

Jack Betts

Data Processing students train at Nash Technical College.

The Job Training Spectrum: From the Classroom to the Boardroom

by Jack Betts

Through a variety of programs and projects that cost state and federal taxpayers hundreds of millions of dollars each year, the state of North Carolina sponsors a dizzying array of educational and job training programs that bear on economic development in North Carolina. Nearly every state agency is somehow involved at least indirectly—from the state's kindergarten programs to the Department of Correction, from Cultural Resources to Administration. This article, however, examines the roles of those state agencies most directly involved in vocational education and job training. It focuses on the Department of Community Colleges, the Department of Labor, and the Department of Natural Resources and Community Development—all major participants in training the workers who will hold the jobs of tomorrow.

Nothing more graphically illustrates the point that economic development, education, and job training go hand-in-hand than the case of a 56-year-old Alamance County man who now lives and works in Raleigh. A dairy farmer's son who has tried his hand at several different professions, including military intelligence, farming, teaching, and state government before entering a new profession late in 1983, this veteran of the job market finds himself lacking a key skill much in demand as North Carolina's and the nation's economies continue to change. So he did what hundreds of thousands of others do when they need a new job skill: He decided to attend a special class at Wake Technical College south of Raleigh so he could learn how to operate computer terminals.

His name? Robert W. Scott, former governor of North Carolina. His job? President of the N.C. Department of Community Colleges. His salary? \$73,000 a year. His job skills? Varied—and soon to include the ability to converse with a computer and to have access to the same information his staff does.

Bob Scott's case is hardly an isolated one. Instead, it is becoming more and more the norm as employers and workers discover that education and job training is a never-ending process of learning and training and retraining to meet the demands of new jobs and new responsibilities. Most North Carolina workers will never command Scott's salary or work their way up the corporate and public ladders to his heights—but with good public education and training programs, they have a chance to make a decent living and find their place on the economic ladder.

But do the state's programs for public education—including vocational education and community colleges—and state and federal job training programs provide what the state's workers and the state's employers need? How effective are these state programs? What role do they play in North Carolina's evolution from its somnolent Rip Van Winkle economy of the 19th Century to the transition economy of the late 20th Century?

State programs for economic development in North Carolina can be viewed as one lengthy continuum, and education and worker training programs occupy a healthy section of that continuum. It begins with the state's elementary and secondary schools and branches out into the 16-campus public university system and the 58-campus community college system. It also finds itself spread over a variety of state agencies, including the Commerce Department, the Labor Department, the Department of Natural Re-

sources and Community Development, the Department of Public Instruction, and the Department of Community Colleges. And that's only the list of state agencies with *direct* responsibility for vocational education and job training.

The job is enormous, and the responsibility for programs is spread out all over the economic development spectrum. Yet nearly everyone concerned with economic development keeps pointing to one central, underlying problem: North Carolina still doesn't do a good enough job teaching its students to read and write so they can find and hold a good job.

In an interview with *Insight*, Bob Scott reviewed the statistics. About 1.5 million adults in North Carolina never finished high school. About 835,000 adults haven't finished the eighth grade, and about the same number can't read and write at a minimal, functional level. About a third of the state's school-age students will drop out before graduating. Only two other states—Kentucky and South Carolina—have worse records than North Carolina in adult literacy.

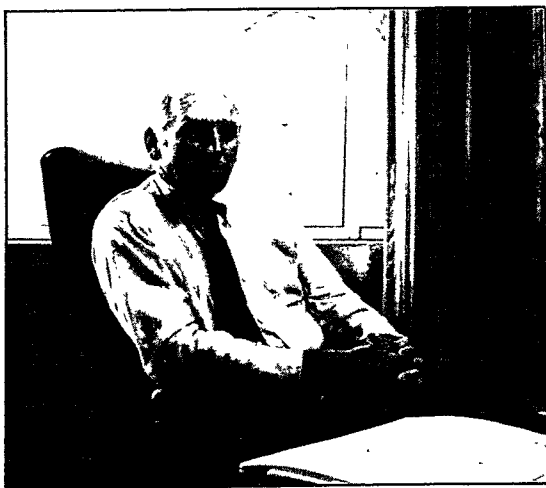
"This doesn't say very much for us, but it does say we've got a big economic development problem," says Scott. "There are that many people out there who cannot even fill out an application form. The chief executive officers of many companies are telling us that they want employees who, at a minimum, have basic literacy skills."

Scott's view is widely shared. Christopher Scott, president of the North Carolina AFL-CIO, puts it this way: "Job training programs are important, but what we *really* have to do is

Robert W. Scott, president, N.C. Department of Community Colleges.



