

**Report to the  
Joint Legislative Oversight Education Committee**

**Integrating the Delivery of  
Human Resources Development  
Program Services into the Framework of  
JobLink Career Centers**



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## Report to the Joint Legislative Oversight Education Committee

# Integrating the Delivery of Human Resources Development Core Services into the Framework of JobLink Career Centers

### Purpose of the Report

#### Legislative Requirements

The 2001–2002 Legislative Budget called for a major reduction to the Human Resources Development's (HRD's) state allocation and a major restructuring of the operational base of the program. Below are the specifics of the requirements.

**Section 30.3.(a)** The State Board of Community Colleges shall establish a committee to develop and recommend to the Board a core series of employability skills training classes that should be coded in the Continuing Education Master Course List as Human Resources Development.

**Section 30.3.(b)** The State Board of Community Colleges may waive tuition and fees for enrollment in classes coded in the Master Course List as Human Resources Development if the individual enrolling: (1) Is unemployed; (2) Has received notification of a pending layoff; (3) Is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or (4) Is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines. Individuals for whom tuition and fees are waived must sign a form adopted by the State Board of Community Colleges verifying that they meet one of these criteria.

**Section 30.3.(c)** The State Board of Community Colleges shall study the feasibility of integrating the delivery of Human Resources Development services into the framework of the JobLink Career Centers. The Board shall report its recommendations to the Joint Legislative Education Oversight Committee by May 1, 2002.

**Section 30.3.(d)** The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on its reorganization of the Human Resources Development Program by January 1, 2003.

**Section 30.3.(e)** The State Board of Community Colleges may adopt temporary rules to implement reorganization of the Human Resources Development Program .

The State Board of Community Colleges responded to the Legislative requirements by approving the following:

1. Budget Cut. The budget cut reduced the 2001-2002 HRD State Allocation to \$4 million. This was roughly a 42% cut. Based on their 1999-2000 allocation, the allocation to colleges was cut 42% across the board.
2. Reclassification of HRD Courses. Two HRD courses were modified and four additional courses were added to the Continuing Education Master Course List. HRD courses now earn full budget FTE funding. HRD courses are no longer free. The Continuing Education sliding scale fee structure must be applied to all HRD classes.
3. Fee Waivers. Tuition and fees were waived if an individual meets at least one of the four criteria. Individuals must sign a HRD Fee Waiver Verification form.
4. Reports. An HRD/JobLink Career Center Collaboration Task Force was formed to provide feedback for both reports. The committee is comprised of fifteen members from state and local staff from HRD Programs and JobLink Career Centers.
5. Temporary Rules. Three Temporary Rules in the Administrative codes were submitted for approval--- The program description of the HRD Program was modified. The allocation procedures (HRD Funding Formula) was deleted and replaced with the procedures for HRD Fee Waivers. HRD categorical funds can now be used to generate budget FTE.

In response to **Section 30.3.(c) of the 2001 Session Law**, this report will describe the findings of the feasibility study conducted by the North Carolina Community College System Office and then identify various recommendations for delivering Human Resources Development (HRD) program services more effectively and efficiently through local JobLink Career Centers.

### Background Information

#### Human Resources Development

As defined in the NC Administrative Code 2E.0100 (2) (f), the Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Its courses address six core components as follows:

- (1) assessment of an individual's assets and limitations;
- (2) development of a positive self-concept;
- (3) development of employability skills
- (4) development of communication skills
- (5) development of problem-solving skills; and
- (6) awareness of the impact on information technology in the workplace.

The goals of the program are to enhance and develop participants' employability skills; assist participants in obtaining meaningful employment and/or training opportunities; increase participants' economic self-sufficiency; and reduce participants' dependency on government assistance benefits—welfare, food stamps, and unemployment insurance.

Since its inception, HRD Programs have always been responsive to the changing needs and demographics of individuals seeking workforce development training. Over the last three years, HRD's enrollment has increased from 19,800 to 24,800 (20%). The increase in numbers is due partly to the increased number of dislocated workers affected by plant closings and layoffs. In 1999-2000, HRD statistics show that 69% of people who enrolled in HRD were unemployed.

