

Global TransPark Education and Training Center Study

Executive Summary

The General Assembly of North Carolina during the 2001 session directed the State Board of Community Colleges to "study the transfer of the Education and Training Center from the Global TransPark Authority to an appropriate public educational entity." The State Board contracted with JPC Associates, Inc. to conduct the study. The study was conducted during the February-May 2002 time period.

The study found the Education and Training Center (ETC) to be an excellent facility. It is staffed by very competent and dedicated employees. The 33,000 square-foot building is well designed and constructed and is outfitted with state-of-the-art technology, including extensive telecommunications capacity. The cost of construction was \$6,277,000, which came from two sources—a \$3,000,000 federal grant from the Economic Development Administration and \$3,277,000 from the General Assembly.

The ETC, which opened in April 2000, is an integral part of the Global TransPark (GTP) that is located just outside Kinston, North Carolina. It was planned and constructed as a place for workforce training for businesses and industries associated with the GTP. It is owned by the Global TransPark Authority, which is administratively located in the North Carolina Department of Transportation. Operating costs, including staffing, have been paid by funds appropriated by the General Assembly to the Authority (through the Department of Transportation).

There has been only a small amount of new business and industry activity at or near the GTP since it became operational. To date, the ETC has been used sparingly for new industry training. Almost all use has been for short-term seminars, training sessions, and one-day meetings by area businesses, school systems, and governmental agencies. Approximately 13,000 people have attended events held at the Center during each of the last 12-month counting periods.

As a result of this study, five alternatives are presented for future use of the Education and Training Center. These alternatives are presented in rank order and each is accompanied by a brief discussion in the report. In rank order, the alternatives are as follows:

1. Remain as part of the Global TransPark, using the current administrative structure and funding mechanism.
2. Become a regional technology center, with Lenoir Community College being designated as the administrative college.
3. Transfer to Lenoir Community College.
4. Transfer to Lenoir Community College and the Lenoir County public schools.
5. Transfer to a regional public university, such as East Carolina University.

**North Carolina Global TransPark
Education and Training Center**

**Study
for the
North Carolina State Board of Community Colleges**

May 15, 2002



**JPC Associates, Inc.
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Education and Training Center Study

Legislative Mandate

The General Assembly of North Carolina, during the 2001 session, directed the State Board of Community Colleges to "study the transfer of the Education and Training Center from the Global TransPark Authority to an appropriate public educational entity." The results of the study are to be reported to the Joint Legislative Transportation Oversight Committee and to the chairs of the Senate and House of Representatives Appropriations Committees (Senate Bill 1005, Section 27.20). Companion legislation also mandated that the North Carolina Department of Transportation's Aviation Division study the transfer of the Global TransPark airport and fixed assets and operations from the Global TransPark Authority to another entity, with results to be reported to the same legislative authorities.

This report addresses the Education and Training Center (ETC) study and does not deal with the Global TransPark Authority and its airport.

Background On Education and Training Center

More than a decade ago North Carolina leaders endorsed a unique concept that would support the emerging manufacturing and distribution trends in national and international commerce. The North Carolina Global TransPark (GTP) was established in Lenoir County at the Kinston Regional Jetport as a new kind of industrial park/airport. It would fuse modern manufacturing and distribution facilities with multimodal transportation, advanced telecommunications, sophisticated materials-handling systems, and state-of-the-art support services. The GTP has a master plan that envisions a 15,300-acre development.

Important dates in the development of the GTP were:

- July 1991—Creation of what is now called the North Carolina Global TransPark Authority by the General Assembly.
- May 1992—The Authority selects Kinston as the site for the GTP.
- 1993—Discussions begin about the need for a state-of-the-art education and training facility at the GTP.
- July 1993—The Global TransPark Foundation sets a \$30 million goal for private funds to support GTP development.
- January 1994—Master plan received for the GTP.
- May 1996—United States Department of Commerce announces \$3,000,000 grant to help construct the Education and Training Center.
- 1996—North Carolina General Assembly appropriates \$3,277,000 to match the federal grant for constructing and equipping the ETC.
- August 1996—Mountain Air Cargo/Mountain Air Services becomes first tenant at the GTP.
- May 1997—Construction begins on the ETC.
- January 1999—Ownership of Kinston Regional Jetport is transferred from the county and city to the Global TransPark Authority.

- April 1999—The ETC is co-recipient, with UNC-Chapel Hill's Kenan Institute of Private Enterprise, of a National Science Foundation grant for \$400,000 to develop the Global Logistic Technology associate degree program.
- March 2000—Construction on the ETC is completed.
- April 2000—The ETC begins operation.

Planning for the Education and Training Center

As noted above, during the early stages of planning for the GTP project there were discussions about including an education and training facility as a part of the complex. To ensure that tenants had enough skilled workers and managers, a wide range of worker training, management education, and technology-transfer functions would be provided at an on-site facility. A key feature would be its distance-learning capability, providing tenants with real-time audio, video, and hands-on worker training that is customized to tenant needs.

Role of Community Colleges

At the request of the North Carolina Department of Community Colleges, Lenoir Community College took the lead in planning the ETC. These discussions started in 1992. From the beginning, the discussions emphasized a regional concept, with collaboration between the Global TransPark Authority and the community colleges in the region. Though Lenoir Community College would take the lead, expertise for training would be drawn from surrounding community colleges and would be coordinated with the institutions in the University of North Carolina System as needed.