Jack Betts is associate editor of North Carolina *Insight*.



Harvey Haynes, president of Asheville-Buncombe Technical College.

buckle down with our public education system and make sure our kids can read and write."

The state has committed vast resources in recent years to improve the literacy rate and enhance the effectiveness of public schools. Annual testing and high school graduation competency tests have been instituted to monitor progress, but the final proof is not in yet. In the meantime, the public schools and community colleges, primarily, continue to offer literacy programs while at the same time providing basic vocational education.

High school vocational education programs offer courses designed to prepare students for jobs in certain trades and businesses, such as automotive mechanics, woodworking, and clerical and stenographical jobs. Thousands of high school graduates each year find jobs on the strength of having completed these courses, but many other thousands find that the demands of the job market require advanced training. And in most cases, they turn to their local community colleges and technical institutes for that training.

The Community College: More Than Just a School

Shortly after World War II, when thousands of veterans were flooding the job market, there was talk of finding a better way to retrain workers. But it was not until 1957 that several Industrial Education Centers were established to train workers for jobs. Set up as part of the public school system, they trained high school students during the day and adults at night. By 1963, these centers had been so successful that the General Assembly adopted the Community College Act to set up a series of campuses offering two-year college parallel, technical, vocational, and adult education programs.¹ The

system's mission, redefined by the 1969 General Assembly, was "to be the offering of vocational and technical education and training" for adults.²

To that end, community colleges spend \$177 million annually to prepare students for technical and trade jobs. More than 600,000 students are enrolled either full- or part-time at the 58 institutions, and the community college administration proudly points out that one of every five high school diplomas or equivalency certificates is earned through a community college. A number of community colleges offer college transfer courses, and some have been accused of aspiring to become liberal arts colleges. (Indeed, when Guilford Technical Institute got legislative permission in 1983 to change its name to Guilford Technical Community College, some legislative

Johnny

Last year, over a dozen national studies told the country what businesses have known for years.

Recent high school and college graduates, said the reports, don't have the communications, analytical or technical skills needed to become productive workers.

The problem is so severe that, when companies look for new locations, local education is a top priority.

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North Carolina is the tenth-largest state. Yet we have the third-largest community college system.

Amazingly, it enrolls one out of every seven adults, who study subjects in any of 230 curriculum programs.



wags predicted it wouldn't be long before the school would be back for permission to become Guilford Technical Community University.) But Scott estimates that no more than 7 percent of his department's budget is spent on college-transfer courses; the remainder is dedicated to skill training and economic development.

Asheville-Buncombe Technical College: The Hills Are Alive . . .

Consider the case of A-B Tech, as the school is known in western North Carolina. Situated on a hill overlooking the Biltmore Estate, A-B Tech was one of the original Industrial Education Centers. Throughout its life, it has focused on job training, not college transfer programs.

The N.C. Department of Commerce promotes the ability of the state's Community College system to train workers for specific jobs when they don't have the communications and technical skills they need. This advertisement ran in many national publications in recent years.

The school offers the usual fare of basic voc-ed courses and a few unique ones as well. Among them is a curriculum in hotel-motel management, and students work at A-B's own motel on campus, Mountain Tech Lodge, where state officials from the lowlands often stay when on business in western North Carolina.

A-B Tech President Harvey Haynes is a native of the region, and he remembers a day and time where there were few jobs to be had—and nothing in the way of job training. "When I was growing up in Western North Carolina, there were two jobs you could get," says Haynes. "You could become a teacher, or you could go to work at the American Enka plant." Haynes became a teacher, but now he finds that his duties go far beyond teaching and administering. Now he has

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They even take classes designed by companies that would like to hire them.

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also become an integral part of the economic development effort in Buncombe County and other nearby counties in the mountains. "We're into it up to our ears," says Haynes.

The recruitment of one industry in particular illustrates the role a community college can play not only in educating potential workers, but also in helping bring in a new plant or employer. In 1982, a group of midwestern plant officials showed up in Asheville one day to look around for a new site. Haynes, as a member of the local economic development team, was summoned to tell this group—still unnamed—what A-B Tech could provide: training facilities, instructors, courses of instruction for an initial work force, and continuing education and specialized training—in-plant or on-campus—as the needs of the company progressed through the years.

Haynes promised much, but no more than he could deliver. He knew how competitive the marketplace for new plants could be. "The states in the Southeast will just about kill one another trying to get new industry. It's competitive, it's mean, and it's vicious," he says.

