

A stylized white silhouette of a house is positioned on the left side of the page against a black background. The house has a triangular roof, two rectangular windows, and a rectangular base. A large white trapezoidal shape extends from the right side of the house towards the center of the page, serving as a background for the main title.

**Human Capital Strategies
for the Next Economy
Best Practices from the South**

Southern Growth Policies Board
Annual Conference, June 9-11, 2002
Hilton Head, South Carolina

About the report

This report showcases innovative programs in workforce development in the South. These innovators represent initiatives by communities, states, companies, academia, and nonprofits, and cover a wide variety of target constituents, including students at all levels of degree attainment, the un- and under-employed, new hires, industry-specific employees, and others. The report truly depicts a dynamic environment of entrepreneurship and experimentation by a cadre of dedicated professionals.

Southern Growth identified these programs through the efforts of its advisory groups. Recommendations for inclusion were made by the governors of Southern Growth's member states and by members of our four advisory councils: the Southern Technology Council, the Global Strategies Council, the Council for a New Economy Workforce, and the Council on the Southern Community.

Many of the innovators have chosen to attend the Southern Growth annual conference, *Human Capital Strategies for the Next Economy*. If you are reviewing this report at the annual conference, seek out the innovators (they will have dark green ribbons on their name badges), since they would enjoy the opportunity to spread the word about their programs.

Alabama

Industry Education Alliances

Alabama Industrial Development Training

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Organization type: State government

Program objective: Solving training problems through cooperation among local employers and training providers

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Over 3,400 trained since 1996

Cost to participants: Course cost varies; companies pay for courses on per course/per-person basis.

Most recent yearly budget amount: Not applicable

Number of employees: Not applicable

Program description:

Industry Education Alliances are local groups that meet once a month to provide short-term training classes for the area's businesses. The alliances provide a way to solve training problems through cooperation among employers and training providers. Similar training needs usually exist at several businesses and industries in a community. By bundling these needs, training can be developed to meet those needs, quickly, locally, and affordably.

The alliances are effective for a variety of reasons. Pooling training needs identifies the number of trainees needed to make development and delivery of training economically feasible. Training providers share resources so the cost of instructors, equipment, facilities, and materials is kept to a minimum. Alliance members set the time, place, and training content to match employers' needs with available resources. Direct communication among employers and training providers allows negotiation of fees and content.

The program received *Business Facilities* magazine's Workforce Development Partnership-Workforce Training Initiative Bronze Award.

Partnership for Employment

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Organization type: State government

Program objective: Minimize company's investment in hiring, training, and educating assistance recipients as they enter the workforce

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: Not applicable

Most recent yearly budget amount: Not applicable

Number of employees: Not applicable

Program description:

The Partnerships for Employment program is designed to minimize investment in hiring, training, and educating assistance recipients as they enter the workforce. Local Department of Human Resources offices select applicants from among area assistance recipients who most closely meet a company's criteria. Selection is based on work experience, education, and other factors.

For a few weeks, the selected employees spend most of each day in on-the-job training and attend classroom training for about an hour. The classroom training emphasizes life skills and work habits such as reporting to work on time, getting along with supervisors, learning to budget income, balancing a checkbook, and other skills that will smooth their entry into the workforce. Communication and problem solving skills are part of the classroom training sessions. Basic academic subjects such as reading and mathematics may be included when the job requires them.

The company may qualify for on-the-job instructor wage reimbursement from Alabama Industrial Development Training (AIDT). Additional assistance may be available through the Workforce Investment Act. A 20 percent state tax credit and a federal Work Opportunity tax credit may also be available.

A company must pay at least \$5.25 per hour to be considered for assistance in this partnership. AIDT also provides training in supervisory skills for managers and supervisors responsible for helping partnership participants become productive employees.

Arkansas

Arkansas Workforce Alliance for Growth in the Economy (WAGE)

Department of Workforce Education, Adult Education Section

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Organization type: State government

Program objective: The Arkansas Workforce Alliance for Growth in the Economy (WAGE) program is designed to ensure that unemployed and under-employed Arkansans have the basic academic skills to become employed and remain successful in the workplace.

Number of people enrolled: 250

Number of people served: Estimated 3,000 since 1993

Cost to participants: 0

Budget: Not applicable

Number of employees: 20, plus local adult education teachers provide basic academic classes

Program description:

The Arkansas Workforce Alliance for Growth in the Economy (WAGE) — a work-based certificate program conducted by Arkansas Adult Education — includes the 112 basic skills competencies determined as essential by the nation's and Arkansas' employers. WAGE offers three certificates: industrial, clerical, and employability. The industrial and clerical certificates include all the competencies with additional requirements for the respective certificates. Local WAGE Alliance Advisory Committees, consisting of at least 50 percent of committee members from business, choose the competencies and grade-level equivalency goals for the employability certificate.

WAGE accepts students who assess at less than a 12th grade, ninth month equivalency, on the Test of Adult Basic Education and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training. Participating employers allow adult educators from WAGE to perform literacy tasks analysis on positions that need foundation skills for maximized employee performance. Adult educators then use the results to customize the training to the employers. Participating employers give added consideration to WAGE students, given all other candidate qualifications are equal. Some employers provide incentives to encourage employees to complete WAGE training, such as a signing bonus, an increase in hourly pay, or release time for classes. After the first 10 months of operation, 94 percent of WAGE graduates had jobs.

Hospitality Administration

Garland County Community College

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Garland County Community College

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Organization type: Academia

Program objective: Recruit, educate, train, and place emerging and existing employees in the local and regional hospitality/tourism industry

Number of people currently enrolled in the program: 12

Number of people served by the program: 15

Cost to participants: Approximately \$1,500 for the 18-hour Certificate of Proficiency and \$3,000 for the 33-hour Technical Certificate, including tuition, books, and fees. Students are eligible for grants, scholarships, and employer-sponsored training.

Most recent yearly budget amount: \$58,000

Number of employees: One full-time instructor and one quarter-time administrator

Program description:

Garland County Community College (GCCC) is located in Hot Springs National Park, Ark., a small and historic resort city that hosts several million visitors every year. The hospitality/tourism industry is the second largest employer in the area and in the state, and predicted to be the No. 1 employer by 2003.

The Hospitality Administration Program at GCCC began as a noncredit, customized workforce-training program in 1996. Industry leaders requested training for existing employees in customer/guest services, housekeeping, cooking, supervision, and food and beverage management. In 1998, industry leaders participated in developing an 18-hour curriculum leading to a Certificate of Proficiency in Hospitality Administration. Industry professionals continue to support the program, serving on the advisory committee, paying for employees to attend classes, providing internship opportunities for students, serving as guest speakers and hiring graduates of the program.

The program continues to expand. In the fall 2000, GCCC began offering a 33-hour Technical Certificate. The college is currently working on developing an associate's degree in hospitality administration.

Marketing Analyst Certificate Program

Workforce Development Institute/NorthWest Arkansas Community College

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Organization type: Academia

Program objectives: To increase the labor pool of entry-level retail analysts in Northwest Arkansas

Number of enrolled: 90

Number of people served: 120 have completed the certificate

Cost to participants: \$2,500

Most recent yearly budget amount: \$90,000

Number of employees: 10

Program description: In the past five years, more than 400 suppliers to Wal-Mart have relocated their sales offices to Northwest Arkansas. In the next five years, the number will increase to nearly 1,200 suppliers within the regional area. Due to this dramatic change in the retail community in Northwest Arkansas, a shortage of qualified retail analysts posed a problem to the local retail industry. A partnership was formed by Wal-Mart, the Workforce Development Institute, and local suppliers to provide a solution to this labor problem. An occupational profile was conducted to assess the essential skills for the retail analyst position and six essential courses were identified: Computer Skills I, Computer Skills II, Retail Fundamentals, Business Communications, Merchandising and Data Analysis, and Practical Retailing Solutions. After a participant completes the program, he or she can interview for an internship. An Internship Steering Committee is responsible for the planning of the internship, interviewing participants, and recruiting companies to participate in the internship.

The program has been very successful. Fifty percent of participants completing the program are employed in the local retail industry. Of the 35 percent of participants already employed in the retail industry, 40 percent were promoted after completing the program. Seventy-five percent of all interns found analyst positions after the internship.

Motorsports Vehicle Technology

Lanier Technical College

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Lanier Technical Collage

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Organization type: Academia

Program objective: The program prepares students for a variety of entry-level positions in the racing industry.