As plans for the TransPark solidified and the GTP Authority became fully operational, planning for the ETC became a joint endeavor of the Authority and the community colleges in the region, with Lenoir Community College continuing to be the lead institution. By this time, it was clearly established that the Authority would develop, operate, and market the GTP, including the education and training facility. The proposed ETC would use a small staff to manage and coordinate the day-to-day functions of the facility. In turn, the Authority would contract with the consortium of community colleges in the region to provide the actual education and training.

In 1992, after Kinston was selected as the site for the GTP, the presidents of the 11 community colleges in the 13-county GTP region started meeting on an informal basis for briefings on the project's status. In 1994, the presidents of the 11 colleges signed a formal statement supporting the ETC concept (see Appendix A) and formed the GTP Community College Presidents' Consortium as a planning and oversight body. This advisory group has met on a regular basis since that time. The statement of support acknowledges that the land and facility will be owned by the GTP Authority, with agreements to be made between community colleges located within the GTP region and with other educational institutions within their legally designated mission, for the purpose of delivering various training programs.

Economic Development Administration Grant

The GTP Authority submitted an application for a matching grant to the Economic Development Administration (EDA) of the United States Department of Commerce. This application, and the subsequently approved \$3,000,000 grant, stated that the GTP Authority would be the grant recipient and would own and operate the ETC. The General Assembly appropriated matching funds of \$3,277,000 in 1996. During all of the planning discussions, the application for federal funds, and the legislative deliberations, it continued to be emphasized that the ETC would be owned and operated by the GTP Authority and that the education and training programs would be delivered by the community colleges located in the 13-county GTP economic development region. There does not appear to have been any discussion of this facility belonging to an individual community college, such as Lenoir Community College. This college's lead role in planning for the facility occurred because it was to be located in Lenoir County.

Like most federal grants, the funding provided by the Economic Development Administration for the ETC was accompanied by numerous compliance stipulations, including how the building would be used. The grant went to the Authority anticipating that ownership and operation of the facility would remain vested with that agency. Communication with EDA officials during this study indicated that EDA grants similar to the one for the ETC require a 20-year lien on the facility, during which time any change of ownership or use must be approved by the EDA. If the State of North Carolina were to ask for a change of ownership, it must propose a specific new owner and state how the building will be used. Generally, if the receiving entity is an eligible agency and if the use of the building will be for economic development purposes, approval of such a transfer will be granted. Job training in support of economic development would fall into that category.

In summary, if the General Assembly were to seek to transfer the Education and Training Center to another eligible entity for economic development usage, such a transfer would probably be approved by the Economic Development Administration. EDA officials indicated they would not approve change in ownership if such a request is based on hypothetical situations. A request must be specific as to owner and future usage.

Organization of the Study

The major tasks required in this study were outlined in the Request for Proposals issued by the State of North Carolina on December 31, 2001. The approach used in this study, including the required tasks, is outlined in Appendix B.

A list of questions, with a brief overview of the ETC and this study, was developed to guide discussions and interviews (see Appendix C). This document was also sent to a wide audience in an effort to elicit comments concerning the future of the ETC.

Public Hearings

As required in the Request for Proposals, two public hearings were held at the ETC. Both were held on March 12, 2002, one at 3:00 p.m. and one at 7:00 p.m. Both were relatively well attended, with 57 attending the afternoon session and 31 the evening session.

Overall, those speaking at the hearings were supportive of the Global TransPark and the Education and Training Center. Positive or supportive comments were made by 27 of those who chose to make comments, with 8 speakers being opposed to the GTP initiative, including the ETC. Most of those in the latter category advocated transferring the ETC to Lenoir Community College. It should be noted that a significant number of those in support of the GTP and the ETC recommended that if the ETC is transferred to another entity, this should be Lenoir Community College. Several of these speakers were associated with the college, including the interim president and some trustees.

Description of the Education and Training Center

The Education and Training Center (ETC) has a total of 33,000 square feet of space, with about 26,800 square feet of assignable space. Appendix D gives detailed specifications for the ETC, including a floor plan. The single-level building is well designed and constructed, with a layout conducive to the movement of students and visitors. The core of the building is comprised of a large multi-purpose meeting room that can be divided into three smaller rooms. The central part of the building also includes a theater-style presentation room with table seating for 64 and broadband capabilities for teleconferencing and distance learning.