The early commitment paid off. The group of plant officials were from RCA's music division,

Ricky Baker loads "pancakes"—reels of cassette tape that ultimately will be cut into 40 individual cassettes—before duplicating from master tapes at RCA's Weaverville plant.



Jack Betts

and they sought a location to build a new plant for the company's entire cassette tape production. They chose a site on U.S. 19, a four-lane highway just a few miles north of Asheville, and built a \$9 million plant. There, in three shifts each day, 275 workers produce up to 75 million cassette tapes each year. Former farmers, ex-millworkers, and newly graduated students—each trained at special sound-proof laboratories built at A-B Tech for the process—record scores of cassette tapes at once from huge master recordings shipped to the plant from studios in New York. On a given day, the plant's workers might be producing tapes of Dolly Parton, Whitney Houston, Juice Newton, The Judds, Lee Greenwood, or any of the other artists on RCA's label. In addition, the plant does contract cassette work, recording music for such companies as Reader's Digest's music division.

And RCA is delighted with its new work force. Dave Pfeiffer, the plant's personnel director says, "These people are industrious, conscientious and independent. I learn something new from them every day."

In the past 17 years, A-B Tech has helped recruit 52 new plants to Buncombe County. But the problem, Haynes says, is that the county is also losing certain kinds of jobs, including textile jobs, "It's a struggle just to break even" on the number of jobs.

Haynes hopes to get ahead by introducing new curriculum offerings that will anticipate the continuing transition and produce workers ready for new high-tech jobs. One such offering, to begin in 1986, will be a tool design program. Few schools east of the Mississippi offer such a program, yet tool designers, draftsmen, and tool-and-die makers are in critically short supply in this country, particularly the Southeast. Haynes figures that A-B Tech can supply a hefty portion of these engineering technicians needed in this region for years to come. "Engineering personnel are more critical to the development of Western North Carolina than railroads were," says Haynes.

Training new workers is not A-B Tech's only goal. The area has lost hundreds of textile jobs in recent years, and Haynes is constantly on the lookout for ways to retrain them for new jobs. It's not easy. "We have concentrated on retraining for ex-textile workers," says Haynes. "The trouble is they often need a short-term course, because they have families and house payments and children to feed. They won't respond when we ask them to enter a two-year course, so we do what we can, such as giving them a basic electronics course in six weeks." That allows workers to learn the basics of a new skill, find a job fairly quickly, and get on with their careers.



Ruth Clark checks master tapes before recording at RCA's Weaverville cassette tape plant.

Industrial Recruiting Is Not For Every Campus

Less than 100 miles to the east lies Western Piedmont Community College, set amid the green rolling hills of Burke County. There, Jim Richardson presides over a campus where 2,400 students pursue careers in nursing, law enforcement, computer operation, business technology, and the like. But unlike Asheville, where A-B Tech is an integral part of bringing in new industries, Western Piedmont does not get involved in industrial recruiting—because there isn't any. The county hasn't recruited a new manufacturing plant in years. Instead, Burke County—which also has lost textile jobs as well as some furniture manufacturing jobs—relies on Western Piedmont to train workers for existing plants that expand and to supply workers to new businesses in the area.

"In the last four years, we've started 18 new occupational programs," says Richardson. Western Piedmont, for example, just a few years ago had but one introductory course in data processing; now it has a two-year degree program that is as popular with students as it is with potential employers who are lining up to hire them. But every success has its price. Western Piedmont is paying a premium to get and maintain the advanced computer machinery to train its workers.

"Setting up so many new courses in high technology at one time is expensive," explains Richardson. "We are not meeting our equipment

needs now because the maintenance and cost of state-of-the-art equipment is just unreal." In the past couple of years, says Richardson, Western Piedmont has spent nearly \$400,000 on up-to-date equipment. "The trouble is, within two or three years, that equipment will be out-of-date and we will have to replace that."

Western Piedmont, like A-B Tech, also tries to enroll workers whose jobs have been lost due to plant closings. But retraining these workers, says Richardson, is difficult, particularly the older ones who have held only one job before. Western has developed a program to get non-working adults into the job stream. The school's Human Resources Development Program aims at citizens who may be on welfare or are jobless, teaches them a basic skill, and "gets them off of welfare and into a job where they are paying taxes. It's an intensive program, and often these people are scared to death at first, but it's working," says Richardson.

