

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

**Reorganization Plan for the
Human Resources Development
Program (HRD)**



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Report to the Joint Legislative Education Oversight Committee
Reorganization of the Human Resources Development (HRD) Program

Executive Summary

Session Law 2001-424, Senate Bill 1005 reduced the Human Resources Development's (HRD's) state allocation and required major restructuring of the operational base of the program. HRD is a state-funded program administered by the North Carolina Community College System. HRD focuses on the development of basic workplace skills by providing skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. 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. Graduates of the program are helped in their search for a job and/or receive career and educational counseling as needed. HRD programs services are provided in all 58 community colleges.

The HRD Program is **student-centered** and focuses on the creation of developmental activities geared towards: (1) the acquisition of work-related skills, (2) the establishment of a variety of options for upgrading employment-related skills, and (3) the development of proactive outreach, instructional and case management strategies to help students reach their goals. HRD directs attention away from hardships and looks for opportunities. Participants are taught to focus on healthy perceptions, optimism, creative choices, and positive expectations. Instead of perceiving themselves as victims, participants learn to reconstruct their attitudes/behaviors and become more open to new experiences. HRD courses address six core components: (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.

Additionally, the 2001–2002 Legislative Budget required the State Board of Community Colleges to submit two reports to the Joint Legislative Education Oversight Committee:

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.

In response to Section 30.3.(c), the report was approved by the State Board of Community Colleges on April 19, 2002 and sent to the General Assembly on May 1, 2002.

In response to Section 30.3.(d), this report presents recommendations for restructuring of the operational base of the Human Resources Development (HRD) Program in four major areas: (1) HRD Program Services, (2) Funding allocation to college programs, (3) Reclassification of HRD course, and (4) HRD Fee waivers.

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Areas of Reorganizations
Recommendations

HRD Program Services

- #1 The state allocation for the Human Resources Development Program will be used to support, at a minimum, an HRD Coordinator's position at each college to carry out duties related to program development, program outreach, student recruitment, and post-training activities.
- #2 The process for collecting student profile and placement outcome data should be slim-lined and less time-consuming than the process currently in place. The State HRD Advisory Board, with input from the HRD/JobLink Taskforce, will present a plan to the State Board of Community Colleges by April 2003, outlining this process. The timeframe for implementing the new process will be Fall 2003.
- #3 The HRD Annual Report will be presented to the State Board of Community Colleges each year.

Funding Allocation

- #1 HRD categorical funds will be allocated utilizing a program maintenance base of \$45,000 for each college, with the remaining funds being allocated based on a performance index. For biennium 2003-2005, the performance index will be based on the ranking of a college's 3-year rolling average of FTE generated by HRD courses.
- #2 Appropriations generated from Occupational Extension FTE will fund instructional costs associated with offering HRD courses.
- #3 There should be a standard process for evaluating the effectiveness of HRD programs on both the state and local level. The State HRD Advisory Board, with input from the HRD/JobLink Taskforce, will present an Evaluation Plan to the State Board of Community Colleges, by August 2003.
- #4 Colleges should seek additional funding sources to enhance and/or expand HRD program services.

Reclassification of HRD Courses

- #1 The policy approved by the State Board of Community Colleges on July 20, 2001 that reclassified HRD courses as Occupational Extension is adequate and should be maintained.

HRD Fee Waiver

- #1 The policy approved by the State Board of Community Colleges on July 20, 2001, granting Fee Waiver to individuals who meet at least one of four approved criteria should be maintained.
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Area #1: HRD Program Services

The HRD program has a three-tier approach to serving the unemployed and underemployed--- (1) outreach and recruitment, (2) instruction, and (3) post-training follow-up activities.

Outreach and recruitment provides the foundation for successful HRD programs. HRD programs are proactive in their outreach efforts and in getting individuals enrolled into training. Typically, individuals enroll in HRD courses because they have experienced a variety of personal, educational, and employment barriers and issues. Oftentimes, enrolling in an employability skills training class is not, in their mind, the solution to their problems. In reality, however, training in an educational setting is exactly what is needed to help them find and retain employment and/or obtain marketable skills. Outreach and recruitment activities include, but are not limited to the following functions: (1) meeting one-on-one with internal/external partners to discuss clients needs, making referrals, and designing customized curriculum; (2) maintaining a strong presence at JobLink Career Centers, Employment Security Commission Offices, Department of Social Services, and other human service agencies; (3) attending monthly Committee/Board meetings and/or luncheons with groups who serve clients that would benefit from HRD training; and (4) making presentations to potential students individually or in small groups.

The Instructional component of HRD is the core of the program. "One size fits all" does not apply to the curriculum content of HRD courses. The demographic make-up of students and the local economic/employment conditions vary from class to class. Typically, HRD staff meet one-on-one with internal and external departments/agencies so that the curriculum content and instructional delivery of HRD courses may be customized to meet the needs of their students/clients. The HRD program truly exemplifies the intent of the community colleges' "open-door" policy with their efforts to serve disadvantaged and/or under-served students and their efforts to take students from where they are now, to where they want to be. The official motto of the HRD program is *"for the future you never thought existed."*

Post-training activities are the apex of the HRD services. These activities allow for HRD staff to spend time with students helping them in their quest to find employment or placement in further training opportunities. HRD staff use the resources of the JobLink Career Centers, the colleges' counseling centers, and their contacts with partner agencies to carry out these activities.