Presentation Room

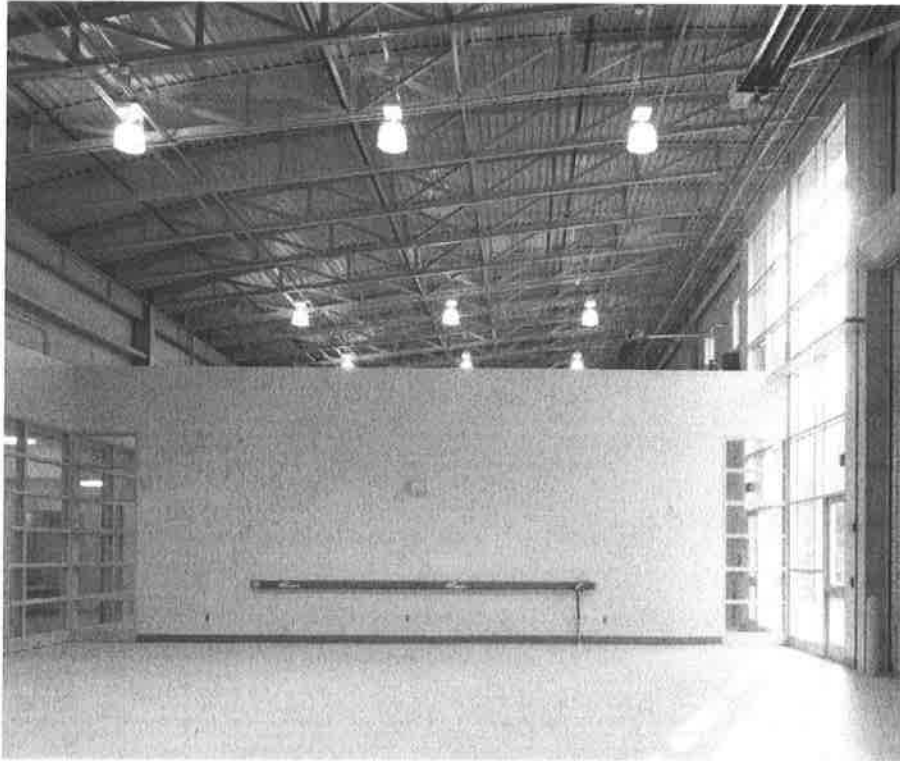
As shown by the floor plan (Appendix D), instructional space comprises most of the area around the central core. After entering the building and its front lobby, a visitor will find the following areas when moving in a

counterclockwise direction around the centrally located multi-purpose room and presentation room:

- Computer lab for self-paced learning—12 computers
- Computer classroom—22 computers
- Cafeteria/meeting room—table seating for 80
- Two general-purpose classrooms
- Two high-bay labs, each with a supporting classroom. Each lab was constructed to handle heavy equipment and training devices (reinforced floors, overhead hoists for moving heavy equipment, etc.).
- Logistics technology lab
- Office space for administrative and support staff

In designing the ETC, special attention was focused on outfitting it with state-of-the-art technology, including extensive wiring for telecommunications capacity. It is estimated that the facility has 32 miles of high-speed cabling, providing connectivity to every classroom, lab, office, and student learning station.

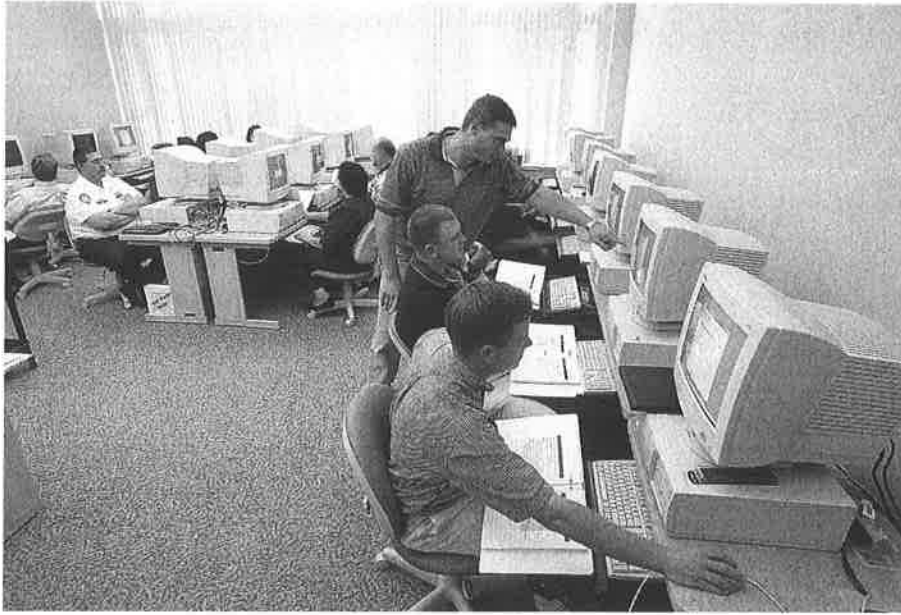
Photographs of selected areas are given on the following pages.



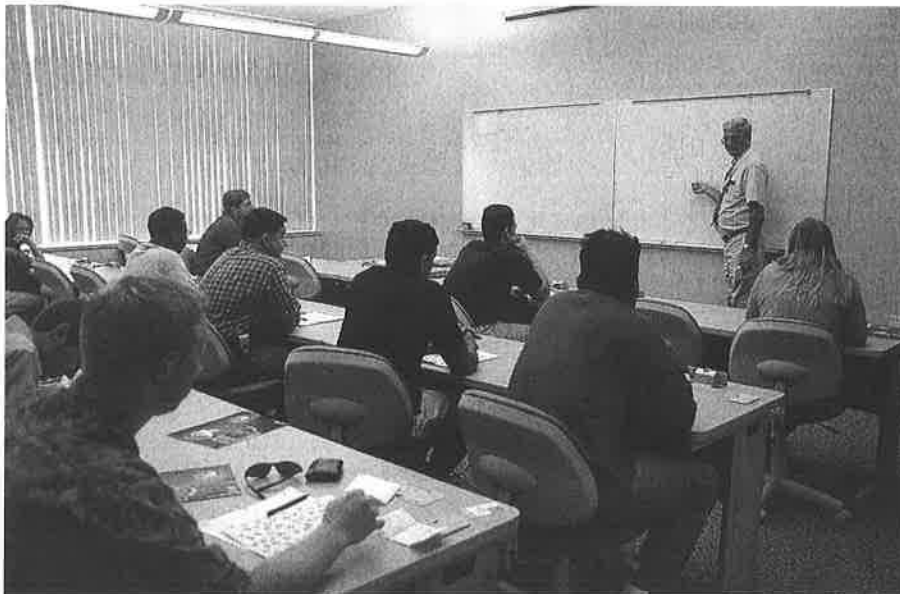
High Bay Lab



Classroom Adjacent to High Bay Lab



Computer Lab



Classroom

Funding for the Education and Training Center

As noted earlier, funding for the construction of the ETC came from two sources. In 1996 the Economic Development Administration (United States Department of Commerce) provided a grant of \$3,000,000 to the Global TransPark Authority. This had to be matched with non-federal funds. The General Assembly appropriated \$3,277,000 in matching funds in 1996, making a total of \$6,277,000 available for constructing and equipping the building.