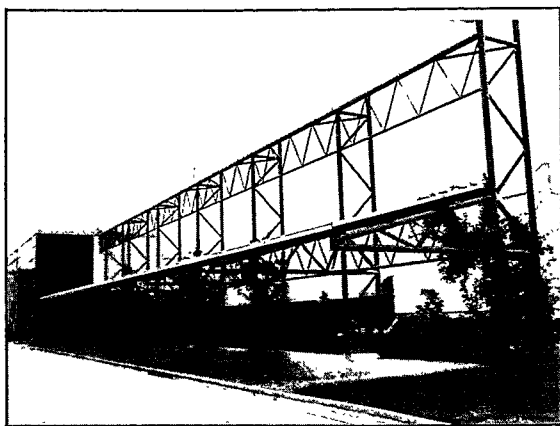
High Tech in Tall Cotton

Down on the edge of the coastal plains, where tobacco and cotton fields once dominated the landscape, Nash Technical College finds itself serving as a bridge between the old and the new. With its more than 2,000 students—mostly female and mostly in their 20s, like most other technical institutions—Nash Tech fulfills dual roles of training workers for traditional vocations and for non-traditional ones as well. A case in point is the ultra-high-tech Consolidated Diesel plant on U.S. 301 near Rocky Mount. Henry Odom, Nash Tech's director of industry services who helped recruit Consolidated, says the company threw a new twist into the usual recruiting formula. Consolidated *did not want* trained diesel workers.

*"Millwork ain't easy, millwork
ain't hard, millwork it ain't
nothing, but an awful boring
job. . . .*

*"So may I work the mills, just
as long as I am able,
And never meet the man, whose
name is on the label."*

*—"Millworker"
by James Taylor*



Consolidated Diesel's modern, high-tech assembly plant in Edgecombe County, where production workers average \$9.25 in hourly wages.

"They wanted to do a new theory of cross training, where everyone, including the plant manager and the secretaries, will know how to put that engine together. They didn't want journeymen diesel assemblers," says Odom. After looking at 145 different communities, Consolidated chose Rocky Mount, largely on the promises of Gov. James B. Hunt Jr. to move heaven and earth—almost literally. Some of the promises involved moving a group of families whose homes were too near the plant, and relocation of a sawmill. But one of the promises, and one which may have sold Consolidated on Rocky Mount, was to build a satellite campus of Nash Tech directly across the highway from the new plant. Now, 1,200 workers average \$9.25 an hour assembling components for diesel engines—and many of them were trained across the street at the satellite campus of Nash Tech.

But even this modern, high-tech, high-wage plant has the same sort of problems typical of the state's work force at large: Its level of education was insufficient for the job at first. Odom relates the story of one plant worker who was promoted to a supervisory position—and who promptly quit because he felt he did not have enough education to handle the job. Nash Tech instructors took him under their wing in an intensive course that gave him the written and verbal skills, and the confidence, to do the job. Now the worker is back in the plant and proving to be one of Consolidated's best foremen, says Odom. But "plant managers are still pushing us to make sure that all their workers can read and write."

Odom and Reid Parrott, president of Nash Tech, are justifiably proud of the impact their institution has had on economic development in Nash and Edgecombe Counties. Plants there are on the cutting edge of modern technology. A new Bendix plant makes fuel control system parts for the Navy's F-15 and F-16 fighter jets; another

company, Morrison-Knudsen, is fabricating parts for the rebuilding of New York's Holland Tunnel. But both Odom and Parrott—like their counterparts at A-B Tech and at Western Piedmont, say one of the keys to continued success in training workers for jobs is adequate equipment. "That is the big thing. We're going to need to keep up with changes in equipment because of changes in technology," says Parrott.

These case studies are indicative of the community college system's role statewide in recruiting industry and in training workers for those plants. But the system's general role in economic development is greater than that. Programs include:

- Small Business Assistance Centers at 20 of the campuses (for more, see article on small business, p. 53), at a cost of \$600,000 annually.

- Cooperative Skills Training programs, which provide about \$1.1 million for customized training programs to traditional industries through 19 campuses.

- The New and Expanding Industry program, also providing customized training to help new or expanding firms train workers and open new plants, at an annual cost of about \$4.5 million.

- The N.C. Vocational Textile School in Belmont—the forerunner of the community college system—which was established in 1946 and provides skill training for the textile and apparel industries, at a cost of about \$500,000 a year.

- The general Technical and Vocational Education program, through which the system provides the bulk of its training, at a cost of more than \$177 million.

- And the system's college parallel course curriculum, enabling students to transfer to four-year colleges into baccalaureate degree programs, at a cost of about \$14.4 million annually. This program also contributes to the state's economic development.