Number of people currently enrolled in the program: 12

Number of people served by the program: Several hundred

Cost to participants: \$2,772 tuition and fees, \$600 books and supplies

Most recent yearly budget amount: \$18,000

Number of employees: 1 full-time, 4 part-time adjunct instructors

Program description: Two years ago, the Motorsports Vehicle Technology program began as a partnership between Lanier Technical College and Panoz Racing School. It has expanded to include partnerships with many other companies in the racing industry. The only program of its kind in North America, it focuses on the many forms of racing, including sports cars, drag cars, stock cars, and open wheel cars. Through a mixture of classroom instruction, on-campus laboratory practice, and industry apprenticeships, students learn precision measurement, computation skills, and the communication skills required of professional racing team members. The curriculum consists of courses in chassis set-up, engine designs, brake systems, transmissions, electrical systems, fuel systems, and fabrication unique to the racing industry. Graduates of the program are employable on racing teams, in the automotive after-market industry, automotive marketing, and automotive machining facilities.

Kentucky

Kentucky Workforce Alliance

Cabinet for Workforce Development, Department for Adult Education and Literacy

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Department for Adult Education and Literacy

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Organization type: State government

Program objective: The Workforce Alliance facilitates the workforce education and training services provided by Kentucky's public agencies in order to maximize the number of employers and employees served.

Number of people currently in program: Not applicable

Number of people served by the program: As a result of Alliance partnership efforts, the Department for Adult Education and Literacy has set a goal to serve 24,000 people in the workplace by providing workplace essential skills training during fiscal year 2001-02.

Cost to participants: None, though there is a requirement that employers pay their employees while they train, and that employers provide a suitable on-site training facility.

Most recent yearly budget amount: \$1.5 million

Number of employees: Not applicable

Program description: The Kentucky Workforce Alliance is a committee whose members are the Council on Postsecondary Education, the Department for Adult Education and Literacy, the Department for Technical Education, the Department for Training and Re-employment, the Cabinet for Workforce Development, the Kentucky Community and Technical College System, the Bluegrass State Skills Corporation, and the Economic Development Cabinet. The Workforce Alliance facilitates the workforce education and training services provided by Kentucky's public agencies in order to maximize the number of employers and employees served.

With so many different state agencies, the challenge is how to allow access to the funds provided for projects approved by the Workforce Alliance. To accomplish this task, the alliance initiated two master agreements between the Department for Adult Education and Literacy (DAEL) and two partners to fund workplace essential skills training. By doing this, DAEL was able to give these two partners access to the funds without the necessity of a separate contract for each project. This accomplished three goals. It gave the training partners access to the funds; it sped up the approval process; and it allowed partners to leverage their resources and use their funds for more technical training. This allows the Alliance partners to serve more employers and employees in the workplace.

Kentucky Workforce Investment Network System

Kentucky Community and Technical College System

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Organization type: Academia

Program objective: To build a skilled workforce that will allow Kentucky to compete for, and sustain, businesses and industries that thrive on innovative ideas and technologies.

Number of people currently enrolled in the program: 14,248

Number of people served by the program: 15,019

Cost to participants: The program is a public/private partnership with employers contributing a maximum 35 percent of the project cost.

Most recent yearly budget amount: \$6 million

Number of employees: 14

Program description: Through Kentucky Workforce Investment Network System (KY WINS), the Kentucky Community and Technical College System (KCTCS) promotes the development of high-performance work organizations and provides workers with world-class transferable skills that will enable them to master technology and foster innovation and productivity.

KY WINS enables KCTCS to provide customized training to employees of existing and new businesses. Projects eligible for funding include those endorsed by the state Cabinet for Economic Development, those referred by local or regional economic development agencies, projects intended to retain jobs or assist dislocated workers, and skill training provided to incumbent workers. KY WINS also supports Kentucky's New Economy Initiatives, advanced manufacturing, and information technology and skills certifications including the Kentucky Employability Certificate and Kentucky Manufacturing Skills Standards.

KCTCS community and economic development specialists coordinate services such as analysis of training needs and delivery of pre- and post-employment assessment and training. KCTCS' extensive learning network — which includes more than 50 campuses and partnerships with the Kentucky Virtual University and Cabinet for Workforce Development — allows flexibility in program design and is easily accessible across the state.

Participating employers benefit from state-of-the-art training under a cost-sharing arrangement. Customized training helps employers meet immediate needs and develop high-performance organizations ready to respond to the demands of tomorrow's economy. Workers gain cutting-edge skills with higher earning potential. The training may also count as credit toward college certificates or degrees.

Technology Empowered Community (TEC) Program

McConnell Technology & Training Center, Kentucky Governor's Office of Technology

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Organization type: Nonprofit

Program objective: To improve the economic and education environment of low-income communities through the use of technology training and youth entrepreneurship.

Number of people currently enrolled in the program: 138

Number of people served by the program: 6,000

Cost to participants: \$350 (before scholarships)

Most recent yearly budget amount: \$184,900

Number of employees: Seven

Program description: The Technology Empowered Community (TEC) is improving the economic and education environment of low-income communities through the use of technology training and youth entrepreneurship. The McConnell Technology & Training Center coordinates an urban program with start-up support from the Kentucky Governor's Office of Technology.

TEC helps neighborhoods and communities establish an electronic community where all families and businesses have meaningful interactions with each other and the global economy. Through community leaders, nonprofit organizations, faith-based operations, and businesses, the TEC model consists of the following:

- Neighborhood-level computer training facilities
- A local computer user help service
- Computer training of residents and businesses
- Low-cost PC distribution to homes and businesses
- Low- or no-cost Internet access
- Entrepreneurial startups of technology-based companies
- The development of sustainable jobs and related job skills

TEC programs are active in two low-income neighborhoods in West Louisville. Since its inception two years ago, 40 youths have participated in business development training; 12 youths have completed computer repair technician training; a youth-based PC support business was established; and more than 100 families have gained access to a home computer and free Internet connections. The model is being tried in five other low-income communities in the state.

United Parcel Service “Hire Kentucky”

Kentucky Department for Employment Services, United Parcel Service

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Organization type: Partnership of state government and private sector

Program objective: United Parcel Service’s (UPS) Tuition Assistance programs provide comprehensive education assistance to part-time employees, enabling them to pursue a college education without financial burden while also gaining valuable work experience.

Number of people currently enrolled in the program: 2,364 currently enrolled in Metropolitan College and the Earn & Learn Program in the Louisville Air District

Number of people served by the program: 3,358 have been in program for Metropolitan College and Earn & Learn

Cost to participants: 0

Number of employees: Not applicable

Program description: The United Parcel Service and Kentucky’s Department for Employment Services (KDES) launched a coordinated statewide initiative called UPS Hire Kentucky. UPS has two relevant tuition assistance programs, the details of which are listed below.

The Metropolitan College is a partnership between UPS, Jefferson Community College, Jefferson Technical College, the University of Louisville, and state, county, and city governments. Characteristics of the program include:

- 100 percent paid tuition
- Potential for graduate studies
- Up to \$65 per class for required books or software
- \$1,240 annually for housing
- Loan assistance
- Must be employed by the UPS overnight air operation in Louisville, KY

The Earn & Learn program is a company-funded program available in 22 states. Characteristics of the program include:

- \$1,500 per semester for tuition and required books or software
- Maximum of \$3,000 annually
- Up to \$65 per course for required books or software
- Potential for graduate studies
- Loan assistance

For the past three years, representatives from UPS have recruited employees throughout Kentucky. KDES coordinates the statewide initiative known as “Hire Kentucky,” which allows UPS to recruit prospective employees from all over the state and provides the students with an excellent educational package. In 2001, UPS and KDES held open houses and interviews at 21 cities throughout the state.

Louisiana

Industry-Based Certifications for the Next Economy

Louisiana Workforce Commission

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Organization type: State government

Program objective: The Workforce Commission serves as convener and facilitator, researches effective practices, influences policy, and provides technical assistance to employers and workforce education/training entities for the purpose of increasing industry-based certifications (IBCs) in high demand occupations.

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: Not applicable

Most recent yearly budget amount: Not applicable

Number of employees: Not applicable

Program description: The Louisiana Workforce Commission assigns highest priority to expanding industry-based certifications, in partnership with employers and education/training entities, to prepare the workforce for success in the next economy. The employer-led, governor-appointed commission coordinates all workforce education/training and focuses on IBCs through six unique strategies.

1. Policy drivers:

- Agency heads, from K-12 and higher education to labor and economic development, support policies that promote industry-based certifications.
- An online “scorecard” posts performance of training providers.
- Top demand occupations are forecast by regional Labor Market Areas.
- The state keeps a registry of IBCs.

2. Interagency workgroups: State agencies appoint high-level staff to serve on “interagency workgroups”— teams that draft policy, write white papers, target clusters, recruit employer partners, and jointly sponsor conferences.