Since opening for use in April 2000, the ETC, through the Global TransPark Authority, has received operational funds from the General Assembly as a part of its General Fund appropriation to the North Carolina Department of Transportation. Figure 1 shows appropriations for the operation of the ETC, with notations on reductions of appropriated amounts because of budget cuts imposed on all state agencies.

Figure 1

Operational Appropriations by General Assembly

Fiscal Year	1999-2000	2000-2001	2001-2002	2002-2003
Amount	\$700,000	\$735,000 ¹	\$650,000 ²	\$661,500 ³

Notations to above appropriations:

1 – Reduced to \$720,300

2 – Reduced to \$604,500 and subject to additional reductions by the Governor

3 – Subject to reduction by 2002 session of General Assembly

Expenditures

Expenditures for the past two fiscal years are given in Figure 2. The Center became operational in April 2000. It is now in its second full year of operation. As noted, expenditures for the current fiscal year, ending June 30, 2002, are estimates and are subject to further reductions by the Governor as part of his budget balancing authority.

Figure 2

**Education and Training Center
Analysis of Expenditures – Last Two Fiscal Years**

Operations	2000-2001	2001-2002
Salaries and Benefits	197,394	211,866
Contract Services	5,831	92,507
Legal and Accounting	5,823	11,000
Lease of Equipment	14,586	12,000
Repairs and Maintenance	10,624	23,176
Supplies and Materials	28,032	39,800
Insurance	3,158	3,600
Telephone/Data Lines	13,841	23,600
NCIH	0	19,800
Utilities	22,887	25,800
Travel and Subsistence	2,274	15,003
Advertising	852	1,500
Other	991	2,600
TOTAL	306,293	482,252
Capital Outlay		
Other Structures and Improvements	0	101,000
Buildings	189,667	0
Equipment	163,414	201,067
Furniture	9,078	1,000
Motor Vehicle	21,372	5,000
TOTAL	383,531	308,067

Note: Expenditures for 2001-2002
are estimated

Staffing

During the 2001-2002 fiscal year, the ETC has operated with the following staff positions:

- Administrator
- Coordinator of Technology and Planning/Associate Director
- Administrative Assistant
- Technical Systems Specialist
- Facility Technician
- Technical Support (part-time)
- Custodian (part-time)

Employees at the ETC are very competent and dedicated, with a strong desire to see the ETC succeed. The state portion of a typical North Carolina community college's budget would fund the above staff positions, with the exception of custodial staff. Based on salaries and benefits paid during the past two fiscal years, this would be around \$200,000 per year.

Utilization

As pointed out in previous sections, the Education and Training Center was planned for the anticipated training needs that the Global TransPark would generate. It would be a regional facility owned and operated by a state entity, the Global TransPark Authority, in a collaborative arrangement with community colleges in that region. A major focus would be on training provided by the North Carolina Community College System's New and Expanding Industry Program. New businesses to be associated with the GTP would require training for new employees. This training would be provided by the community colleges in the GTP region. As noted, 11 community colleges are located in the 13-county GTP region. Five of these colleges are located in the seven counties that make up the core GTP region—Lenoir, Greene, Jones, Pitt, Wayne, Duplin, and Craven counties. Lenoir Community College serves the first three counties and each of the other four counties has its own community college.

Since the ETC opened in April 2000, it has been used only once for training under the New and Expanding Industry Program. There has not been a demand for this training at the ETC by any of the community colleges in the GTP region. There has been training for new and expanding industries in the region, but it was conducted by colleges on their campuses or in their service areas. To date, the facilities of the GTP have not been needed by the colleges for training purposes.

The lack of use for this purpose is tied directly to the slow startup for the Global TransPark facility. The reasons for the less than anticipated activity at the GTP are beyond the scope of this study and will presumably be addressed in a study being conducted by the North Carolina Department of Transportation. Most knowledgeable observers state that the protracted planning period, including the required environmental impact study, delayed critical infrastructure improvements at the airport. The recent economic recession exacerbated the challenges faced by the GTP Authority, including services to be provided by the ETC.

Figure 3 gives information on usage of the ETC since it opened in April 2000. It should be noted that the information represents a duplicated

headcount of all people who attended a class, seminar, or meeting. Lenoir Community College has used the ETC to offer 27 continuing education classes since it opened in April 2000.

Program Considerations

As noted in the previous section, use of the ETC to date has been primarily for seminars, short courses, and meetings. Two unique programs deserve special consideration in this report because of their potential for use of the Center in the future.

Global Logistics Technology

Logistics involves the planning, coordination, and delivery of products and services to customers all over the world. Companies have achieved significant time and cost savings inside the walls of their factories and are now turning to their supply chains to secure the next wave of competitive advantage. New multidisciplinary educational curricula, training tools, and electronic formats must be developed to meet the demand for technically educated workers and managers that is being driven by the rise of logistics as a primary competitive force in the 21st-century global economy.