How Effective Are These Programs?

Yet, for all the millions spent, are these programs effective? That depends upon who's asked. For instance, the AFL-CIO's Christopher Scott is underwhelmed by the efficacy of the community colleges' efforts. "The community colleges, it seems to me, are not really doing a thorough job," he says. "I've not done a thorough study, but it seems there's a whole range of involvements by the community colleges that are not really appropriate to the job of vocational education." Scott referred to such program offerings as college transfer courses and hobby courses

(which now must be self-supporting and not financed by tax dollars), but he was also critical of the training some workers get. "It seems to me that the community colleges should be teaching workers a *skill*, not teaching them a *job*."

But the department itself believes it has done a good job of training its students for vocations and careers. Officials base their beliefs on such yardsticks as frequent follow-up surveys of both employers and former students, which generally have shown high employer satisfaction with their workers and high student satisfaction with their course of study. The most recent such surveys,³ released in January and February 1986, found that 89.2 percent of the former students rated their courses of instruction as good or very good, and the employees' supervisors indicated consistently high marks for community college students who had entered their work forces.

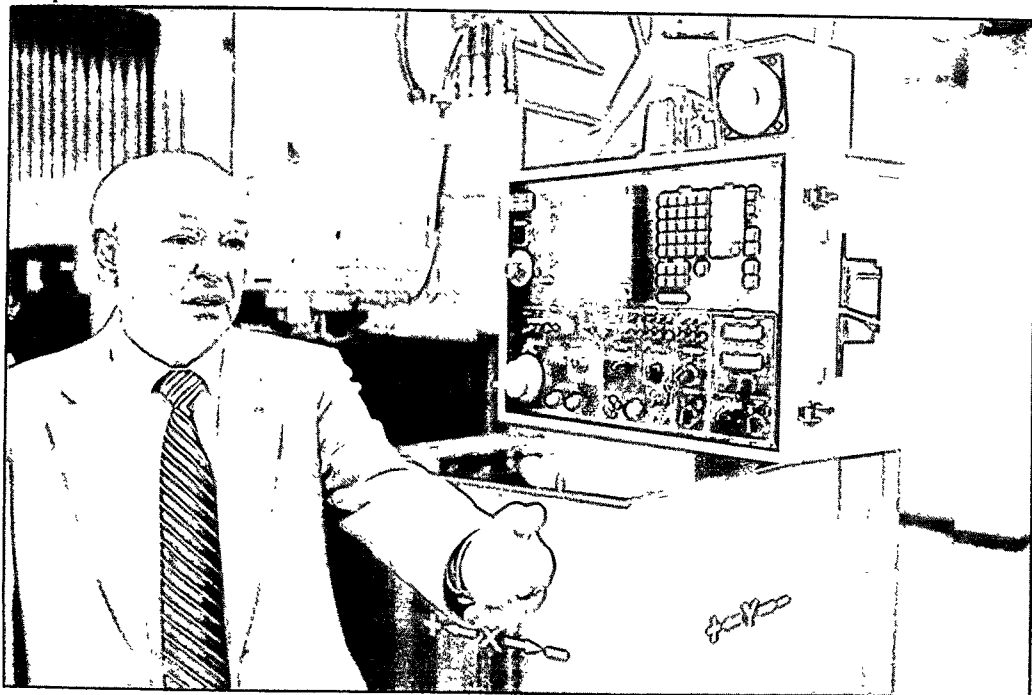
However, the studies, conducted in 1985, also found that the community college students were making only \$6.90 per hour in average wages. (By comparison, the state's average *manufacturing wage* is \$7.32 an hour.) And students also said that the department's job placement system needed improvements.

State officials also point with pride to the passing rate of students on licensing examinations. Passing rates for nursing students from community colleges are usually as high or higher than the rates for students at four-year private and public colleges, says Dr. Vercie Hardee, coordinator of nursing occupation programs for

the department. In 1985, for instance, nursing students from baccalaureate programs averaged an 84 percent passage rate, while students from associate degree programs at community colleges averaged a 92 percent passing rate. Similar statistics were recorded in 1984 (87 and 93 percent, respectively) and in 1983 (85 and 92 percent.) In addition, seven community college nursing programs in 1985 had perfect—100 percent—passing rates on state nursing examinations. Not one of the four-year college programs—public or private—had a passing rate higher than Atlantic Christian College's 94 percent; UNC-Chapel Hill had a 93 percent passing rate.