3. Industry consortia: Workgroups recruit consortia of businesses to choose curricula and oversee IBCs, including industry segments such as automobile dealers (auto tech), restaurant (ProStart food service management), chemical (process operator), and regents (Teacher Cadet).

4. Work-based learning: Employers increasingly open worksites and invest in people through internships, job shadowing, apprenticeships, co-op, and educator “externships.”

5. Marketing IBCs: Marketing includes brochures, public service announcements, posters, trade shows, career fairs, and student recruiters. Louisiana has been cited by the Education Commission of the States and National Governors Association for the state’s focus on IBCs.

6. Articulation of credits: Workgroups create articulation agreements across secondary and postsecondary schools such as dual-enrollment arrangements between high schools and postsecondary schools.

Rebalancing the North Louisiana Workforce System

Consortium for Education, Research and Technology of North Louisiana

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Organization type: Nonprofit

Program objective: Organize and deliver a variety of programs and services to support the growth and success of the region's industry

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: Not applicable

Most recent yearly budget amount: Not applicable

Number of employees: One, with work groups staffed by member institutions and other collaborative agencies and partners

Program description:

In response to the need for a workforce ready to excel in science and technology industries, the Consortium for Education, Research, and Technology of North Louisiana (CERT) formed in 1996 from the area's 10 higher education institutions and the Biomedical Research Foundation. In order to implement its ambitious agenda of "rebalancing the north Louisiana workforce system," CERT concentrates on:

- The technological workforce needs of north Louisiana companies, through the development of customer-focused, flexible training programs, and leading and supporting efforts to enhance K-12 mathematics, science, and technology education
- Technology transfer, by developing specialized areas of expertise in areas such as biomedical, manufacturing, information, and environmental technologies
- Economic development, by attracting to north Louisiana technology-oriented businesses that will use the resources of the colleges, universities, and InterTech Science Park

In 2000, CERT prepared a Workforce Development Plan as a preliminary step toward the goals set forth by the state of Louisiana in its economic development plan, *Vision 2020*. As a result, CERT pursues six clear priorities:

- Dropout reduction
- Workplace skills
- Distance education
- Teacher support, pre-kindergarten through undergraduate college
- Access to technology
- Children and family partnerships

CERT represents a combined 44,000 students, 2,500 faculty, and every discipline except law through its blend of two-year, baccalaureate, and post-graduate institutions, two historically black colleges and universities, a medical school, and nursing, pharmacy, and dental schools.

Workforce Development Division

Louisiana Technical College, Natchitoches Campus

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Organization type: Academia

Program objective: The mission of the Workforce Development Division is to facilitate the development and implementation of customized training projects related to the creation of new jobs and the retention of existing jobs in the local service area, and to provide general skill upgrade training and lifelong learning opportunities for the community.

Number of people currently enrolled in the program: 92

Number of people served by the program: 1,021

Cost to participants: Most training has been free to the participants with costs funded by a variety of sources including grant funds, foundation funds, and incumbent worker funds.

Most recent yearly budget amount: \$500,000

Number of employees: Three full-time, two part-time, and approximately 30 adjunct instructors

Program description:

The Workforce Development Division was created in 1999 to facilitate the development and implementation of customized training projects and services for local business and industry. The division personnel worked closely with major employers in the area to determine training and personnel needs. As these needs were established, area-training resources were identified and long-term training strategies were developed with the companies. Various funding sources were tapped and leveraged to provide the most training opportunities and services for the available funds.

At the present time, the campus serves as an ACT™ Work Keys® Service Center and has a credentialed job profiler on staff. Projects involving profiling and assessments for five companies and agencies are in process. Additionally, a certified Achieve Global facilitator is providing training in leadership and customer service areas for eight companies.

The campus is currently providing workplace literacy training to two companies and pre-hire training for three companies through grant funding. Through a collaborative effort with the city of Natchitoches, industrial fire safety and fire service training is planned in the near future when a training facility will be completed on the campus. Training for childcare providers is offered at sites throughout north Louisiana and through distance learning over the Internet. The campus is also partnering with two universities to provide training services for two industries.

Several projects are using two or more funding sources. The number of division personnel has increased due to the scope of the projects currently in progress. Over \$1.5 million in funding supports the customized training effort for approximately 1,900 trainees served, or to be served, for the 2000 through 2002 time period. These funds provide instruction, supplies, and industry-standard equipment.

Mississippi

Fast Forward Mississippi

Mississippi's School-to-Career Initiative

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Organization type: State government

Program objective: Fast Forward Mississippi connects existing models and efforts of education reform, worker preparation, and economic development in order to prepare youth for the high-wage, high-skill careers of today's and tomorrow's global economy.

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: There are 45 local partnerships serving some 400 pre-kindergarten through 12th grade schools with some 200,000 students. However, the Web site serves approximately 700,000 students.

Cost to participants: 0

Most recent yearly budget amount: \$584,000

Number of employees: Four

Program description:

Fast Forward Mississippi is a state partnership that includes the Office of the Governor, the Board of Trustees of State Institutions of Higher Learning, the Department of Education, the Mississippi Development Authority, the Mississippi Parent Teacher's Association, and the State Board for Community and Junior Colleges. The program aims to connect existing models and efforts of education reform, worker preparation, and economic development through the maintenance of 45 local partnerships. Through these local partnerships, Fast Forward Mississippi ensures that each student is provided with appropriate educational opportunities in preparation for constructive participation in society, immediate employment, and/or further education. In addition, Fast Forward Mississippi prepares Mississippians to become continuous learners through enhanced partnerships among business and industry, organized labor, communities, parents, schools, and higher education.

Fast Forward Mississippi helps Mississippi's students — from kindergarten to college age and beyond — realize the world of career opportunities that awaits them. With Fast Forward Mississippi, workplaces become active learning environments where employers become joint partners with university faculty in preparing teachers for demonstrating the relevance of academic disciplines to the workplace, and with teachers in preparing all students for either high-wage, high-skill jobs or further education. Fast Forward Mississippi provides a wealth of information about careers, higher education, apprenticeships, financial aid, Mississippi's success stories, and education costs to students in order to encourage them in their personal and academic growth.

Mississippi Global Education Mobile (MS-GEM)

Mississippi Institutions of Higher Learning

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Organization type: State government

Program objective: Make technology accessible to “digitally deprived” areas in Mississippi

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: 0

Most recent yearly budget amount: \$90,000

Number of employees: Not applicable

Program description:

The Mississippi Global Education Mobile (MS-GEM) is a mobile modern electronic classroom that provides Mississippians access to modern computer technologies for education and training, as well as any activity in which modern computer technology is applicable. The GEM is a large van equipped with state-of-the-art computers and laptops networked with a wired and wireless network. An audiovisual system with surround sound allows the reception of specialized educational programs. Special antennae are provided for the reception of Mississippi state educational television programs and the Internet. A special set of software and hardware allow for training in geographic information systems and remote sensing activities.

The objectives of the GEM project are:

1. provide for workforce enhancement and professional development in the area of remote sensing
2. Promote strategic planning opportunities and resources for communities, schools, and economic development
3. Provide for education and educational technology professional development for teachers and college faculty
4. Enhance academic and career activities for students
5. Provide for workforce training and professional development in areas that require access to modern computer technologies and software applications

Northrop Grumman Ship Systems Apprentices Program

International Brotherhood of Electrical Workers
Mississippi Community/Junior College Board
Mississippi Gulf Coast Community College
Mississippi State Department of Education
Northrop Grumman Ship Systems
Pascagoula, Metal Trades Council

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Organization type: Private sector

Program objective: Provide Northrop Grumman with a well-trained workforce

Number of people currently enrolled in the program: 367

Number of people served by the program: 3,251

Cost to participants: 0

Most recent yearly budget amount: \$1,576,000

Number of employees: Fourteen full-time apprentice instructors, four coordinators, training specialist, and 21 adjunct instructors

Program description:

As a company, Northrop Grumman uses the term “grow our own” to reflect the results of the apprentice program.

Employees who complete the apprentice program often go into management positions. One vice president and a number of program directors and general superintendents have graduated from the apprentice program. The program is a strong consortium builder that brings representatives from education/training, labor, and management to the table as equal partners. Incumbent worker training has developed as a result of consortium efforts for apprentices. Two components of the program are described below.

Apprentices apply skills taught in related studies to real job applications.

This component provides apprentices with an opportunity to earn while they learn. Apprentices are paid a starting salary of \$10.48 an hour and top out at \$16.37 an hour. Apprentices work 40 hours a week and attend four hours of class a week off the clock.