During the planning for the ETC, the Kenan Institute of Private Enterprise at UNC-Chapel Hill led an initiative that resulted in the formation of the North Carolina Consortium for Logistics Education. Member institutions include, among others, Lenoir Community College (LCC), UNC-Chapel Hill (Kenan Institute), and East Carolina University. The Consortium applied for and received a competitive National Science Foundation grant for \$400,000 to develop a program in Global Logistics Technology at Lenoir Community College. This program has been implemented, with the first students enrolling in Fall 2001. First year courses are taught on the college campus and second year courses will be taught at the ETC. A classroom and lab are dedicated to the use of this program. Enrollment in the program is now at about 16 students and LCC officials expect it to increase in the next school year. In addition, there has been some discussion of a statewide logistics program, making use of the ETC's distance learning capabilities. This program area has significant potential in the future, especially when development accelerates at the Global TransPark.

North Carolina Global TransPark Aviation Academy

Thousands of United States companies own or operate general aviation aircraft as an aid to the operation of their business, or they are involved in the aviation business. For example, over 6,100 companies are members of the National Business Aviation Association, which represents the aviation interests of its members. One area of special concern for the NBAA is the increasing cost of and the availability of training for pilots and aviation maintenance technicians. Community colleges across the country provide training, but the demand, on a national basis, exceeds the capacity of the current delivery system. The Division of Aviation in the North Carolina Department of Transportation is also very interesting in expanding training opportunities for aviation-related personnel.

Figure 3

**Education and Training Center
Year-to-Date Facilities Usage - Headcount**

Month	1999-2000				2000-2001				2001-2002			
	Classes	Training	Mtg./Tours	Total	Classes	Training	Mtg./Tours	Total	Classes	Training	Mtg./Tours	Total
July					35	56	78	169	68	312	358	738
August					125	48	588	761	67	905	392	1,364
September					96	15	320	531	47	380	306	733
October					53	660	1,771	2,484	105	501	978	1,584
November					98	454	1,285	1,837	95	481	674	1,250
December					132	0	360	492	125	347	259	731
January					96	570	616	1,282	153	210	362	725
February					309	533	210	1,052	356	429	332	1,117
March					159	477	605	1,241	202	1,999	368	2,569
April	60		110	170	408	384	525	1,317	50	568	859	1,477
May	255	77	490	822	72	192	596	860				
June	70	77	305	452	182	499	61	1,292				
Total	385	154	905	1,444	1,765	3,988	7,565	13,318	1,268	6,132	4,888	12,288

Recently, the Aviation Division was instrumental in developing the North Carolina Global TransPark Aviation Academy. This initiative involves the Global TransPark Authority, Lenoir Community College, and Wayne Community College. Both colleges offer two-year, Federal Aviation Administration-approved aviation programs. Lenoir offers Aviation Management and Career Pilot Technology programs and Wayne offers the Aviation Systems Technology program. Other North Carolina community colleges offering FAA-licensed flight and maintenance training programs will also participate in the Aviation Academy. Recently, the presidents of the involved community colleges and the System President signed a letter of agreement to establish the North Carolina Global TransPark Aviation Academy.

Both the NBAA and the Aviation Division believe there is great potential in using the Global TransPark for this type of training, drawing students from across the country. Community colleges would provide the training services and the local area would benefit from the infusion of funds into the economy.

If properly marketed and coordinated, the Aviation Academy has significant potential for the Global TransPark and the Education and Training Center. The Center would be the focal point for classroom and lab instruction, particularly for short-term courses for students from outside the region.

Findings and Recommendations

The Request for Proposals required that this study “identify and analyze alternative courses of action based on defined feasibility criteria and economic/workforce development benefits.”

The starting point for the study was recognizing that a \$6.277 million high-tech facility has been constructed and is now operational in Lenoir County. Its doors have been open for approximately two years. Funding for operational costs, including administrative and support staff, has been provided by the General Assembly. The ETC is an integral part of the Global TransPark, an initiative involving state, local, federal, and private sector support. The GTP was conceived to support the economic development of a part of North Carolina where, in the words of the Rural Prosperity Task Force’s 2000 report, “poverty is persistent, young people are leaving, plants are closing, farms are struggling, and hopes are fading.”

The following feasibility criteria have guided the development of alternative courses of action presented in the next section:

1. Administrative criterion—Is the proposed alternative administratively feasible?
2. Financial criterion—Is the proposed alternative financially feasible?
3. Programmatic criterion—Is the proposed alternative programmatically feasible? What are its relative merits concerning programs that can be delivered when compared to other alternative courses of action?

In addition, as alternative uses for the ETC were considered, the following economic and workforce development criteria were also considered:

1. Economic development criterion—What impact will the proposed alternative have on economic development from three perspectives: state, regional, and local?
2. Workforce development criterion—What impact will the proposed alternative have on workforce development from three perspectives: state, regional, and local?

The future of the ETC, at least as it relates to the North Carolina Global TransPark, is directly tied to the future economic growth that occurs in and around this industrial/transportation facility. It has been obvious during this study that most citizens, though certainly not all, support the objectives of the GTP and believe that it has great potential for the region. In addition, most believe that not enough time has been given to see if this project will reap the economic benefits its proponents have touted and that the General Assembly should continue its support. A significant number of these GTP/ETC supporters stated that state support should not be indefinite—but that support should continue for up to five years, possibly on a sliding scale basis.