Still, the need for a critical assessment is obvious, and in 1985 the General Assembly directed that an independent consulting firm make a study of the system to determine how well it has functioned, what its successes and failures have been, and what changes ought to be made—particularly in regard to current methods of financing the system.⁴ The results of that study, which is being conducted by the Research Triangle Institute, will be reported to the 1986 short session of the General Assembly when it convenes in June. That study might well echo what other community college studies have found, such as a 1977 study recommending that the system, after a decade-long expansion boom, should focus its attention on bettering the quality and efficiency of its courses of curriculum and general programs.⁵ The RTI study may measure whether such improvements have occurred.

Henry Odom at Nash Technical College's satellite campus, with state-of-the-art milling machines for the precision fabricating of metal parts.



Jack Betts

Questions also remain whether the community colleges are preparing workers for the right kinds of jobs. For instance, computer and high-tech related job courses are popular with students, but a recent study by UNC-Charlotte economist John Connaughton found that there is a pressing need for more traditional occupational workers. Connaughton's research discovered an annual need for more than 10,000 trained food preparation workers, nearly 8,500 secretarial and clerical workers, and more than 1,500 skilled carpenters, among other job classifications.

"What this study seems to indicate is that our state is beginning to feel the backlash of our emphasis on high technology," says Scott. "In most of our institutions, enrollments are up in high-technology programs, but declining in traditional occupations programs. We can't all be computer programmers."

In February 1986, Scott launched a broadside at the state's vocational education program: "The educations that most of North Carolina's young people are getting today are simply not preparing them for the world of work." There may soon be "an inadequate number of individuals trained to repair our cars, type our letters, operate our bulldozers, or repair our office equipment," he added.

Scott proposed an initiative to increase enrollment in vocational education programs. To be called the "two plus two" plan, Scott said students interested in vocational or technical careers should be encouraged to begin learning the fundamentals in the last two years of high school and continue that training for up to two or more years in a community college.

The General Assembly recognized the strong link between education and job training in 1984, when it authorized up to \$200,000 to match funds under the federal Job Training Partnership Act to augment state training programs.⁶ Then, in 1985, the General Assembly sought to redefine state job training policy with passage of the North Carolina Employment and Training Act.⁷ The act requires that "all federal, state and local government resources provided for employment and job training programs be coordinated to effect an efficient employment and training service delivery system."

Cutting the Job Training Pie

In order to implement that policy, the state agencies responsible for a piece of the economic development pie began meeting in late 1985 so that each agency would understand exactly what size slice of the pie every other agency had. This Economic Development Com-

mittee was to develop a proposal for integrating the state's existing job training programs into a cohesive economic development policy, and forward that plan to the General Assembly in the spring of 1986. The Joint Legislative Commission on Governmental Operations was given the task of reviewing the plan before its implementation.

The purview of the interagency committee extended beyond community colleges. It also included major responsibilities in job training by the N.C. Department of Labor, which administers apprenticeship and pre-apprenticeship programs, and the N.C. Department of Natural Resources and Community Development's Division of Employment and Training, which administers the federal Job Training Partnership Act (JTPA).⁸

The Labor Department, for instance, has oversight for four separate programs in pre-apprenticeship training funded by the JTPA. They include:

- The Pre-Apprenticeship training program, which subsidizes training for economically deprived workers and which helps them prepare for entry into trade training programs. The aim of the program is to encourage the poorest of unskilled and unemployed citizens to enter a job training program.

- On-The-Job training, in which an employer willing to take on a disadvantaged, unskilled worker for a predetermined period can get reimbursed for up to 50 percent of the wages the worker earns while in apprenticeship.

- On-The-Job Institutional, a subsidiary of apprenticeship training which requires the worker to also spend a certain amount of time in the classroom training in the fundamentals of the occupation.

- And special job training projects, called Demonstration Projects, which can be specially tailored to the needs of the job market and the potential worker.

These pre-apprenticeship programs, which help train about 1,000 workers annually, should not be confused with the Labor Department's regular apprenticeship programs. These programs are not financed by the JTPA, but rather are paid for by private industries willing to take on apprentices. The Labor Department's sole role in apprenticeship training is to certify the programs of each employer.

The state Department of Labor, says Pre-Apprenticeship Director Joe Jenkins, "seeks to predict growth industries and growth occupations. One advantage we have over academic institutions is that we can gear up in a hurry and be ready with an apprenticeship program long before a school can develop a curriculum."

Jenkins says the department has had good success training workers for high-wage jobs in

* over the past eight years

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Previous Employment _____
Reason for leaving last job _____
Desired position _____
Desired salary _____
Desired location _____
Desired date of employment _____
References _____
Signature _____ Date _____

* over the past eight years

enroll.

