear to be the most important needs that should be addressed in long-term strategy for the Future Forward region:

1. More Focus and Greater Impact of Already Existing Programs and Resources

The region does, indeed, have numerous education and work force development resources in its institutions and governmental programs. However, the level of positive impact of these resources, and the numbers of people benefiting, could be improved substantially.

One enormous difficulty, not only in this region, is the multiplicity of funded programs from federal, state, and local sources—all of which are serving relatively few. The result is too much focus on the programs and their providers, and too little focus on finding and serving the target constituencies. The most aggressive solution to this program would be finding a means to co-mingle funding from several existing programs into one much larger and more flexible funding base. The funding would be applied to the two or three most effective program models.

2. Much Improved Efforts to Match People with Employment—Both Short-Term and Long-Term

In the immediate term, as there are increasing numbers of working adults who need to support families, who are losing jobs, there is an urgent need to find much more effective ways of matching potential employees with existing jobs.

In the longer term, there is, and will be, the continuous “chicken-and-egg” challenge: It is difficult to recruit new or high tech businesses without proving to them that the skilled work force they need is in place, while it is difficult to recruit adults and retain youth in education programs unless they can see the ready promise of employment, if they acquire education or

skills. The only possible solution to this dilemma is to work hard on both sides of the challenge simultaneously.

3. More Industry Participation and/or Industry Participation in More Effective Ways

There is evidence of some limited mechanisms whereby business and industry engage with educational institutions in providing career experience, internships, and general advice on curriculum. As in most other regions, the efforts appear to fall short of having significant impact. One of the problems is on the side of the institutions—their difficulty in “turning on a dime” to respond to rapidly changing needs. Another problem is on the side of industry—it is typically the case that industry is not very effective at articulating its wants and needs to educational institutions.

In Europe and elsewhere, the most effective programs are those in which employers commit to providing both jobs and ongoing education opportunities. This helps substantially to ease the problem of individuals seeking education or training without confidence that there will be employment for them afterward.

4. Lack of Emphasis on Education in Regional Values and Culture

Educational attainment is relatively low in the *Future Forward* area, as noted above. Our interviewees suggest that many families are not supportive of postsecondary education. The region’s population has done sufficiently well with little education. In the past, access to relatively good jobs in textiles, apparel, and furniture manufacturing required little formal education. Traditionally, many parents in the region do not emphasize education’s importance to their children. Completion and attainment rates reflect this cultural attitude.

To change this requires a deliberate and focused and sustained effort to change the minds of both the young people and their parents.

APPENDICES

1. Template for Inventory of Education/Training/Work Force Assets Program Summary
2. Definitions
3. Community Colleges Annualized Curriculum and Continuing Education FTE (Full-Time Equivalent) Enrollment, Report Period: 2001-2002
4. Work Force Development Enrollment: Grades 9 to 12 (includes Extended Day)—by School System
5. Work Force Development Enrollment: Grades 9-12 (includes Extended Day)—by Programs with Highest Enrollments
6. College/University Degrees Offered in the Region
7. Compulsory School Age in 50 States, Early 2002

Appendix 1

Template for Inventory of Education/Training/Work Force Assets Program Summary

1. **Name of Program/Service**
2. **Service Delivery Agent** *(might be a college, WIB, secondary school, or a partnership of more than one organization)*
3. **Year First Implemented**
(gives sense of whether well-established or relatively new)
4. **Source(s) of Funding ("Sponsor/Sponsors")**
5. **Target Constituents** (e.g., age group, specific work force category or occupation, region or geographic area)
(however relevant)
6. **Program Content Description/Summary**
7. **Term/Duration**
8. **Degree/Diploma/Certification**
(if any)
9. **Location(s) of Program/Service Delivery**
(or on-line/DE)
10. **Numbers served/enrolled by:**
 - A. **As of a given date**
 - B. **Fall 2002**
 - C. **Annual average***(whatever is applicable)*
11. **Relationships with Specific Employers**
(if any)
12. **Placement Results Upon Completion**
13. **Contact Information for Primary Contact Person**