Considering the information and viewpoints collected during this study, and in light of the criteria described above, the recommendations for the future use of the Education and Training Center are made as outlined in the table in Figure 4 and as discussed below. The alternative uses are discussed in rank order, from alternatives that are most feasible to those that are least feasible.

Alternative 1: Remain as part of the Global TransPark Authority

The Education and Training Center was conceived and planned as an integral part of the Global TransPark initiative. An onsite education and training facility would be a valuable incentive in attracting businesses and industries to the GTP and to the region. This continues to be the position of the Global TransPark Authority and the North Carolina Department of Commerce, the state agency responsible for promoting overall economic development activities for the state.

Throughout this study, most of the comments and recommendations by the public and by various agencies have centered on the idea that the Governor and General Assembly should give the concept of the Global TransPark more time to demonstrate that it is a viable project. If businesses and industries locate at the GTP in the near future, the availability of a cutting-edge education and training facility will be valuable in attracting them and very important in training the workforce.

This study concludes that this alternative will lead to the best use of the Education and Training Center. Continuing the operation of the Center as part of the GTP best meets the five criteria given in Figure 4. The administrative infrastructure is in place to do this. The General Assembly, through the Department of Transportation, is best able to provide financial support. Supporting and operating education and training programs can best be done through the consortium of community colleges that now supports the

Figure 4

Alternative Usages of the Education and Training Center

Criteria and Ratings for Alternative Usages of Education and Training Center					
Alternatives in Rank Order*	Administrative	Financial	Programmatic	Economic Development	Workforce Development
Remain as part of Global TransPark Authority [25]	5 Administrative structure is in place	5 State of NC, through the General Assembly, has the greatest ability to continue to fund the ETC	5 Current consortium would continue to guide program development and mix of programs	5 Training would be more closely coupled with regional economic development initiatives	5 Workforce development issues would have more of a state/regional focus
Become a regional technology center, with Lenoir CC the lead institution [20]	4 Administrative structure would be more difficult to establish and manage	3 Significant state funding would still be required for a quality program	3 Collaboration among colleges in developing and delivering programs would be challenging	5 Training would be more closely coupled with economic development initiatives	5 Workforce development issues would have more of a state/regional focus
Transfer to Lenoir Community College [18]	5 Administrative structure is in place	3 Burden of operation of physical plant would fall on Lenoir County	4 College has the ability to collaborate with other colleges in the region	3 Impact on economic development would become more local	3 If locally supported, workforce training would tend to have more of a local or one-county focus
Transfer to Lenoir Community College and Lenoir County public schools [12]	2 Administrative structure would be more difficult to establish and manage	3 Burden of operation of physical plant would fall on Lenoir County	3 Good potential for the college and public schools to jointly use a high-tech facility	2 Would probably lose some of its economic development impact	2 Workforce development focus would become almost entirely local
Transfer to a regional university [10]	2 Administrative structure would not fit as well within the mission of the university system	2 Financial commitment would probably be secondary to mainstream university programs	2 Workforce training programs are mostly outside the mission of the university system	3 ECU has a regional economic institute (Regional Development Institute)	1 The university system has less workforce development focus

* Values in the first column represent the sum of the ratings for the five criteria. Higher values represent alternatives that are more feasible than alternatives with lower values.

Numerical Ratings

Based on a 1 – 5 rating scale:

- 5—Very feasible
- 4—Somewhat feasible
- 3—Feasible
- 2—Some challenges or barriers exist
- 1—Significant challenges or barriers exist

initiative. And, economic development and workforce development impacts will have more of a regional and state-level perspective under the current arrangement.

Alternative 2: Become a regional technology center, with Lenoir Community College as the lead institution

If a decision is made to dismantle the GTP initiative as it now operates or to separate the Education and Training Center from the GTP, the decision then becomes which “public education entity” is best able to assume ownership and to operate programs that benefit the economic development of the region. EDA officials have made it clear that the facility must continue to be used in a way that promotes economic development, at least for a 20-year period.

Alternative 2 envisions a regional technology center, operated as part of the Community College System, with Lenoir Community College being designated as the administrative institution. A new college is not recommended or needed. Such a regional technology center could be modeled after the nationally recognized Regional High Technology Center at Haywood Community College. As for the Regional High Technology Center, special state funding would be required to make this a cutting-edge technology resource for community colleges in the eastern part of the state. As noted in Figure 4, this alternative is ranked as somewhat less feasible than Alternative 1 on the administrative, financial, and programmatic criteria. A regional technology center would require significant collaboration among the region’s community colleges. Collaboration is always easy to conceptualize and discuss, but invariably becomes more difficult to implement. As noted above, major state funding will have to be earmarked for such a project if it is to remain a cutting-edge facility. The level of state financial support to make this a viable alternative will probably be in the same range as is now appropriated for the ETC as a part of the Global TransPark.

Alternative 3: Transfer to Lenoir Community College

The ETC is located in Lenoir County, just a few miles from the main campus of Lenoir Community College (LCC). This study revealed firm beliefs that if the facility is to be transferred to another entity, that entity should be LCC. College trustees and officials strongly advocated this position, and some opponents of the GTP project also supported it.