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programs. There are 11 urban Service Delivery Areas. In addition, areas comprising 82 of the state's counties outside the 11 service delivery areas are dispensed funds through the Rural Service Delivery Area, supervised by the Rural Private Industry Council.

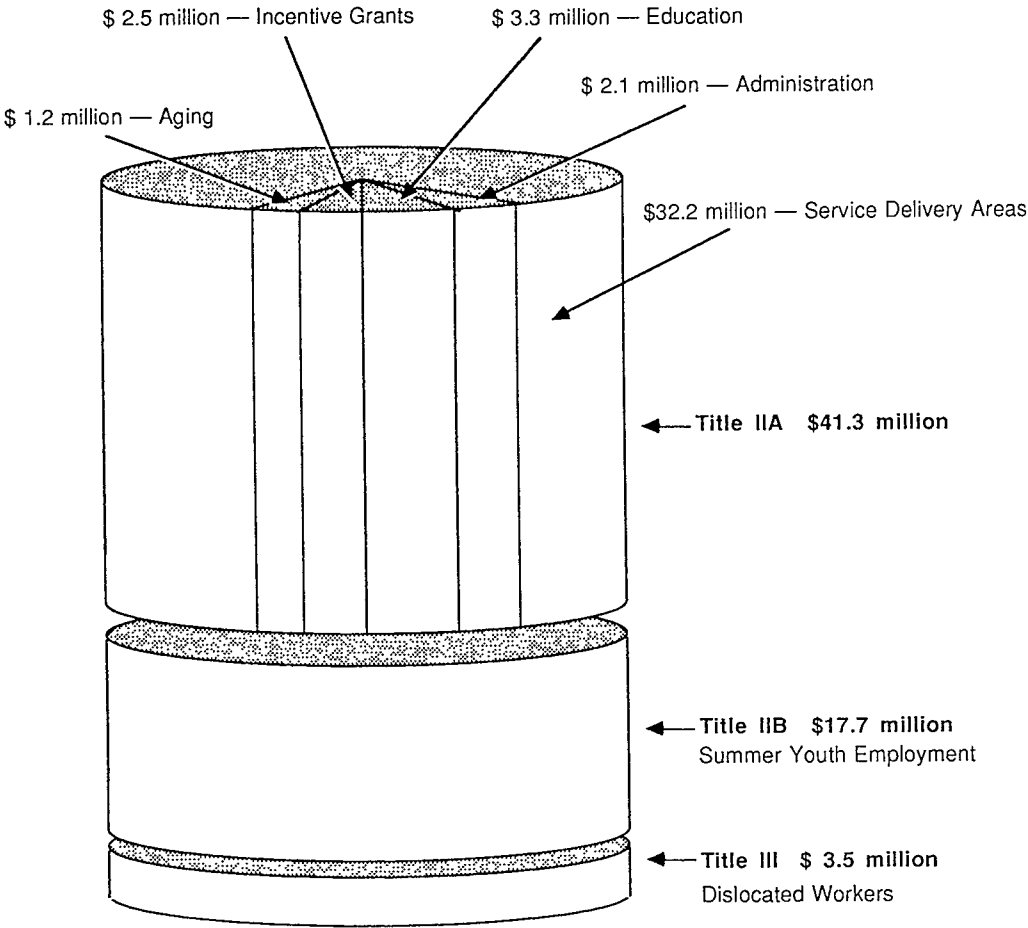
The JTPA—which replaced the old Comprehensive Employment and Training Act Program (CETA) in 1982—was designed to place more emphasis on private industry involvement in, and responsibility for, training workers. The Service Delivery Areas can provide or contract for such services as job search assistance, job counseling, remedial education, basic skills training, on-the-job training, and advanced career planning. The JTPA's chief aim is to train individuals to perform jobs, but the act itself is

often looked upon in North Carolina as a strategy for economic development. "We have not given proper attention to models in other states that accomplish both objectives," says Sanford Shugart, a vice president of the Department of Community Colleges.

Shugart says a variety of responses exist that could be used to tie JTPA to economic development programs. One such area is making sure that JTPA programs provide training for documented occupational needs. Commerce's Employment Security Commission "has made great strides in doing that the last couple of years," Shugart says.

But two other problems exist with JTPA, he adds. One is that the JTPA was set up to emphasize short-term training programs. The effect is

**Figure 1. Job Training Partnership Act Funding
By Title and Program, FY 1985-86**



Source: Employment and Training Division, N.C. Department of Natural Resources and Community Development.
Cake Chart Art by Carol Majors

that workers often do not get enough training, and often wind up back in unemployment lines. If JTPA were amended by Congress to provide incentives for longer-term training, the ultimate impact on economic development would be better because workers would be more highly skilled.