Apprentices rotate job assignments to ensure exposure to all areas of their respective craft. They are overseen by craft supervisors and placed in crews with journeymen serving as mentors to the apprentices. Their supervisors grade their work progress each month, which is reported to the training department and becomes part of the apprentices' grade.

Workforce Training and Development Undergraduate, Master's, and Certificate Programs

The University of Southern Mississippi

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<http://www.set.usm.edu/programs/wtd/index.shtml>

<http://www.set.usm.edu/programs/wtd/mswtd/index.shtml>

<http://www.tdcert.usm.edu/>

Organization type: Academia

Program objective: The programs prepare students and professionals who can balance individual and organizational needs, build knowledge capital within the organization, improve human performance, and improve the company's financial return.

Number of people currently enrolled in the program: 76 (16 undergraduates, 21 master's degree students, and 39 certificate program participants)

Number of people served by the program: Approximately 200

Cost to participants: Undergraduate – \$124 per semester hour; master's – \$158 per semester hour; certificate program – \$1,800

Most recent yearly budget amount: Not applicable

Number of employees: Two full-time employees and adjunct lecturers as needed

Program description:

The Workforce Training and Development (WTD) programs equip professionals with the skills needed to systematically identify, analyze, and solve human performance problems in business, industry, government agencies, and educational institutions. The programs focus on defining and designing training and non-instructional interventions that improve performance at the worker, work process, and organizational level. Students and professionals are provided with the tools needed to better understand factors that impact job performance, such as job expectations, competency models, incentive systems, feedback systems, performance strategies, and resources. WTD program participants learn to think strategically, design interventions that positively impact workplace learning and performance, and systematically implement accountability for training.

The WTD Undergraduate Program features a training and development core of courses, an internship, and the opportunity for students to develop expertise in one of four technical concentrations offered through the School of Engineering Technology: environmental science, industrial/manufacturing, construction engineering technology, and computer technology.

The WTD Master's Program expands instructional opportunities beyond the boundaries of traditional on-campus delivery. The executive format includes:

- Attending three on-campus sessions a semester supported by synchronous and asynchronous Web-based learning
- Attending Thursday, Friday, Saturday on-campus classes
- Networking opportunities with training professionals
- Interacting one-on-one with experienced WTD faculty and industry experts

The Training & Development Certificate Program, an authorized Microsoft Certified Train the Trainer course, offers training and human resource development professionals a systematic method for developing competencies. The nondegree professional development program allows for the immediate transfer of knowledge to the trainer's daily tasks.

Missouri

Leggett & Platt Student Learner Program

Leggett & Platt

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Leggett & Platt

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david.rice@leggett.com

Organization type: Private sector

Program objective: The Student Learner program is a community service-learning program that targets “at-risk” students (not working to their potential in the school setting) to promote high school graduation.

Number people currently enrolled in the program: 23

Number of people served by the program: 37

Cost to participants: 0 — the Student Learner participants are paid, part-time Leggett & Platt employees.

Most recent yearly budget amount: \$135,846

Number of employees: 37

Program description:

The Student Learner Program — a year-round learning program for sophomores through graduating seniors — was developed by Leggett & Platt in cooperation with Carthage area schools. The goal of the program is high school graduation. The program provides a part-time wage while earning high school credits. Attendance and grades are monitored. Each student has a Leggett & Platt mentor volunteer who provides focus and direction to these “at-risk” students. Students are encouraged to attend trade school or college at graduation. The students earn two high school credits the first year for the completion of technical training classes by Crowder College, Missouri Southern State College, Carthage Technical Center, and Leggett & Platt professionals. Juniors earn one high school credit for their afternoon participation in the Student Learner Shop, completing progressive machining projects. Seniors earn one high school credit while being rotated in six different departments each morning at Machine Products.

Students receive an annual performance review, which includes an examination, and discussion about strengths and weaknesses, and future goals. Added bonuses are included for academic achievements during the past year. All students must complete two years of precision machining at the Carthage Technical Center or one year of precision machining and one year of electronics. A senior honor student is available to assist students in classes. This program was awarded first place in a national competition by the National Tech Prep Network.

Leggett & Platt (founded in 1883) is committed to this program being a life improving experience for the student learners. The technical skills taught are designed to provide a solid foundation towards any career path the student may choose. The teamwork and social skills fostered throughout the program will serve both the student and the community.

Missouri Education and Career Hotlink

Missouri Department of Elementary and Secondary Education

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<http://www.works.state.mo.us/mech>

Organization type: State government

Project objectives: (1) Provide an Internet-based Web site that lists educational institutions offering post-secondary education, including general institution information and descriptions on program offerings as well as cost details. (2) Provide job and labor market information that is integrated into information about training programs. (3) Provide customers with information that will assist in choosing appropriate and effective training providers.

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: 0

Program description:

Through a collaborative effort between the Missouri Department of Elementary and Secondary Education, the Missouri Division of Workforce Development, and the Missouri Department of Higher Education, an Internet-based Web site has been developed that provides a listing of educational institutions offering post-secondary education. This includes general institution information, descriptions on program offerings, cost details, and career and labor market information. For Workforce Investment Act (WIA) approved schools, specific program performance information is also available. The site was funded through a grant by the U.S. Department of Labor.

The list of educational institutions is presented on the Web site in two categories:

1. All educational institutions: This is a list of all educational institutions in Missouri offering post-secondary education as well as out-of-state institutions that have met Missouri WIA requirements.
2. Approved institutions: This is a list of institutions that have applied for, and met, Missouri's WIA certification requirements. Those institutions that have met the WIA certification requirements are eligible to receive funds from programs such as WIA, Temporary Assistance for Needy Families (TANF), Trade Act (TAA-NAFTA), and Parents' Fair Share (PFS).

The Web site is fully integrated with Missouri Works! (<http://www.works.state.mo.us>), which is Missouri's labor exchange system and Missouri's Labor Market Information system. This site provides job seekers and employers access to information about job openings, training, labor market information, job seeker resumes, and workforce development information.

North Carolina

North Carolina Partnership for Biotechnology Workforce Training

North Carolina Community College System, North Carolina Biotechnology Center

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Organization type: Partnership between state government and nonprofit

Program objective: The North Carolina Partnership for Biotechnology Workforce

Training meets not only the workforce needs of existing biotechnology, pharmaceutical, and chemical manufacturers, but is also as an economic development tool to encourage the location and expansion of these industries in North Carolina, thereby creating more high-paying, high-tech jobs.

Number of people currently enrolled in the program: 90

Number of people served by the program: About 330 trainees/new hires from this year's BioWork program, 250 from BioQuality Workshops, and over 100 from this year's BioBusiness Training program

Cost to participants: \$50-\$65 per person with an additional fee of \$62 per person for the BioWork Student Manuals

Program description:

In an effort to meet the workforce development needs of North Carolina's burgeoning pharmaceutical, bioprocess, and chemical manufacturing industries, a strategic partnership was formed between the North Carolina Biotechnology Center and the North Carolina Community College System. The Industrial Advisory Committee for Workforce Development, peopled mostly with industry representatives, played a vital role in the design and development of a short course called BioWork. BioWork is a 128-hour course developed to increase the pool of potential employees for entry-level process technician jobs for North Carolina's life science companies. This introductory training program provides a basic understanding of manufacturing technology and the fundamentals of science. BioWork also emphasizes training about safety and quality. This course provides many opportunities for trainees to develop and practice effective communication skills, to work as part of a team, and to develop problem-solving techniques. Course competencies are reinforced through lab activities, role-playing, case studies, industry field trips, and guest speakers.

BioWork was developed by the North Carolina Biotechnology Center and will be taught only through North Carolina community colleges. Vance-Granville Community College and Novozymes conducted the field test for this program. Central Carolina Community College, partnering with Castle Worldwide, Inc. (a nationally recognized licensing and certification organization) worked with industry subject-matter experts to develop competency-based validated assessments for BioWork. There are currently five community colleges in North Carolina that have offered BioWork.

The initiative also includes a series of quality seminars called BioQuality. The BioQuality Workshop Series presents workshops including training from the GMP Institute, a division of the International Society for Pharmaceutical Engineering. North Carolina Community Colleges is the only community college system that has such an arrangement with the institute. The workshops are sponsored by local North Carolina Community Colleges for a minimal registration fee. The third BioQuality Seminar Series is scheduled to begin in September 2002.

Another component of the initiative is a program called BioBusiness. This is a one-day, experiential training program that provides customized financial and economic literacy training to employees of biotechnology and pharmaceutical companies. BioBusiness incorporates Paradigm Learning's *Zodiak: The Game of Business Strategy and Finance* — a board game based on discovery learning where adults learn and retain through participation. Also, industry experts designed a customized component that reinforces employee roles in the profitability and success of their company.