In response to the needs of dislocated workers, HRD programs began offering more short-term training classes, usually 4 – 10 hours; in addition to their traditional employability skills courses that are offered from 40 – 96 hours. Course offerings were expanded to include topics such as: "Quick" Job Search Workshops, Surviving a Layoff, Career Assessment and Planning, Overcoming Barriers to Employment, and Computer Literacy for the Workplace. HRD programs continued to link their traditional employability skills training courses with Occupational Extension courses/programs in areas such as Manufacturing, Clerical Skills, Customer Service, Health-related Occupations, Construction, and Transportation. Also, there was an increase in the number of HRD programs that established HRD Employability Labs where instruction is designed to be self-directed, self-paced, and structured on an open-entry, open-exit basis to meet the customized needs of individuals.

The HRD Program began in 1968 as an experimental employment and training program operated by the MDC, Inc. (formerly Manpower Development Corporation) and under the leadership of George Autry and MDC. HRD was seen as an answer to the growing dissatisfaction with traditional programs that focused on specific skills training developed without the advice and guidance of the business sector. Business and industry were calling for work-readiness training instead of skills training---- "Send us workers who will get to work on time every day and we will train them here on the job."

Participants, recruited to a job-preparation center, were given an eight-week mixture of remedial education and motivational training with heavy emphasis on job seeking and keeping skills. HRD classes were kept small, averaging around 15 individuals, for the purpose of group work. Students worked and studied in a job-simulated environment, keeping the idea of employment at the end of the training cycle paramount in the minds of both staff and participants.

The first HRD program in North Carolina's community college system began at Lenoir Community College in 1970. In 1971, HRD expanded to five more community colleges: Asheville-Buncombe, Craven, Isothermal, Roanoke-Chowan and Southeastern. In 1973, the General Assembly appropriated \$1,475,000 to institutionalize the HRD program in 30 community colleges. For the 1973-74 HRD Performance Year, 939 students enrolled in HRD. Currently there is an HRD Program in all 58 community colleges.

HRD has been a key partner in workforce development initiatives such as Work First, JobLink, and Employment Security Commission's Re-Employment Initiative. These initiatives have indirectly, and in some cases, directly affected the way HRD does program outreach, recruitment, and instructional delivery. The bottom line--- HRD programs embrace changes in an effort to be responsive to the changing needs of individuals seeking workforce development training.

## **Workforce Investment Act**

In a study conducted in 1996 by the Governor's Commission on Workforce Preparedness, it was reported that 48 programs within eight State agencies provided workforce development services to North Carolina's citizens. The General Assembly then challenged the Commission to develop and implement a workforce delivery system that would improve and streamline services to individuals needing training and placement assistance and to employers seeking qualified workers. North Carolina embarked on a major initiative to develop a statewide coordinated workforce development system and to examine areas of unnecessary duplication of services. In 1998, new federal legislation emerged and provided the infrastructure for this initiative.

The Workforce Investment Act (WIA) of 1998 provides the framework for a unique national workforce preparation and employment system designed to meet both the needs of the nation's businesses and the needs of job seekers and those who want to further their careers. The WIA sets forth a new delivery structure for workforce development programs. In North Carolina this new delivery structure is called JobLink Career Center. The concept is to provide a variety of training programs and services under one roof with a major emphasis on customer choice in determining training options.

Following are the key tenets of the Title I WIA legislation--- Training and employment programs must be designed and managed at the local level where the needs of businesses and individuals are best understood. Customers must be able to conveniently access the employment, education, training, and information services they need at a single location in their neighborhoods. Customers should have choices in deciding the training program that best fits their needs and the organizations that will provide that service. They should have control over their own career development. Customers have a right to information about how well training providers succeed in preparing people for jobs. Training providers will provide information on their success rates. Businesses will provide information, leadership, and play an active role in ensuring that the system prepares people for current and future jobs.

The new system is based on a user-friendly environment where customers have access to information about a wide array of job training, education, and employment services available to customers at a single neighborhood location. Customers will be able to easily: receive a preliminary assessment of their skill levels, aptitudes, abilities, and support service needs; obtain information on a full array of employment-related services, including information about local education and training service providers; receive help filing claims for unemployment insurance and evaluating eligibility for job training and education programs or student financial aid; obtain job search and placement assistance, and receive career counseling; have access to up-to-date labor market information which identifies job vacancies, skills necessary for in-demand jobs, and provides information about local, regional and national employment trends.