The second, Shugart says, is that most disadvantaged JTPA trainees cannot afford to enroll in long-term training programs because, unlike recipients under the old CETA, they do not receive stipends while in training. "We need to find a new mechanism to provide stipends so these trainees can have some income while in a longer-term training program of six months up to two years," says Shugart. "The emphasis ought to be on gaining skills that are now marketable and that will remain marketable over the long term."

The unknown factor in job training programs sponsored by the federal government in recent years has been this question: Will funds be cut? And the answer for JTPA, just as it was for CETA a few years ago, is yes. Because of the congressional budget cuts mandated under the Gramm-Rudman-Hollings Act passed in late 1985, NRCD officials are bracing for a huge cut in the amount of JTPA funds available. James Ross, director of the Employment and Training Division, estimates there will be a cut of up to 25 percent in North Carolina's JTPA allocations, at least partly because the state's unemployment level is already low.

In the current fiscal year, North Carolina is receiving \$62.4 million under JTPA. The lion's share of that is for Title IIA funds amounting to \$41.3 million, including \$32.2 million for training economically disadvantaged youth and adults; \$2.1 million for administration at the state level; \$1.2 million for training older adults; \$3.3 million for community colleges and public school educational training programs; and \$2.5 million for incentive grants and technical assistance to Service Delivery Areas (see Figure 1). In addition, Title IIB provides another \$17.7 million for summer youth employment and training programs, and Title III of JTPA provides nearly \$3.5 million for training assistance to dislocated workers whose jobs have been lost.

The Employment and Training Division of NRCD supervises the dispersal of the JTPA funds to scores of contractors and subcontractors who work with local Councils of Government, Lead Regional Organizations, Community Colleges, Chambers of Commerce, and private industries to train those who have neither jobs nor skills to perform a job. For instance, the Durham Private Industry Council last year worked with Research Triangle Park industries

such as Northern Telecom, Sperry-Rand, Mitsubishi, and General Electric Semiconductor, and with Durham Technical Institute and the Durham Chamber of Commerce to train 15 students in electronics manufacturing.

The students—some of them dislocated workers who lost their jobs when plants closed, and others who began the course unskilled and jobless—were recruited by the Commerce Department's Employment Security Commission and trained at Durham Technical Institute, a part of the community college system. Their courses were paid for by JTPA funds, administered by the Department of Natural Resources and Community Development. But much of the work was performed by private industry—the Durham Chamber of Commerce and the Research Triangle companies. The students spent 180 hours in the classroom, the equivalent of six months' on-the-job training, and were certified to hold permanent jobs at good wages. Most found work right away.

In 1985, 52,102 people enrolled in JTPA training programs in North Carolina (15,507 of them in summer youth employment programs), according to the Division of Employment and Training at NRCD. Of those enrolled, 68 percent—or about 35,700 persons—actually found jobs, the division said.

When the Gramm-Rudman-Hollings Act takes money out of the federal budget for financing JTPA programs in North Carolina, the number of such success stories will decline. That brings up yet another difficult policy question for the N.C. General Assembly to address, perhaps as early as the 1987 regular session. At this critical juncture in the state's economic transition, can North Carolina afford to make up millions of dollars in lost job training funds? And conversely, can North Carolina afford *not* to commit such resources to train workers for the jobs they will need if North Carolina is to prosper? ☐

FOOTNOTES

¹Chapter 448 of the 1963 Session Laws, sec. 23.

²Chapter 562 (HB 359) of the 1969 Session Laws, sec. 1.

³"Follow-up Study of 1982-83 Students," N.C. Department of Community Colleges, January 9, 1986, and "Follow-up Study of Employers Hiring 1982-83 Graduates," N.C. Department of Community Colleges, February 13, 1986.

⁴Chapter 479 (SB 1) of the 1985 Session Laws, sec. 66. See also Chapter 757 (SB 182), sec. 31.

⁵"Total Education: The Duty of the State," A Report of The Commission on Goals for the N.C. Community College System, N.C. State Board of Education, March, 1977.

⁶Chapter 1034 (HB 80) of the 1983 Session Laws (2nd Session 1984), sec. 18.

⁷Chapter 543 (HB 1333) of the 1985 Session Laws.

⁸Job Training Partnership Act, P.L. 97-300, October 13, 1982.