Appendix 2—Definitions

Basic Skills Programs include Adult Basic Education (ABE), a program of basic educational skills for adults aged 16 or older who are out of school, who have not graduated from high school and who function at less than the ninth grade level of competency; General Educational Development (GED), a program of instruction designed to prepare adult students to pass the GED test that leads to a high school diploma equivalency; Adult High School Diploma, a program of instruction offered cooperatively with local public school systems to help adult students earn an Adult High School Diploma; Compensatory Education (CED), a program of instruction providing basic education skills for mentally disabled adults; and English as a Second Language (ESL), a program of instruction to help adults who have limited or no proficiency in the English language.

Certificate Programs are curriculum programs designed to provide entry-level employment training. Certificate programs range from 12 to 18 semester hours credits and can usually be completed within one semester by a full-time student.

Continuing Education Programs are comprised of non-credit courses related to occupationally specific areas such as fire service, law enforcement and emergency medical train, community service, business and industry and adult basic skills education.

Curriculum Programs are a wide variety of planned educational programs which range in length from one semester to two years. These programs lead to certificates, diplomas or associate degrees, depending on the nature of the curriculum. Curriculum programs include certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs.

Focused Industry Training (FIT) Program is a grant-funded training service. The primary purpose of the program is to provide additional resources to the colleges to allow them to offer occupational classes in critical industrial skills.

Human Resources Development Program (HRD) is an instructional program targeting unemployed and underemployed adults. The core curriculum for HRD training is focused on the assessment and development of employability competency skills that have been identified as “essential” for the workplace. The core curriculum for HRD training includes, but is not limited to, the following components: traditional self-esteem and goal-setting activities, career exploration/planning of educational/employment opportunities, resume/application preparation, interviewing techniques, and job referral/placements, basic skills review, placement test review and study skills/making the grade strategies.

Learning Laboratory Programs (Learn Lab) consist of self-instruction using programmed texts, audio visual equipment and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising and encouraging persons working in the lab.

New and Expanding Industry Programs provide for the training needs of new industries which are moving into the state and also for existing industries undergoing a major expansion which result in the need for additional skilled manpower.

Non-Occupational Self Supporting Programs (Non-Occ SS) consist of courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Athletics, games and hobby courses fall into this category.

Occupational Regular Budget Programs are extension courses that consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills for persons presently employed or for retraining others in occupational fields.



Appendix 2—Definitions (Continued)

Occupational Self-Supporting Programs (Occ SS) are occupational related courses which the college may provide at the request of the community but for which the college receives no budgetary credit. The cost of such activities is borne exclusively by the participants or some contracting agency.

Unduplicated Headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted only one time in any statistic but may be counted more than one time across statistics. For example, a student enrolled in both the curriculum and extension program areas is counted once in both statistics, but is counted only one time in the total enrollment statistic. Because of this, the sum of the enrollments in each program may exceed the totals and subtotals.

**Appendix 3
Community Colleges
Annualized Curriculum and Continuing Education FTE (Full-Time Equivalent) Enrollments
2001-2002**