The following programs are mandated partners co-located at JobLink Career Centers: Department of Commerce, Workforce Development Boards, Employment Security Commission, Community College System, Department of Social Services, Vocational Rehabilitation, Office of Economic Opportunity, Housing Authorities, Job Corps, Commission on Indian Affairs, Telamon Corporation, and Division of Aging.

## HRD and JobLink Connections

In the scope of its work, the Task Force Committee noted specific similarities and/or complementarities between Human Resources Development (HRD) Programs and JobLink Career Centers which lend to integration as well as a few barriers and/or disconnections which sometimes present challenges to greater integration.

### Similarities/Complementaries

- Structure – Human Resources Development is a program that provides training and support services targeted to unemployed and underemployed individuals. JobLink is a system through which workforce development programs and services can be accessed.
- Target Population – Human Resources Development Programs target groups of unemployed and underemployed adults. JobLink Career Centers as a system provides universal access for all job seekers. Because of its roles and functions as a source of job information and potential funding support for training, a JobLink Career Center is a central access point for HRD target groups.
- Services to Jobseekers – Human Resources Development Programs provide Employability Skills Training, as well as skill assessments, counseling, and career development opportunities. Each of these functions is representative of the types of Intensive Services that can be made available through JobLink Career Centers. Thus, HRD has the ability to serve as a key infrastructure component for JobLink Career Centers.
- Services to Employers – Both Human Resources Development Programs and JobLink Career Centers provide services to employers. Human Resources Development helps enlarge the employee pool by providing foundation employability skills training and services to unemployed and underemployed adults. JobLink Career Centers provide a more comprehensive service role to employers that goes beyond training.
- Self-Service Delivery Approach – Both Human Resources Development Programs and JobLink Career Centers have a structured self-service delivery approach: HRD through Employability Labs and JobLink through Resource Rooms/Areas. The services of each are extremely complementary when integrated.
- Access to Partner Agencies – Human Resources Development supports the goals of JobLink partners such as the Employment Security Commission's Reemployment Initiative and the Department of Social Services' Work First Program. Most collaborative partners utilized by HRD Programs are co-located at JobLink Career Centers.
- State/Local Autonomy – Program delivery for both Human Resources Development Programs and JobLink Career Centers are locally driven. For HRD, guidelines are set by state legislation and the State Board of Community Colleges, but approaches to service delivery are decided locally by colleges. Similarly, JobLink Career Center guidelines are set by federal laws and through the NC Workforce Development Commission, but actual program delivery issues are decided locally by Workforce Development Boards.

## Disconnections

- Goals, Mission, and Philosophy – Because it is primarily a training program, most Human Resources Development Programs try to direct job seekers into Employability Skills courses believing that their opportunities are enhanced by training. JobLink Career Centers take a broader context focused on customer choice, and as such, do not always refer job seekers to HRD courses.
- Service Delivery Approach – The majority of Human Resources Development services are embedded in training activities. The majority of JobLink services are embedded in self-service or one-on-one case management activities. This can be complementary, but also can produce disconnects if HRD is not a provider of Intensive Services through the JobLink.
- Funding – Human Resources Development is a state-funded program. JobLink Career Centers are federally funded through the Workforce Investment Act and therefore governed by Federal rules and regulations.
- Additional Funding Resources – Because the clientele for Human Resources Development Programs have grown while the funding has not, colleges and Human Resources Development staff are aggressive in seeking additional support from other sources such as the Workforce Investment Act. Similarly, JobLink Centers, as a result of Federal guidelines, are seeking additional cost sharing agreements with agencies and organizations such as community colleges and Employment Security Commission, at a time when state funding and resources are diminishing.
- Location of Program – Human Resources Development Programs can and typically are provided at multiple locations. JobLink is based on the notion of one-stop access at a central location; however, some do not have the space to support true one-stop access. Location of the JobLink can also be a local stumbling block in gaining true partnerships. Some local partners are not as inclined to fully participate when the JobLink is not housed at their site.