In addition to these initiatives, the partnership is involved in the continuous development of related two-year degree programs at five North Carolina community colleges.

Carl Albert Public Internship Program (CAPIP)

Oklahoma Office of Personnel Management

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Organization type: State government

Program objective: The purpose of the Carl Albert Public Internship Program is to assist students at institutions of higher education in gaining experience and knowledge in state government and to encourage recruitment of those students to pursue careers in state government service.

Number of people currently enrolled in the program: Forty-six Executive Fellows (graduate students) and six undergraduate interns

Number of people served by the program: Over 500 graduate and undergraduate college students have been placed in paid internships

Cost to participants: 0 — participating agencies pay the salaries of their interns

Most recent yearly budget amount: Not applicable.

Number of employees: One

Program description:

The Oklahoma Legislature created the Carl Albert Public Internship Program (CAPIP) in 1988. One purpose of CAPIP is to “assist students at institutions of higher education in gaining experience and knowledge in state government.” The Undergraduate Internship Program fulfills this purpose. CAPIP’s second purpose, “to encourage recruitment of college students to pursue careers in state government service,” is fulfilled by the Executive Fellows Internship Program for graduate students.

Both higher education and state government have been well served by the Carl Albert Public Internship Program. It has provided many of the state’s college and university students the opportunity to gain valuable experience in the state government workplace, as well as insight into the difficulties and complexities of providing important and, in many cases, critical services to over three million Oklahomans.

Center for Emerging Technologies (CET)

University of Central Oklahoma

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Center for Emerging Technologies

University of Central Oklahoma

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Organizational type: Academia

Program objective: Introduce students, faculty, and the community to the latest developments in technology

Number of people in the program: Approximately 50 students

Number of people served by the program: 100-plus

Cost to participants: Regular tuition rates

Most recent yearly budget: Approximately \$200,000 from a National Science Foundation grant

Number of employees: One

Program description:

The Center for Emerging Technologies (CET) was created by a grant from the National Science Foundation. CET has created an interdisciplinary academic program in technology called the Certificate in Emerging Technologies. Students complete 18 hours of technology courses from at least three colleges on campus. An internship experience with an area technology company is part of the program. More than 60 percent of the students in the program are minority students. The majority of students in the program are on an academic scholarship.

Summer faculty internships are also coordinated by the CET. Eight faculty members recently completed a technology internship. These internships help faculty stay current on the latest technologies.

CET also manages the Endowed Executive Lectureship Series, where executives from technology firms share their experiences with students, faculty, and local executives.

Oklahoma Certified Public Manager Program (CPM)

Office of Personnel Management, State of Oklahoma

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Organizational type: State government

Program objective: Improve quality and efficiency of management in government.

Number of people in the program: 310

Number of people served by the program: 258

Cost to participants: \$1,080

Most recent yearly budget: About \$50,000

Number of employees: One

Program sescription:

The Oklahoma Certified Public Manager Program (CPM) is designed to improve the quality and efficiency of management in government. Participants in the program enhance their management skills by attending 300 hours of training, successfully completing four examinations, and participating in four job-related projects. The program consists of three levels of beginning supervisory, middle management, and advanced management skills. More than 50 state agencies, boards, and commissions, as well as the city of Oklahoma City, have participated in the program. The National Consortium of Certified Public Manager States accredits the Oklahoma CPM program.

Online Learning Program – “e-Learning Project”

Oklahoma State Department of Human Services

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Organization type: State government

Program objective: Establish an online learning program to integrate and supplement traditional classroom training.

Number of people currently enrolled in the program: 8,000 approximately

Number of people served by the program: 8,000 approximately (first year of operation)

Cost to participants: Not applicable

Most recent yearly budget amount: \$6 million

Program description:

The Human Resources Employee Training and Development Unit, part of the Department of Human Services, established an e-Learning program to deliver Web-based education to state employees. The agency hopes that 40 percent of all agency training will be delivered through the Web.

The Department of Human Resources established an e-Learning Committee comprised of training professionals representing all seven program divisions and 10 support divisions in the Department of Human Services. This committee decides which of over 400 Human Resources courses will be converted for use on the Web. The committee reviews presentations by vendors on courseware, new technologies, and other related issues, and makes proposals to the executive-level e-Business Committee on learning technology issues that may have important budgetary considerations or could significantly affect the delivery of agency-wide training and employee development projects.

The Department of Human Services (DHS) and the University of Oklahoma form a contractual partnership in education, training, and employee development. Benefits from the relationship include:

- A university staff dedicated to the program needs of the Department of Human Services, including the operation of a training center for the agency
- A computer server maintained by the university that hosts all Department of Human Services on-line training
- A university staff of project managers and coordinators that complement, support, and supplement the professional staff within the agency
- The expertise of a major academic institution willing to focus its technology and intellectual capital on the education and training needs of a major state agency

Research & Development Faculty and Student Intern Partnerships

Oklahoma Center for the Advancement of Science and Technology

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Oklahoma Center for the Advancement of Science and Technology

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Organization type: State government

Program objective: The program has been designed (1) to increase the pool of scientists and engineers available to Oklahoma industry, (2) to encourage undergraduate students to be scientists and engineers, and (3) to enhance a faculty member's background to provide a better teaching environment.

Number of people currently enrolled in the program: 65

Number of people served by the program: 152

Cost to participants: 0

Most recent yearly budget amount: \$450,000

Number of employees: Two

Program description:

In the program, interns work in an Oklahoma industrial laboratory on an applied research project with an industry mentor. To support the interns, 58 Oklahoma applied research centers have provided more than a 100 percent match of funds from nonstate-appropriated sources. In addition to the formal match, the host facility provides the research facilities and supplies.

Proposals are prepared, in response to a solicitation, by colleges or firms. Awards are based on recommendations to the Oklahoma Center for the Advancement of Science and Technology (OCAST) board by a panel of reviewers from outside of Oklahoma. The reviewers have shown a preference for programs in which at least 75 percent of the total funds (OCAST plus the financial match) go directly to the interns as salary and fringe benefits. The remaining support is most often for the college faculty member who manages the program.

The program does not support market surveys and related activities, training or technical assistance for business firms, or research that lacks the potential for short-term commercialization. Programs with a current contract may apply for a Research & Development Faculty and Student Intern supplement award of up to \$30,000 to expand current programs for up to 12 months.

More than \$1 million has been committed through fiscal year 2003 to support 152 undergraduate student and faculty interns. The internships apply to 33 programs at 15 two- and four-year colleges, regional universities, and comprehensive universities. Awards for internships may be for up to two years of \$50,000 per year. Partnerships are developed between the academic community and the Oklahoma science and engineering firms that host the interns.

South Carolina

ACHIEVE Program

University of South Carolina Spartanburg

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ACHIEVE Program

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Organization type: State government

Program objective: The ACHIEVE Program is designed to provide high school dropouts with educational and employment assistance.

Number of people currently enrolled in the program: 47

Number of people served by the program: 65

Cost to participants: 0

Most recent yearly budget amount: \$248,000

Number of employees: Four full-time, two part-time

Program description:

The ACHIEVE Program has been in existence for over 23 years and is administered by the University of South Carolina Spartanburg. The program works with 15-18 year olds in Cherokee and Spartanburg Counties that have dropped out of school. The objective is for the youth to obtain their general equivalency degree (GED), and either find employment or continue their education by attending college.

Each participant receives instruction in areas such as the GED exam, pre-employment training, life skills, and basic computer skills. Participants who are not employed are given the opportunity to participate in a paid work experience, job shadowing, or internship with an employer in their chosen career interest.

The ACHIEVE Program has received many national, state, and local awards. Wave, Inc. recognized the program as the Model Program of the Year for Excellence in Job Placement/Retention, Pre-Employment Training, and Academic Instruction. The Private Industry Council named ACHIEVE the Grantee Program of the Year in 1997, 1998, and 1999. In 2000, an ACHIEVE participant received the Workforce Investment Act Youth Achievement Award at the 2001 State Workforce Development Partnership Conference.

The ACHIEVE staff works with all the local school systems, state agencies, and employers in Cherokee and Spartanburg Counties in order to get referrals to the program and secure employment opportunities.

Brownfields Job Training & Development Demonstration Pilot Project for the City of Charleston, South Carolina

Charleston's Enterprise Community Career Development Partnership

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Division of Economic Development & Continuing Education

Trident Technical College

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Organization type: Academia

Program objective: Prepare 50-60 under- and unemployed city of Charleston Enterprise Zone Community residents for environmental technician career opportunities; maintain an 80 percent placement rate (for those who wish environmental careers) and track graduates for a minimum of 12 months.