Colleges	Curriculum Programs (Fall & Spring)					Continuing Education Programs (Spring, Summer & Fall)											Totals by College
	Associate	Certificate	Diploma	Transitional	SubTotal Curric Progs	Basic Skills	Occ RB	CSG	FIT	HRD	LL	NEI	SS Non Occ	SS Occ	SBC	SubTotal Cont Educ	
Caldwell	1,842	335	497	319	2,793	280	295	25	3	7	0	5	17	2	4	617	3,410
Catawba Valley	2,235	123	185	328	2,871	235	351	34	14	11	0	88	35	82	3	855	3,726
Gaston	2,723	190	307	181	3,401	285	287	7	3	22	0	5	27	53	3	692	4,093
Isothermal	909	98	271	172	1,451	116	139	3	2	7	0	59	106	7	3	444	1,895
Mayland	449	267	157	123	995	172	294	8	1	3	0	3	10	2	2	493	1,488
McDowell	580	133	164	85	962	151	144	17	7	16	0	0	7	34	1	377	1,339
Mitchell	1,061	73	264	109	1,507	19	257	4	4	11	0	8	30	6	2	479	1,986
Western Piedmont	1,448	121	80	151	1,799	481	293	40	6	13	3	11	12	31	3	895	2,694
Wilkes	1,642	63	122	129	1,956	216	434	25	8	14	0	43	5	10	1	756	2,712
Region Totals	12,889	1,403	2,047	1,597	17,735	1,955	2,494	163	48	104	3	222	249	227	22	5,608	23,343
NC State Totals	93,347	9,577	11,831	18,157	132,913	17,537	19,088	1,581	231	758	64	2,090	1,197	1,088	197	43,650	176,743

Occ RB = Occupational Regular Budget Program

CSG = Community Service Grant Supported and Receipt Supported

FIT = Focused Industry Training

HRD = Human Resource Development

LL = Learning Laboratory

NEI = New and Expanding Industry

SS Non Occ = Self-Supported Non Occupational

SS Occ = Self Supported Occupational

SBC = Small Business Center

Source: NC Community College System Website

**Appendix 4
Workforce Development Enrollment in Grades 9 to 12 (Includes Extended Day)
School Year 2000-2001**

School System	Unduplicated Counts		Program Totals - Duplicated Counts							
	Enrollment	VOC Only	BE	CD	FCS	TECH	TIE	HO	MKT	AGL
Burke	2,422	65	1,128	108	1,114	86	781	240	250	76
Alexander	1,122	13	619		494		346	87	79	369
Avery	593	45	360	14	85	110	248	46	104	266
Caldwell	2,401	213	1,309	46	1,259	16	1,012	2	201	207
Catawba	3,508	144	2,024	2	1,738	131	884	300	437	556
Iredell-Statesville	3,485	122	2,448	36	1,609	103	1,000	503	57	645
Lincoln	1,983	159	1,347	21	745	272	527	318	160	204
McDowell	1,087	53	583	45	376	51	636		185	
Mitchell	589	6	337		290	69	300	139	12	80
Rutherford	2,143	24	1,366	17	877	246	431	216	459	450
Watauga	970	47	275	12	218	306	658	53	18	125
Wilkes	2,111	4	1,288	27	892	155	778		123	527
Hickory City	876	38	416	23	374	52	353		145	
Mooreville City	779	5	262		234	44	304	184	43	
Newton-Conover City	575	2	289	75	210	61	137	76	76	
Totals for Region	24,644	940	14,051	426	10,515	1,702	8,395	2,164	2,349	3,505

VOC = Vocational only, as opposed to College Prep, College Tech Prep, College and College Tech Prep or General

BE = Business Education

CD = Career Development

FCS = Family and Consumer Services

TECH = Technology Education

TIE = Trade and Industrial Education

HO = Health Occupations

MKT = Marketing

AGL = Agricultural Education

Source: Department of Public Instruction VEIS Reports (wdeppms.dpi.state.nc.us)