### Feasibility Study

A feasibility study was conducted using survey questionnaires distributed to HRD Coordinators and JobLink Career Center Directors. The response rate was very good--- 100% from HRD Coordinators and 58% from JobLink Career Center Coordinators. While there were two versions of the survey, the questions asked focused on four major areas. Below is a summary of the findings. Afterwards, you will find the final recommendations of the Task Force Committee.

1. What is the base location of your HRD program and JobLink Career Center?

There is an HRD program located on all **58** community college campuses. A total of **45** HRD Programs are located on a college's main campus and **13** HRD Programs located on satellite campuses. A total of **16** HRD Programs are physically co-located at a JobLink Center.

There are **104** JobLink Career Centers. The total number of JobLink Centers located on college campuses is **30**. There are **51** JobLink Centers located at Employment Security Commission offices and **23** centers located at independent sites.

2. How many staff provide HRD services at your college and what funding source is used to pay their salary?

The total number of HRD staff paid strictly out of the HRD categorical funds is **36** full-time staff and **83** part-time staff. The total number of HRD staff paid with both HRD categorical funds and other funding sources is **68** full time staff and **48** part time staff.

The total number of HRD Coordinators paid 100% out of HRD categorical funds is **26**. Areas of responsibility for HRD Coordinators include, but are not limited to the following: program outreach and marketing, student recruitment, course development, student counseling activities, student placement activities, and staff training.

The total number of HRD Coordinators paid with both HRD categorical funds and other funding sources is **32**. In addition to coordinating the day-to-day activities of the HRD program, many are responsible for coordinating other program areas within the college, teaching curriculum and continuing education courses, and coordinating grant-funded special projects.

Only **5** colleges reported that they receive WIA funds in support of their HRD program and services.



### 3. Describe what HRD Program services are currently integrated within the framework of JobLink Career Centers?

HRD services that are currently integrated to a high degree can be categorized into three areas: Direct Services to Customers, JobLink Operational Processes, and Workforce Initiatives.

#### Direct Services to Students

A total of **51** HRD Programs provide instruction to JobLink Career Center customers— **42** programs provide on-site instruction at JobLink and **9** programs hold instruction on-campus because there is no classroom space available at the JobLink. There are six courses that can be offered by HRD programs---

Course Code	Course Title	Recommended Hours	Maximum Hours
HRD 3001	Employability Skills	96	115
HRD 3002	HRD Employability Lab	96	115
HRD 3003	Career Planning & Assessment	12	16
HRD 3004	Occupational Readiness	60	72
HRD 3005	Computer Literacy	25	30
HRD 3006	Employability Motivation & Retention	25	30

A total of **54** HRD Programs use JobLink Career Centers as a resource for student recruitment and referrals, job search and placement activities. Please note that the job search and/ job and training placement activities are embedded in the instructional delivery of most HRD classes. A total of **23** HRD Programs use the JobLink Career Center to fulfill the activities required for HRD student follow-up. There were **51** HRD Programs whose HRD course offerings were used to deliver WIA Core and Intensive services at JobLink Career Centers.

#### JobLink Operational Process

There are **39** colleges whose HRD staff holds regular office hours at a JobLink Career Center. Of that number, **25** have dedicated office space at the JobLink Career Center. Office hours are mainly used to recruit students into HRD courses, provide information about training opportunities at the community college, as well as other duties as agreed upon at JobLink staff meetings. The total number of HRD Programs with staff who attend JobLink Management Team meetings on a regular basis is **34**.

#### Workforce Initiatives

Many HRD Programs have developed customized employability skills training classes at JobLink Career Centers for the following Workforce Initiatives—Dislocated Worker Programs (**37** colleges), WorkFirst Program (**39** colleges), and Employment Security Commission's Re-Employment Initiative (**37** colleges).

4. What are the strengths and weaknesses of integration and suggested recommendations for improving the integration process?

There were six areas where common themes emerged from the survey: (1) funding, (2) movement towards integration, (3) HRD program identity, (4) role and function at JobLink Career Centers, (5) co-location, and (6) direct services to customers/students. Below is a summary of those common themes along with actual comments from the survey.