Number of people currently enrolled: 0

Number of people served by the program: 54

Cost to participants: 0

Most recent annual budget: \$200,000 for 2000-2002 (total program), \$90,000 for 2000-2002 (training and curriculum)

Number of employees: Not applicable

Program description:

The environmental industry in Charleston is a growth industry, with major employers indicating that they will be adding environmental technicians to their staffs. In order to answer this need, the Brownfields program provided 170 hours of training courses and certificates recognized by Occupational Safety and Health Administration and Environmental Protection Agency. The coursework had a strong emphasis on basic math and analytical skills, lab testing, field quality control, and hazardous materials handling (including the 40 hour Hazwoper Program). Tours of local industries complemented the program.

Charleston's Enterprise Community Career Development Partnership consists of the following organizations: Concurrent Technologies Corporation, Trident Technical College, The Medical University of South Carolina Bio Sciences Program, the Department of Social Services, Innovative Alternatives for Women, and the city of Charleston.

At the 2001 Environmental Protection Agency Region 4 Brownfields Meeting held in Atlanta, the Charleston Brownfields Partnership won several awards: The "Rising Star" for its outstanding accomplishments as a first year pilot; the Effective Grant Management & Administration Award, for managing the project plan and staying "glued" to the outcomes; and the award for its outstanding community partnership and participation.

Darlington County School District Workforce Investment Act Program

Darlington County School District

Darlington County School District Exceptional Education Department

Pee Dee Regional Council of Governments

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Darlington County School District, Exceptional Education Department

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Organization type: Nonprofit

Program objective: To enhance the educational and occupational skills of youth, while helping them develop leadership skills and prepare for additional education and training

Number of people currently enrolled: 60 certified participants

Number of people served by the program: 200

Cost to participants: 0

Most recent yearly budget amount: \$330,000

Number of employees: 10 fulltime plus four summer job coaches

Program description:

The Darlington County School District Workforce Investment Act Program (DCSD WIA) collaborates with two partners: the Sonovista Alternative School for at-risk/behavior students and the Transition Program of the Exceptional Education Department for students with moderate disabilities. Students enter this program with a variety of career interests and curiosities but with limited skills and preparation. This program allows students to broaden their perspectives, become acquainted with various job skills and work experiences, and enhance their education to meet their career requirements.

The success of this program results from several factors: the Occupational Training (PAES) Lab at four school sites, the incentive pay program, school-based businesses, and basic skills enhancement. The PAES lab places students in a classroom-simulated work environment, which provides assessment, exploration, hands-on experience, and instruction in specific career clusters. The incentive pay program allows a WIA student to earn money for each nine-week period, based on their grades, attendance, and discipline. The 10 school-based businesses are the essence of the WIA program — students help operate the businesses, thus learning valuable work skills. These businesses enable students to get entrepreneurship and economics experience while having fun and learning. Basic skills enhancement is provided through career-preparation class curriculum.

Mentors, leadership development, counseling, guest speakers, and field trips help promote positive attitudes toward becoming productive citizens. Supportive services are offered to all students, which allows them to practice becoming skilled workers and employees.

Developing a Workforce for Siemens Diesel Systems Technology

Midlands Technical College

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<http://www.mtctraining.com>

Organization type: Collaboration between academia, state government, and the private sector

Program objective: The objective of this program is to ready a fully operational start-up workforce for a new high-tech manufacturer.

Number of people currently enrolled in the program: 83

Number of people served by the program: Not applicable

Cost to the participants: 0

Most recent yearly budget amount: Not available

Number of employees: Not applicable

Program description:

After Siemens Corporation decided to locate its new joint venture in South Carolina, its management was faced with the huge task of recruiting a highly skilled workforce. They found out very quickly that these employees were not readily available in such times of low unemployment. Being totally committed to the community, Siemens entered into innovative, collaborative agreements with multiple partners to solve the problems. These state, local, and private sector partners include Midlands Technical College, The Center for Accelerated Technology Training (formerly Special Schools), Richland School District One, Central Midlands Tech-Prep School-to-Work Consortium, Carolina Careers, and even other local manufacturers.

The program began with a 156-hour training program for potential employees through the South Carolina State Technical College Center for Accelerated Technology Training. Also, a modified program was given to high school students in one local school district. Siemens hired students on the basis of the students' class performance in these programs. After being hired, employees spent four hours daily in classroom training provided by Midlands Technical College and an additional four hours participating in on-the-job training provided by Siemens.

Upon successful completion of this training program, each student receives a CNC (Computer Numerically Controlled) Operator Certificate from Midlands Technical College. This initial certification may be expanded into a full associate degree program with tuition reimbursement from Siemens.

FIRST Robotics Team 343: “Metal-In-Motion”

F.P. Hamilton Career Center/Oconee Business Educational Partnership

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F.P. Hamilton Career Center

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<http://www.metalinmotion.com>

Organizational type: Academia

Program objective: To inspire young people, schools, and the community with an appreciation of science and technology.

Number of people currently enrolled in the program: 67

Number of people served by the program: 9,945

Cost to participants: 0

Most recent yearly budget amount: \$30,000

Number of employees: 16

Program description:

FIRST (For Inspiration and Recognition of Science and Technology) is a nonprofit foundation with the mission to inspire and motivate youth to pursue careers related to math, science, and technology. FIRST conducts regional and national robotics competitions that demonstrate how engineering and science can be entertaining as a sporting event. Team 343, “Metal-In-Motion,” is composed of students from four Oconee County high schools, who, with teachers and engineers, build a robot for FIRST competitions. During the 2001 FIRST Robotics Competition season, Metal-In-Motion won two regional competitions, garnered additional regional awards, and at the FIRST National Robotics Competition, won the “Entrepreneurship Award” for demonstrating exceptional teamwork, team diversity, and organization.

FIRST Robotics Team 343 organizes and conducts the South Carolina FIRST LEGO League State Tournament. The FIRST LEGO League (FLL) is a robotics program designed to inspire kids in grades 5-8 to experience the relevance of math, science, and technology. FLL teams from middle schools across South Carolina design and build autonomous robotic inventions to compete in a statewide tournament. This year, 37 middle school teams competed in the tournament.

Midlands Workforce Center

Midlands Workforce Development Board

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Midlands Workforce Development Board

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<http://www.sces.org>

Organizational type: State government

Program objective: To build a holistic approach to solving local workforce challenges

Number of people currently enrolled: 475 adults, 200 youths

Number of people served by program: Not available

Cost to participants: 0, for most services

Most recent yearly budget amount: \$1,120,511

Number of employees: 120

Program description:

In the three counties that make up the Midlands, more than 20 public and private organizations coordinated to build a comprehensive and holistic workforce system addressing the needs of the local workforce. Under the umbrella of the Workforce Investment Act (WIA), the governing board assembled innovative local partner organizations and service providers under one roof in a seamless one-stop service delivery system. The guiding principles have been to build a system that provides excellent service to customers, addressing their needs in the most appropriate and timely manner.

The Midlands Workforce Center is part of a workforce system serving all the WIA targeted groups. Adults and dislocated workers are served through such programs as Work/Life Solutions, an innovative partnership between the Board, the Family Service Center of South Carolina, and the United Way of the Midlands. A team case management approach drawing upon the experience of the entire staff enables the system to aid individuals who face multiple employment barriers. The Midlands Workforce Center has built connections to youth in the system through the area's youth service providers. Youth programs are geared to ensure labor market success by combining work focused instruction and the opportunity to practice in the workplace.

Partnerships such as the University of South Carolina's TRIO program, which helps first generation college students to succeed, and the Commission for the Blind, which serves a population with the highest rate of unemployment among people with disabilities, enhances the ability of the Midlands to have a system where all residents can strive to realize their potential as workers and citizens.

Nucor Steel Pre-Employment Training Program

Trident Technical College

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Division of Continuing Education and Economic Development

Trident Technical College

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Organization type: Academia

Program objective: Nucor Steel, a large area employer, was rapidly expanding and needed highly qualified, motivated, entry-level employees to expand and succeed in the steel industry.

Number of people currently enrolled in the program: 0

Number of people served by the program: 775 initial applicants completed the Work Keys assessments. Nucor selected 120 people for the training phase of the program and has hired 60 of the participants.

Costs to the participants: \$30

Most recent yearly budget amount: \$8,000/training session, paid by Nucor Steel

Number of employees: Not applicable

Program description:

Nucor Steel was rapidly expanding and needed highly qualified, entry-level employees for its expansion. Many of Nucor's recent hires did not meet the company's high employment standards. Trident Technical College's initial analysis of the situation indicated Nucor was not acquiring the best possible employees from the area. The Trident One Stop Career Center (TOSCC) was invited to participate because of their expertise in the employment arena. This led to a unique partnership between a technical college, private industry, and a federal workforce development program.