**Appendix 5
Workforce Development Enrollment in Grades 9 to 12 (Includes Extended Day)
School Year 2000-2001**

Course w/ highest enrollment by Program	Course Enrollment by School System														
	Alexander	Avery	Burke	Caldwell	Catawba	Iredell-Statesville	Lincoln	McDowell	Mitchell	Rutherford	Watauga	Wilkes	Hickory City	Mooreville City	Newton Conover City
Agricultural Education															
Agriscience Applications	159		36			120			30	216		169			
Horticulture I		92		65	166		72				65				
Business Education															
Keyboarding	345		566	653	870	1,358	432		181	740	143	586	216		
Computer Applications		243												160	113
Business Computer Technology								255							
Career Development															
Career Management							11	19					23		
Exploring Career Development	133	11		64		21					12				
Career Development Pilot			89												
Career Devpt Internship Method					2										75
Family and Consumer Sciences															
Food and Nutrition		39	354	832	620	478	214				92	295			121
Teen Living	142							142	60	349					
Parenting and Child Development													114	99	
Health Occupations															
Allied Health Sciences I			177	2	139					114					
Health Team Relations						244	83		76		32			90	35
Biomedical Technology	22														

Continued on next page

Appendix 5 (Continued)

Course w/ highest enrollment by Program	Course Enrollment by School System	Alexander	Avery	Burke	Caldwell	Catawba	Iredell-Statesville	Lincoln	McDowell	Mitchell	Rutherford	Watauga	Wilkes	Hickory City	Mooreville City	Newton Conover City
		Marketing														
Marketing Small Business/Entrepreneurship		44	41	82	92	232	61	52	153		133	18	50	49		52
Fashion Merchandising										12					22	
Technology																
Principles of Technology I			83						36	55	76					
Principles of Technology II							75									
Fundamentals of Technology				16	116	73		176				97	124			41
Exploring Technology Systems														41		
Communication Systems															41	
Trade and Industrial Education																
Intro. To Trade & Industrial Educ.			88						322			128	161	128	50	
Drafting		50		24			265			69						
Masonry											102					30
Construction Core					159											30
Construction Technology I						121		63								
Trade and Industrial Pilot																
Totals by School System		895	597	1,344	1,983	2,223	2,622	1,103	927	483	1,730	587	1,385	571	462	497

Appendix 6

College/University Degrees Offered in the Region

APPALACHIAN STATE UNIVERSITY

Baccalaureate Degrees

- ▼ Liberal Arts
- ▼ Business
- ▼ Music

Graduate Studies

- ▼ Liberal Arts
- ▼ Business
- ▼ Music
- ▼ C.A.S.
- ▼ Education Specialist
- ▼ Public Administration

Doctoral Degree

- ▼ Education

LENOIR-RHYNE COLLEGE

Baccalaureate Degrees

- ▼ Liberal Arts
- ▼ Basic Sciences

Graduate Studies

- ▼ Business Administration
- ▼ Communication
- ▼ Education

Appendix 7 Compulsory School Attendance Age in 50 States As of Early 2002		
State	Age for Compulsory School Attendance	Exceptions
Alabama	16	
Alaska	16	
Arizona	16	
Arkansas	16	
California	18	Continuation education with part-time job at age 16
Colorado	17	GED at 16 if going to university
Connecticut	16	
Delaware	16	
Florida	16	
Georgia	16	
Hawaii	18	
Idaho	16	
Illinois	16	
Indiana	16	
Iowa	16	
Kansas	18	Alternative program available at 16
Kentucky	16	
Louisiana	16	
Maine	17	Work/study program at 15
Maryland	16	
Massachusetts	16	
Michigan	16	
Minnesota	16	
Mississippi	16	
Missouri	16	
Montana	17	
Nebraska	16	Must have full time employment
Nevada	17	
New Hampshire	16	
New Jersey	16	
New Mexico	17	
New York	16	
North Carolina	16	
North Dakota	16	
Ohio	18	Vocational program at 16
Oklahoma	16	
Oregon	18	16 if employed full-time or in a work/study program
Pennsylvania	16	
Rhode Island	16	
South Carolina	17	
South Dakota	16	
Tennessee	17	
Texas	18	GED can be taken at 16
Utah	17	
Vermont	16	
Virginia	16	Work training at 14
Washington	16	Must have full-time employment
West Virginia	16	
Wisconsin	18	
Wyoming	16	
Source: Various state websites		