**Theme #1: Funding**

- Budget cuts and reductions in HRD staff have affected the level of services available to students/customers. This factor makes it difficult for some HRD programs to fully "contribute" to the funding and operational process of JobLink Career Centers. HRD is seen as the natural linkage between the college and JobLink Career Centers, but there is not enough funding, or accessibility to funding, to provide the on-site services in demand.
- HRD and JobLink Career Centers both look to each other for financial support, but are limited in mixing funds due to limitation of college funding levels and restrictions of WIA funds. FTE program funding and accountability requirements sometimes limit flexibility to respond to local needs in a timely manner.
- Issues that need further discussion: FTE, class size requirements, cost sharing agreements, WIA funding resources, and performance measures.

**Survey Comments:**

Comments from Community Colleges:

- "State budget cuts have curtailed both parties from hiring additional resources to provide the total array of services necessary to support employees impacted by closings and shut-downs."
- "Since the HRD program has limited funding, appropriate classes may not be available to customers in a timely manner because of the lack of funding for additional instructional staff members."
- "HRD cannot provide the career guidance at JobLink unless the college administration supports us with budget funds. If they cannot provide that, we cannot serve the customers we serve at JobLink."

Comments from JobLink Centers:

- "HRD is very important to us, but funding will have to come from somewhere outside JobLink."
- "HRD does not have sufficient resources to provide the services in an effective manner. The threat is that this program will be lost due to lack of funding."
- "JobLink's do not have extra funds to pay HRD for services."

**Theme #2: Movement Towards Integration**

- Integration between HRD and JobLink Career Centers already exists with proven success. It is a win-win situation when roles and expectations of both partners are clearly defined. Both Community College and JobLink Career Center representatives overwhelmingly believe that integration enhances services to customers.
- Integration leads to better recruitment and more referrals, better access to employers, and more opportunities for customers. Better integration provides for more effective delivery. Integration allows JobLink Career Center's to promote HRD services and vice versa. Integration leads to high customer satisfaction and less confusion to the customer.
- Some Community College representatives indicate that the benefits of integration are more limited at ESC operated JobLink Career Centers.
- Issues that need further discussion: compatibility of missions and purposes, access to other services, and resources for HRD and the customers.

***Survey Comments:***

*Comments from Community Colleges:*

- "The integration will only enhance the services that can be offered to the JobLink customers... Working Together We Can Make a Difference."
- "I think it may be a waste of time for an HRD employee to spend hours at the JobLink site unless there is support from the lead agency ESC."
- "We have been totally integrated for years and no HRD factors (HRD budget, FTE and Efficiency Index) have suffered."

*Comments from JobLink Centers:*

- "HRD has been an integral part of our services since inception and this integration has worked very well."
- "Just be 'present' and those eligible will come."
- "It is another entity that has to be trained and motivated to buy-in to the JobLink system."
- "All partners and stakeholders should develop an implementation plan to integrate HRD services within the system and review progress periodically."

**Theme #3: Program Identity**

- It is important for HRD to maintain its identity as a training provider and its affiliation as a community college program. When co-located at JobLink Career Centers, some HRD programs feel some loss of program identity.
- Issues that need further discussion: maintaining the presence of HRD at JobLink Centers.

***Survey Comments:***

*Comments from Community Colleges:*

- "Integration has allowed HRD to establish a reputation that the JobLink has come to depend on."
- "Although I believe that it is important to have a close working relationship with the JobLink Career Center and ESC, I believe that it is equally important that HRD maintains its separate identity and mission."
- "Frequently, participants seem to react more favorably with assistance from the community college simply because the assistance is viewed as training, rather than another requirement."
- "HRD's strength lies in its affiliation with the educational community."
- "HRD is a program that has always integrated services of other agencies and is probably one of the strongest programs in utilizing other resources and would therefore have a keener knowledge of other services."

*Comments from JobLink Centers:*

- "It would create an opportunity to encourage a stronger partnership between JobLink and the community college system."
- "HRD maintaining the principles upon which the Program was founded."
- "JobLink needs the core of HRD not just the presence of HRD."