Transferring the ETC to Lenoir Community College is very feasible. The college has the administrative infrastructure to manage and operate the facility. Staff now at the college could be placed at this facility to manage the day-to-day operations and college programs could be operated there. Because of the configuration of the facility, most use would probably involve continuing education activities, training for new and expanding industries, the global logistics technology program, and meetings. As the floor plan reveals, a major part of the building is multi-purpose in nature (e.g., meeting rooms) and there are few general purpose classrooms. Of course, the building could be renovated to convert some of these spaces to other usages.

Transferring the ETC to the college received a lower rating (Figure 4) on the financial, economic development, and workforce development criteria. Additional funds would be required from Lenoir County to cover the operation and maintenance cost of the physical plant. Though the county commissioners supported transferring the facility to LCC, if it were to be transferred to a community college, adding a 30,000 square-foot facility to a college’s inventory imposes a significant funding responsibility on local government.

If this facility is transferred to LCC, it would undoubtedly enhance the college’s economic development and workforce development capacities. The downside of such a transfer, as it relates

to these two criteria, is that the focus would probably become more local (i.e., Lenoir County) and less regional and state wide. As currently operated, the ETC has more of a regional and state-wide impact, or at least has the potential for such impacts.

Alternative 4: Transfer to Lenoir Community College and Lenoir County public schools

This alternative usage envisions a facility that would be jointly used by LCC and county high schools, with a focus on technology programs. This alternative has not been explored with either the college or the public school system. The negative aspects of this usage are similar to those discussed above for Alternative 3. This would entail additional financial responsibilities for Lenoir County. In addition, the facility would become much less flexible as far as its impacts on economic development and workforce development. For example, public school usage would tie up the facility on a regular basis, making it less usable for new and expanding industry training.

A major obstacle in implementing such a transfer would be approval by the Economic Development Administration. Public school projects are not funded by this agency. Though it cannot be completely ruled out, obtaining EDA approval for such a transfer is more problematic.

Alternative 5: Transfer to a regional university

Based on the criteria given in the Request for Proposals and in this study, this is the least desirable alternative. This is not meant as a negative comment about the university system or any of its constituent institutions. The ETC was planned as a facility to train the workforce for businesses and industries associated with the GTP and in the region. This is clearly the core of the mission of the Community College System and not the public universities. Figure 4 is clear in pointing out the downside of transferring the ETC to a university. Even if this were done, it would probably require additional resources from the General Assembly. East Carolina University's Regional Development Institute has existed since 1964 and has done very good economic and community development studies. If the ETC were transferred to this university, the Institute would undoubtedly be a significant asset. However, it is not in the business of workforce development education and training.

Based on the justification for EDA's grant to establish the Education and Training Center, obtaining their approval for transferring the ETC to a public university will be more difficult than transferring it to a community college entity.

Appendix A
Statement of Support
Community College Presidents' Consortium

(This form has been used as a signoff document by community college presidents.)

The Community College Presidents' Consortium, within the Global TransPark (GTP) Development Zone, supports the concept of a high-tech training center to be constructed at the GTP site in Lenoir County. The land and facility will be owned and operated by the GTP Authority with agreements made between community colleges located within the Development Zone and with other educational institutions within their legally designated mission, for the purpose of delivering various training programs.

<u>College</u>	<u>President's Signature</u>
Carteret Community College	_____
Coastal Carolina Community College	_____
Craven Community College	_____
Edgecombe Community College	_____
James Sprunt Community College	_____
Lenoir Community College	_____
Nash Community College	_____
Pamlico Community College	_____
Pitt Community College	_____
Wayne Community College	_____
Wilson Technical Community College	_____

(NOTE: Records at the ETC indicate this agreement has been kept current as new presidents have been selected since 1992 at five of the 11 colleges.)

Appendix B Study Process

- Step 1: February 1, 2002—Met with Martin Lancaster, President of the North Carolina Community College System and others on his staff to review the project.
- Step 2: February 7, 2002—Met with Dr. Lonnie Blizzard, Acting Executive Director of the NC Global TransPark Authority and Administrator of the Education and Training Center (ETC) for briefing and detailed tour of the Center.
- Step 3: Week of February 18, 2002—Collected and analyzed demographic, economic, and workforce development information on the 13-county GTP region.
- Step 4: Developed survey instrument that was used in interviewing various leaders about the ETC (see Appendix D).
- Step 5: Weeks of March 4 and 11, 2002—Conducted interviews and held two public hearings at the ETC. The hearings were held at 3:00 p.m. and 7:00 p.m. on March 12. A summary of comments received at these hearings is covered elsewhere in this report.
- Step 6: Weeks of March 18 and 25, 2002—Analyzed results of the hearings, collected financial and utilization information, and followed up with various individuals that have been involved in the development of the GTP and the ETC.
- Step 7: Weeks of April 1 and 8, 2002—Write draft report.
- Step 8: Receive feedback from Community College System officials by end of April.
- Step 9: Write final report and submit to Dr. Scott Ralls no later than May 15, 2002.
- Step 10: Report the results of the study to the Policy Committee of the State Board of Community Colleges and to the full Board on May 17, 2002.

Appendix C

Questions Concerning the Education and Training Center Located at the Global TransPark in Kinston, North Carolina

Background Information

A decade ago North Carolina leaders endorsed a unique concept that would support the emerging manufacturing and distribution trends in national and international commerce. The North Carolina Global TransPark (GTP) was established in Lenoir County at the Kinston Regional Jetport as a unique multimodal business center designed to support manufacturing, distribution, agribusiness, and transportation-related companies.