Trident Technical College, the One Stop Career Center, and Nucor used process analysis to discuss, prioritize, and formalize a potential solution. It was determined that the root cause of the employment problem was the lack of a systematic, standardized, cost-effective process for recruiting, testing, training, and selecting entry-level employees. Trident Technical College had implemented a similar program — the Manufacturing Certification Training Program — for other area manufacturers, with great success. This certification program was applied at Nucor with customization for Nucor's unique environment.

Student and Nucor Steel evaluations of the training program have been outstanding. This program is now the sole process used by Nucor Steel to recruit, test, select, and train entry-level associates. The Nucor pre-employment training program also won first place at the Workforce Excellence Network's 2002 National Teams Excellence Showcase.

Quick Jobs with a Future Training Programs

Buck Mickel Center, Greenville Technical College

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Organizational type: Academia

Program objective: This program provides entry-level training in 90 days or less to workers who are unemployed, underemployed, or seeking new job skills, in order to return these people quickly into the workforce.

Number currently enrolled: 342

Number served: 783

Cost: Courses range from \$35 to \$995

Budget: \$135,000

Number of employees: 52 employees; however, there is only one program manager for this program. Adjunct faculty, who are specialists in their fields, teach the majority of the courses.

Program description:

Nearly 14,000 upstate workers lost jobs in 2001 according to the South Carolina Employment Security Commission. Reacting to this, program staff met with local employers to analyze the area's employment potential and requisite work skills. From a needs survey, 25 courses were developed to meet job openings. The training offered basic skills in a short-term, affordable, flexible, hands-on format and matched job needs. The training could be completed in 90 days or less so that former workers and individuals looking for a quick career change could rapidly re-enter the job market. Course costs were kept low. Since some students did not have a high school diploma, the program offered training that did not require a diploma or general equivalency degree. Courses were offered in all locations of the county.

The program generated extensive outreach activities. Radio, television, newspapers, catalogs, posters, brochures, and fliers advertised the program. Staff made presentations at churches and community centers, and held job fairs. All courses were listed on a Web site. Through a partnership with the state Employment Security Commission and the local Workforce Investment Act board, the college sent a letter to each displaced worker. The letter described funds for training and invited participants to meet with counselors. Over \$57,000 has been awarded for training, with the community contributing much of the funding.

To date, more than 700 unemployed workers have registered for Quick Jobs with a Future training programs. The graduation rate is 84 percent. A sample shows 82 percent of the graduates have found jobs.

Team Pegasus Solar Racing

James F. Byrnes High School

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Organization type: State government/academia

Program objective: Preparing students for success in the 21st century

Number of people currently enrolled: 20

Number of people served: 220

Cost to participants: 0

Yearly budget: \$40,000

Employees: 2

Program description:

Team Pegasus, a high school engineering team, has placed in the top of their division in the Winston Solar Challenge since the team's beginning in 1999 — a first in the Southeast for any high school. The Winston Solar Challenge is a competition of solar car racing. To participate in the competition, Team Pegasus first developed a mission statement, and then, to raise funds, presented their project to hundreds of business leaders in the upstate region of South Carolina. The team acquired about 100 sponsors including MPI Southern Fineblanking, BMW Manufacturing Corporation, Cleveland White Realtors, and D.C. Motor & Controls. Students designed the car with engineers throughout the nation, learning many different electrical and mechanical skills. The Internet was critical to the project since it allowed the team to contact engineers worldwide and to locate parts and equipment. The team will not be competing this year because the economic downturn makes raising the required \$200,000 prohibitive.

TEAM: Technical - Education - Academic - Manufacturing

Central Carolina Workforce Development Alliance

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<http://www.centralmidlands.com>

Organization type: Federal program

Program objective: To prepare junior and senior high school students for careers in the emerging high tech and manufacturing industries.

Number of people currently enrolled in the program: 14

Number of people served by the program: 22

Cost to participants: 0

Most recent yearly budget amount: Not applicable

Program description:

The goal of the TEAM Partnership program is to give students a head start in training for the high tech industries while providing employers with qualified employees. The Central Carolina Workforce Development Alliance partners employers with the nine school districts in Lexington, Richland, and Fairfield counties, Midlands Technical College, and the area universities, and provides a seamless learning and career planning process. Through classes, job shadowing, mentoring, on-the-job training, internships, and cooperative training arrangements, students learn valuable “real world” experiences and skills that will prepare them for the demands of the emerging high tech and manufacturing industries. Potential students in the programs must have strong math and communication skills. They must maintain an overall grade point average of at least 2.5 and have passed Algebra I. They also must participate in job interviews and drug screening. Participating businesses include Siemens Diesel Systems Technology, FN Manufacturing, GKN Automotive, Spirax Sarco, Square D, and Westinghouse. These business partners offer paid summer internships to TEAM students.

Tennessee

Human Performance Technology

University of Tennessee, Center for Industrial Services

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Organization type: Academia

Program objective: Help Tennessee companies (1) improve workforce performance, (2) develop high performing employees, (3) solve employee-related performance and process problems, and (4) close or eliminate costly performance gaps by introducing interventions that achieve measurable outcomes and a return on investment

Number of people currently enrolled in the program: Varies by project

Number of people served by the program: Not available

Cost to participants: Varies

Most recent yearly budget amount: \$500,000, collected from fees

Number of employees: 2.5

Program description:

Many economic experts and analysts conclude that the key competitive difference in the 21st century will be people. To meet that challenge, the University of Tennessee Center for Industrial Services (UT CIS) offers Human Performance Technology (HPT) services to Tennessee-based businesses.

HPT takes the process of improving human competency and productivity beyond the traditional precepts of personnel, training, and human resource organizations. Instead, this innovative technology examines human performance as elements of a system. To improve that system — and the individual performances within that system — HPT practitioners and researchers employ scientific methods and validated processes to detect the underlying barriers impeding desired performance. Highly skilled HPT professionals use the analysis to prescribe interventions that will improve workforce productivity, competency, and effectiveness.

HPT experts from the Center for Industrial Services help companies realize that one-dimensional solutions fall short of producing the workforce improvements that they seek. The experts help business managers recognize that a multifaceted response is typically needed — for example, modifying selection practices, improving information flow, revamping training methods, quantifying performance standards, or redesigning jobs — to achieve the desired results. The ultimate goal: close or eliminate performance gaps in the most cost-effective manner.

The UT CIS HPT program helps businesses attain measurable improvements and bottom-line results — outcomes that correlate to positive economic impact for Tennessee communities.

Tennessee Job Skills

Industrial Training Service, Department of Economic and Community Development

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<http://www.state.tn.us/ecd/tjjobskills.html>

Organization type: State government

Program objective: Enhancing employment opportunities and meeting the needs of new and existing industry

Number of people currently enrolled in the program: 28,000

Number of people served by the program: 31,994

Cost to participants: 0

Most recent yearly budget amount: \$20 million

Number of employees: Eight

Program description:

TNJOBSKILLS is a workforce development program giving priority to the creation and retention of jobs while focusing on employers in industries that promote high-skill, high-wage jobs in high-technology occupations. Training grants can be awarded to employers as an incentive for investing in new technologies, with the training being focused on the performance skills of their present employees affected by the new technology. Training assistance can also be awarded to employers who certify that specific job openings exist, and at the completion of the training project, those participants in the project will fill such job openings. The starting wage for a new job created through the project must be equal to, or greater than, the prevailing starting wage for that occupation in the local labor market.

Virginia

DEVELOP

NASA Langley Research Center

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DEVELOP

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Organization type: Federal government

Program objective: DEVELOP creates pilot applications projects, using remote sensing and other information, to demonstrate to state and local governments how high technology and data can assist communities as they seek solutions for local problems.

Number of people currently enrolled in the program: 45

Number of people served by the program: Not available

Cost to participants: Scholarships exist

Most recent yearly budget amount: \$100,000 for student scholarships

Number of employees: Two

Program description:

DEVELOP focuses on the community benefits of remote sensing. Student teams research state and local problems based on community demand. NASA, in partnership with ORACLE Corporation and Boeing Autometric, supports students who create pilot applications projects (3-D visualizations) using remote sensing and other data to assist communities in understanding how high technology can be applied to solve local problems in areas such as communications, transportation, and the environment.