#### **Theme #4: Role and Function at JobLink Career Centers**

- Both HRD and JobLink Career Centers have staff with expertise in the field of employment and training. While customer choice should be the most decisive factors, policy and procedures must be developed that outline the array of services available and takes into account each others program mission, intake and reporting requirements, and funding issues. In addition, some JobLink Career Center representatives feel the need for state level mandates and directions given to foster the integration.
- Duplication of services will always exist given the mission of both partners and the targeted population they serve. Partner agencies located at JobLink Centers decide locally who is the best provider of specific services. Within the framework of JobLink Career Centers, partner roles need to be clearly defined to prevent duplication.
- JobLink Career Center representatives would like to see more State-level mandates and direction to foster collaboration among all partners. Some HRD representatives see their roles and effectiveness limited by the expectations of JobLink Career Center representatives.
- Issues that need further discussion, having clearly established roles of partners, let partners do what they do best, and use HRD as a portal of entry into service, training, and college.

#### ***Survey Comments:***

##### *Comments from Community College:*

- "Duplication of training services is eliminated as HRD is able to provide the training component for all partners. Each agency is able to provide core components of their main mission to effectively serve job seekers. "
- "ESC focuses on registering participants, filing claims, and keeping job listing databases current, and HRD focuses on the instructional and training components of the job search."

##### *Comments from JobLink Centers*

- "Let each agency provide it's area of expertise. Let the colleges provide the training, and allow Department of Social Services and Welfare-to-Work handle the barriers. Allow ESC to handle Labor Market Information, job referrals and placement. It seems very logical to me, that HRD can provide the Job Seeking and Job Keeping Skills services at JobLink."

**Theme #5: Co-Location**

- Community College as the host agency for the JobLink Career Centers is an ideal set-up for HRD programs. HRD seems to be the natural liaison between JobLink Career Centers and Community Colleges. Some Community College representatives indicate that the benefits of integration are more limited at ESC operated JobLink Career Centers. Centers not located on college campuses often lack adequate classroom and office space.
- There are significant benefits to having co-location of HRD and JobLink Career Center services. However, lack of space at JobLink Career Centers may also be a problem. Referrals and recruitment efforts are enhanced when co-location is involved.
- Issues that need further discussion: quality of information given during the intake process and the process for making referrals.

***Survey Comments:***

*Comments from Community Colleges:*

- "This response is primarily due to JobLink's limited physical space which would be necessary in order to serve adequate numbers of persons at any given time, and the intent of JobLink clients to seek employment rather than training."
- "It's an opportunity to offer the best service for all customers as partner agencies work together in one single place to offer a more convenient, efficient, and effective way for offering a full array of employment-related services."

*Comments from JobLink Centers:*

- "There is no office space or meeting space available to host additional staff and hold classes on-site."
- "Integration allows several different partners to schedule participants for HRD classes in a location that offers other services that compliment the HRD program."

**Theme #6: Direct Services to Customers (Students)**

- Both Community College and JobLink representatives say that JobLink Career Center customers can benefit from HRD training.
- HRD training should be offered on a regular basis with on-going offerings. JobLink Career Centers typically look for shorter training offerings than sometimes offered through HRD.
- It should be the customer's choice when it comes to enrolling in an HRD course. Customers don't care who provides the service just so the service is provided. This process provides for a seamless delivery of services to customers.
- Issues that need further discussion: recruitment/referral process and HRD course offerings.

**Survey Comments:**

Comments from Community Colleges:

- "The JobLink entities have been able to observe first hand the function and services of HRD and have relied heavily upon our expertise."
- "It is also easier for staff to share information and cooperate to best meet the needs of the student."
- "Procedures need to be developed to aid recruitment, identify customers who need HRD services and provide follow-up."
- "Some JobLink Career Centers provide job readiness training that can be done by the HRD program. The HRD Program can provide more training opportunities, but it is limited by what the ESC JobLink wants them to provide."

Comments from JobLink Centers:

- "Combine resources to develop a comprehensive program to get customers back into the workplace as soon as possible. "
- "HRD has to be 12 hours of class time. Customers that might be willing to attend a 2-4 hour workshop may not be willing to commit to the full 12 hours. The needs and desires of individual customers should dictate the duration of class time. This is a limiting factor on the effectiveness of the integration of HRD."
- "Be sure that classes are conducted on a regular schedule and the availability of HRD classes is advertised to the public."
- "The JobLink Center has experienced an increase in customers obtaining employment after they participate in the Job Search Workshops conducted by the HRD staff on-site in the JobLink Center."