In anticipation of education and training needs associated with the GTP, a state-of-the-art Education and Training Center (ETC) was constructed and became operational in 2000. It is owned and operated by the North Carolina Global TransPark Authority. The ETC has 33,000 square feet of space, including two high-bay labs with associated classrooms, two general-purpose classrooms, two dedicated computer training rooms, Information Highway and Internet connections, and a 300-seat multipurpose meeting room. Training services are coordinated through a consortium of the 11 community colleges in the 13-county Global TransPark Economic Development Region. A full-time staff of five operates the ETC. The fiscal year 2001-2002 state appropriation for the ETC was \$604,500. This covers staffing, maintenance and operation of facilities, and capital outlay (mostly for purchasing and upgrading equipment).

The ETC was planned and constructed under the assumption that it would operate as a flexible and adaptable facility for training employees for new and expanding industries, with a special focus on industries needing access to cutting edge technology for training their workers.

During the 2001 session, the General Assembly of North Carolina directed the State Board of Community Colleges to "study the transfer of the Education and Training Center from the Global TransPark Authority to an appropriate public educational entity." The State Board is required to report the results of the study to the Joint Legislative Transportation Oversight Committee and to the Chairs of the Senate and House Appropriations Committees.

The Department of Transportation is conducting another study on the possible transfer of the Global TransPark airport and fixed assets and operations from the GTP Authority to another appropriate entity.

To help determine the thoughts of leaders in the GTP region on the future use and ownership of the ETC, several questions are given below. As much as possible, this survey will be distributed electronically (as an e-mail attachment) and respondents are encouraged to respond electronically. Respondents are requested to open the attachment in Microsoft Word, enter their response to each question below that question, and to send their completed survey document as an e-mail attachment to Parker Chesson at parker.chesson@verizon.net. Alternative directions are given at the end of this survey.

Appendix C (continued)

QUESTIONS

Question 1: How familiar are you with the Global TransPark concept and its current operation?

Question 2: How familiar are you with the Education and Training Center and its current operation? Have you visited the ETC or attended meetings or classes held at the ETC?

Question 3: What are your thoughts about how the ETC should operate in the future? A number of possibilities have been mentioned in past discussions about the GTP and the ETC. They have included (1) remaining as a part of a State-supported GTP complex, (2) becoming part of a community college, and (3) being operated by a consortium of public education entities. There may be other possibilities. How do you feel the ETC should be operated, including who owns and has responsibility for the facilities?

Question 4: The ETC is now used for short-term training classes and sessions, meetings related to economic development, and similar uses. From April 2000 through April 2001, 343 total events were held at the ETC with a total attendance of 12,657. Assuming you have some knowledge of the assets of the ETC, do you have thoughts on the best long-term use of this state-of-the-art education and training facility?

Question 5: Do you have ideas for how the ETC can truly be a regional asset, enhancing the economic and workforce development of all counties in the GTP region? What services should be provided, and how can they be provided without adding to the State's current budget problems?

How to respond to these questions

Respondents are encouraged to open this document in Microsoft Word and to type their responses in the space below each question, which will automatically expand the space to accommodate the length of the response. Then attach your document to an e-mail sent to parker.chesson@verizon.net.

If you prefer, you can give your answers to the above questions in writing and mail them to the following address:

Dr. J. Parker Chesson, Jr.
JPC Associates, Inc.
5 Falcon Nest Court
Durham, North Carolina 27713

Appendix D

Technical Specifications

Education and Training Center

The Education and Training Center is a 33,000 square foot building, with 26,800 square feet of assignable space. The single-story has the following general use assets.

- Multi-purpose meeting room, which can be divided into several configurations, accommodating seating for 25 to 300. This room occupies the central core of the building.
- Two general-purpose classrooms, each seating about 24 students.
- Computer classroom with a 22-seat capacity.
- Self-paced computer lab with a 12-seat capacity.
- Two high-ceiling training bays, each with a supporting shop/classroom. Roll-up doors measuring 20 feet by 20 feet provide access for heavy equipment and floors are reinforced to accommodate heavy equipment. The facilities are outfitted for pneumatic equipment operation, welding, and other industrial tasks.
- Theater-style auditorium, with table seating for 64, features a full range of audio-visual support systems, including broadband capabilities for teleconferencing and distance learning.
- Two conference rooms—12 and 16 seat capacities.
- A cafeteria/meeting room with a seating capacity of 80. A nearby catering area accommodates meals for functions held at the ETC.
- Support areas are available for instructors and industry representatives.

In designing and building the ETC, special attention was placed on outfitting the facility with state-of-the-art technology, making it flexible and adaptable to meet present and future training needs. The ETC includes the following technology assets.

- Over 32 miles of high-speed data cabling provide connectivity throughout the facility for every lab, classroom, and office.
- Two T-1 fiber optic lines support high-speed data and real time video conferencing.
- Connection to the North Carolina Information Highway.
- Wireless networked mobile classroom.
- Pic Tel mobile video conferencing unit.
- Fully integrated audiovisual system with in-line editor.
- Full audiovisual recording studio with DVD, Beta, and VCR output.
- Automated "hands-free" Cameraman™ camera system for distance learning.
- State-of-the-art Nortel Centrex telephone system.
- User-friendly Crestron touch panel systems for AV controls.
- DVD camera and recording equipment.
- Wireless microphone system for large meeting room.
- Flexible AV systems to support all media (slides, PowerPoint, transparencies, etc.).
- Two portable 64" TV monitors.
- Central support and security monitoring systems.

Floor Plan For Education and Training Center