DEVELOP establishes partnerships with industry to attract high-technology training and other economic benefits to local and state communities. Students from middle school through university graduate programs are eligible to participate. Students with interests in science and technology are the primary target group, although students with other backgrounds are eligible to apply and will be considered on a case-by-case basis.

DEVELOP is Headquartered at NASA Langley Research Center in Hampton, Virginia. Remote sites are located in Wise, Virginia, and Albuquerque, New Mexico. Completed projects include the assessment of communications dead zones, the analysis of proposed relocation of interstate highways, and examination of a major river's pollution. Projects currently underway include identifying an advantageous site for a solar power plant and analyzing coal sludge impoundments along the Appalachian Coal Seam from Pennsylvania to Alabama.

DEVELOP students are mentored by a collaboration of professionals from NASA, ORACLE, Boeing Autometric, other industry partners, state and local governments, other federal agencies, and academia.

Economic Development Grant Program

The Tobacco Indemnification and Community Revitalization Commission

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<http://www.vatobaccocommission.org>

Organization type: State government

Program objective: The long-range goal of the Tobacco Commission is to re-create the economies of southside and southwest Virginia through direct grants, low interest loans, and other incentives for innovative economic development and educational programs.

Number of people currently enrolled in the program: Not applicable

Number of people served by the program: Not applicable

Cost to participants: Not applicable

Most recent yearly budget amount: \$56 million

Number of employees: Six full-time

Program description:

The Tobacco Indemnification and Community Revitalization Commission was established by the 1999 General Assembly to administer 50 percent of the funds received through the Master Settlement Agreement with the major cigarette manufacturers. Title 9, Chapter 50, of the Code of Virginia charges the Commission with distributing the funds to compensate “tobacco farmers in the Commonwealth for the decline or elimination of tobacco quota” and to “promote economic growth and development in tobacco dependent communities.” The tobacco farmers are being compensated through the Commission’s annual indemnification payments and will continue to receive money until they are fully compensated for tobacco losses since 1998.

There are four strategic focus areas that drive the grant process in the tobacco producing regions:

- Workforce development and education
- Economic growth and job creation
- Information technology
- Traditional economies (farming)

Since its inception, the commission has granted more than \$141 million for economic development and education/retraining programs across Virginia’s rural tobacco producing regions. As part of the strategy to enhance information technology, the commission created the e-58 Task Force with the mission to find and, ultimately, fund a technology infrastructure backbone that will run the width of the Commonwealth from tidewater to the mountains.

West Virginia

Call Center Supervision

Marshall University, Community & Technical College

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http://www.marshall.edu/ctc/ctc2/first_folder/index_one.htm

Organization type: Academia

Program objective: Develop and implement an associate degree program to train new supervisors for a rapidly growing industry sector in West Virginia

Number of people currently enrolled: 100-plus applications taken

Number of people served: New program

Cost to participants: \$90/credit hour

Budget amount: \$34,000, half provided by industry as a match for HB3009 grant funds

Program description:

The Call Center Supervision program is a unique approach to a customized training program that was developed by a remarkable industry partnership. The program is based on a competency profile created by a consortium of tele-service, call center industry representatives including Amazon.com, American Electric Power, AT&T, Mileage Plus, and Verizon. The students can follow a management course of studies at any accredited community college in the country, and then transfer to Marshall, where they take the final capstone courses: Managing Call Center Teams, Call Center Technology, and Call Center Data.

Industry employees from CASCI, Mileage Plus, Verizon, and MCTC designed and wrote the Web-based training in a format that allows employees to take generic concepts and validate application-based activities under the guidance of a mentor at their employer's location. This allows potential supervisors to learn basic concepts of forecasting, human resources, and technology, with a company focus.

Eastern On the Move! The Mobile Computer Training Center (MCTC)

Eastern West Virginia Community and Technical College

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Organization type: Academia

Program objective: Increase access to computer training by mobilizing state-of-the art facilities for delivery of customized computer training to employers in rural districts.

Number enrolled: Not applicable

Number of people served: 350

Cost to participants: \$1,200 to \$1,400 (for up to 14 participants)

Most recent budget: \$250,000 to establish, \$100,000 for first year of operation

Number of employees: Roughly three full-time, 20 part-time, on-call instructional facilitators (No full-time employee is dedicated solely to the program.)

Program description:

The Mobile Computer Training Center (MCTC) provides computer training to employees in a bus remodeled to be a computer-training center. MCTC has the following characteristics.

- Bus is equipped with 14 learner stations with Internet-accessible computers, an instructor station, and two printers.
- Bus has extensive audiovisual instructional equipment including three monitors with VCR and instructor screen display capability, as well as white boards and bulletin boards.
- Bus is entirely self-powered with internal generators. Electric “lifelines” are also available to tap into external power sources when desired or necessary.
- Internet training is possible with a “lifeline” connection to the client-site LAN.
- Bus can be automatically leveled for the comfort and safety of students.

Eighteen partner companies in the area contributed a total of more than \$60,000 for the training facility, which was matched by grants from the West Virginia Development Office. A partnership with the Hardy County Public Schools provided bus driver service and regular maintenance and repair service.

All training is customized to meet clients’ specific needs. Client companies choose schedule, location, and even course objectives from modularized courses. Learner manuals are customized for each class to match course objectives and the employer client’s name. Any organization can reserve the bus and request training services: schools, civic groups, social service agencies, and others.

Machinist Technology Program

Robert C. Byrd Institute for Advanced Flexible Manufacturing

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Machinist Technology and Manufacturing Technology Programs

Robert C. Byrd Institute for Advanced Flexible Manufacturing

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Organization type: Nonprofit

Program objective: The Machinist Technology program provides technically trained and highly skilled machinists for the manufacturing industry.

Number of people currently enrolled in the program: 48

Number of people served by the program: Over 700,000

Cost to participants: \$5,790 (includes textbooks, tools, and supplies)

Most recent yearly budget: \$500,000

Number of employees: Four full-time and eight part-time

Program description:

The Robert C. Byrd Institute for Advanced Flexible Manufacturing (RCBI) at Marshall University, with its board of advisers representing 11 different industries from all regions of the state, developed the Machinist Technology Program. This board was intimately involved in the design of the core components of the program and has remained active in ensuring the viability of the program. The content of this program reflects the needs of industry as its representatives have defined them.

To meet the needs of as many people as possible, the Machinist Technology program is offered in both full-time and part-time formats, in three different locations around the state. In addition to technical courses, students take courses in mathematics, human relations, computers, communications, and social science. Graduates of this program earn National Institute for Metalworking Skills (NIMS) credentials and upon completion of one additional course, are awarded an associate in applied science degree.

Funding for this initiative comes from various sources, including federal and state initiatives, the Workforce Investment Act (WIA) program, industry scholarships and donations, and student tuition and fees. Students are eligible to apply for financial aid programs administered by the university.

Research has shown that many of the graduates are the first members of their family to attend college. Graduates of this program have been able to command as much as \$16 per hour plus benefits, with an average wage in the \$10 to \$12 per hour range. Most students have elected to live and work in the state, but a few have taken jobs in other states. The placement rate for graduates of this program is 90 percent, with employer satisfaction surveys reporting universal satisfaction.

Regional Printing Institute (RPI)

West Virginia Economic Development Office

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Organization type: Workforce development partnering with academia and state government

Program objective: Promote the awareness of, and support secondary education and training needs of, the printing industry

Number of people currently enrolled in the program: Not available

Number of people served by the program: 480 in 2001

Cost to participants: Varies

Most recent yearly budget amount: About \$155,000

Number of employees: Two full-time, three adjunct

Program description:

Printing is the No. 1 industry in this quad-state region (Pennsylvania, Maryland, Virginia, and West Virginia) with almost every major printer represented along the U.S Interstate 81 corridor between Harrisburg, Pennsylvania and Harrisonburg, Virginia. In this region, more than 8,000 employees work at more than 200 printing and allied industry companies.

In August of 1998, a small group of printers and economic development representatives met to discuss the challenges facing the industry. Several areas of concern were identified. The printing industry does not always market itself well. There was a need to promote printing careers to attract new employees. High school education needed support in order to graduate students with the skills needed for jobs in the printing industry. Employees currently working in the printing industry needed the opportunity for continued learning leading to a post-secondary degree. With these issues in mind, the Regional Printing Industry Advisory Group (RPIAG) was formed with a membership of printers, economic developers, and educators.

RPIAG then laid the groundwork for the Regional Printing Institute to address these areas of concern. The Regional Printing Institute (RPI) has become the cornerstone of the workforce development offered through two West Virginia institutions, James Rumsey Technical Institute, a regional vocational/technical school in Martinsburg, and the Shepherd Community and Technical College in Martinsburg.



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