Report to the Joint Legislative Oversight Education Committee  
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## Final Recommendations

### Theme #1      Funding

#### Recommendation:

Last year North Carolina experienced over 63,000 layoffs, a state record. Our unemployment rate has gone from 11<sup>th</sup> best to 5<sup>th</sup> worst in the nation in only a two-year period of time. The services provided by the Human Resources Development (HRD) Program to support unemployed and underemployed individuals are needed moreso, and by more people now, than at almost any other time in our state's history. For year 2000-2001, HRD served 36,271 students. Given the recent \$3 million cut in HRD funding and the great needs for program services, it is necessary that HRD categorical funding be maintained, and that community colleges be aggressive in seeking other funding sources to enhance the program. It is also recommended that for the 2003-2005 biennium, HRD categorical funds should only be used to support non-FTE generating program administration, services, and training. By 2003, funds generated by HRD continuing education courses should be available for the instructional and continuing education-training portions of HRD.

### Theme #2      Movement Towards Integration

#### Recommendation:

The provision of Human Resources Development Program services should be made available at JobLink Career Centers. These services include: a) Instructional Training - courses which provide employability skills training for unemployed and underemployed adults; b) Skill Assessments - activities designed to assess the interests, attitudes, aptitudes, and/or readiness as it relates to career, employment, and/or educational goals of the individual; and c) Career Development Activities - includes, but are not limited to career counseling, resume preparation, job search assistance, post-training placement and follow-up counseling, and linkages to support services. Whenever feasible, HRD services should be co-located at JobLink Career Centers.



**Theme #3**      **HRD Program Identity****Recommendation:**

The Human Resources Development Program should continue its status as an employment and training program operated through North Carolina community colleges. HRD programs should maintain a strong presence at JobLink Career Centers. "Maintaining a presence" includes, but is not limited to the following: on-site instruction, co-location of program operations, consistent JobLink office hours, and/or HRD staff with JobLink Career Center responsibilities. Successful JobLink Career Centers are the sum of many partners, which includes the HRD Program, and those individual partners need to be recognized for their contribution to the JobLink Career Center workforce delivery system. JobLink Career Centers should be marketed as a one-stop access to many program services, not as a separate program service in and of itself.

**Theme #4**      **HRD's Role and Function at JobLink Career Centers****Recommendation:**

A local JobLink Career Center Memorandum of Understanding should specifically address the role and delivery of Human Resources Development services. Additionally, local community colleges should designate HRD staff as key liaisons with JobLink Career Centers to include linkages to short-term skills training opportunities, resource and referral to college programs and services, attendance at JobLink Management Team meetings, and participation in dislocated worker activities.

**Theme #5**      **Co-Location****Recommendation:**

HRD programs should have a strong presence in JobLink Career Centers. At a minimum, HRD programs should have staff co-located at the JobLink Career Center for student recruitment and referrals to community college training programs and resources. Because the infrastructure of JobLink Career Centers is different across the state, the extent of co-location should be determined locally and be dependent on the number and availability of HRD staff, and space availability at JobLink Career Centers.

**Theme #6**      **Direct Services to Customers (Students)****Recommendation:**

Assuming current funding level, HRD Programs should be a primary provider of Core and Intensive Services at JobLink Career Centers.

## North Carolina Community College

### HRD/JobLink Career Center Collaboration Task Force

Representing	Name	Organization
HRD Directors	Vonnie Conner	Blue Ridge Community College
HRD Directors	Teresa Triplett	Southeastern Community College
HRD Directors	Morris West	Wilkes Community College
HRD Directors	Terry Garrison	Vance-Granville Community College
Sr. Continuing Education Administrator	Floyd Horton	College of the Albemarle
Sr. Continuing Education Administrator	Jackson Elliott	Piedmont Community College
Presidents	Dr. Ken Boham	Caldwell Community College & Technical Institute
Presidents	Dr. Don Reichard	Johnston Community College
JobLink Career Centers	Mary Ann Dolister	Mid Carolina Workforce Development Board
JobLink Career Centers	A.J. Tyson	Pitt Community College
JobLink Career Centers	Keith Henry	Workforce Development Commission
System Office	Stephanie Deese	NC Community College System
System Office	Barbara Boyce	NC Community College System
System Office	Scott Ralls	NC Community College System