Recommendation #1: The state allocation for the Human Resources Development Program will be used to support, at a minimum, an HRD Coordinator's position at each college to carry out duties related to program development, program outreach, student recruitment, and post-training activities. A description of these activities is listed on the next page.

North Carolina Community College System
Human Resources Development Program Coordinator

The duties and responsibilities of an Human Resources Development Program Coordinator include, but are not limited to the following activities as it relates to Program Development, Program Outreach, Student Recruitment, and Post-training.

Program Development

- Coordinate activities related to curriculum/course development, planning/scheduling HRD course offerings and orientation/training for HRD instructors.
- Ensure that state and local reporting requirements related to the HRD Program are completed and processed appropriately.
- Develop and implement a process for transitioning students who completed HRD courses into continuing education and curriculum programs for the purpose of obtaining and upgrading marketable job skills.

Program Outreach

- Develop marketing tools, resources and strategies to support HRD's mission statement--*"To educate and train people for success in the workplace."*
- Promote the understanding of the HRD program through presentations, printed materials, and media coverage.
- Develop coordinated relationships and linkages with external agencies that serve individuals who could benefit from HRD's employability skills training courses. These agencies include, but are not limited to, Department of Social Services, Employment Security Commission offices, JobLink Career Centers, Community-Based Organizations, Day Reporting Centers (probation/parole), Housing Authority offices, and Faith-Based Organizations.
- Maintain a strong presence for HRD Programs at the JobLink Career Centers. This includes, but is not limited to, the following: on-site instruction, co-location of program operations, consistent JobLink Career center office hours, and/or HRD staff with JobLink staffing responsibilities.

Student Recruitment

- Develop and implement an ongoing plan to recruit and enroll individuals that are unemployed and/or underemployed. Targeted groups include, but are not limited to, welfare recipients, unemployment insurance claimants, JobLink Career Center customers, dislocated workers, displaced homemakers, out-of-school youth, individuals in career transition, and inmates/probationers.

Post-training Activities

- Provide services to students requesting assistance in finding employment or placement in further training opportunities.
- Compile and submit reports to the System Office as it relates to program effectiveness and student outcomes.

(Area #1: HRD Program Services, continued)

- Recommendation #2:** The process for collecting student profile and placement outcome data should be slim-lined and less time-consuming than the process currently in place. The State HRD Advisory Board, with input from the HRD/JobLink Taskforce, will present a plan to the State Board of Community Colleges by April 2003, outlining this process. The timeframe for implementing the new process will be Fall 2003.
- Recommendation #3:** The HRD Annual Report will be presented to the State Board of Community Colleges each year.

Area #2: Funding Allocation

Funding for HRD Programs currently comes from two sources, occupational extension funds and categorical funds. Occupational Extension Budget FTE funds should be used to support the instructional and administrative cost associated with offering HRD courses. HRD Categorical funds should be used to maintain non-instructional/non-FTE producing activities (program development, program outreach, student recruitment, and post-training activities) associated with offering HRD courses.

In the future, the major funding base for HRD programs will come from funds generated by Occupational Extension FTE. It should be noted that during 2001-2002, the number of students served by HRD programs increased and the FTE generated by colleges decreased. It will take a few years for colleges to adjust to this new funding structure. But, in the long run, it will bring more stability to the overall funding of the HRD program.

- Recommendation #1:** HRD categorical funds will be allocated utilizing a program maintenance base of \$45,000 for each college, with the remaining funds being allocated based on a performance index. For biennium 2003-2005, the performance index will be based on the ranking of a college's 3-year rolling average of FTE generated by HRD courses.
- Recommendation #2:** Appropriations generated from Occupational Extension FTE will fund instructional costs associated with offering HRD courses.
- Recommendation #3:** There should be a standard process for evaluating the effectiveness of HRD programs on both the state and local level. The State HRD Advisory Board, with input from the HRD/JobLink Taskforce, will present an Evaluation Plan to the State Board of Community Colleges, by August 2003.
- Recommendation #4:** Colleges should seek additional funding sources to enhance and/or expand HRD program services.

Area #3: Reclassification of HRD Courses

Senate Bill 1005 reclassified HRD courses as occupational extension.

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.

As directed by the legislation, HRD courses had to be redesigned to meet the criteria and standards for occupational extension course offerings. The HRD Advisory Board presented a core series of employability skills training courses to the Continuing Education Peer Review Committee for their approval. At its July 20, 2001 meeting, the State Board approved the following courses: Employability Skills (HRD 3001), HRD Employability Lab (HRD 3002), Career Assessment and Planning (HRD 3003), Career Readiness/Pathways (HRD 3004), Introduction to Computer Skills (HRD 3005), and Employability Motivation and Retention (HRD 3006). At its October 18, 2002 meeting, the State Board approved an additional course—Economic Literacy (HRD 3008).

The reclassification of HRD courses has been positive and should be maintained. Both students and partner agencies have a better understanding of their options for employability skills training. The course descriptions are flexible enough for HRD staff to customize training to meet the needs of their local communities. On the following page, is a course description for each HRD course offering.

Recommendation #1: The policy approved by the State Board of Community Colleges on July 20, 2001 that reclassified HRD courses as Occupational Extension is adequate and should be maintained.

Human Resources Development - Master Course Listings

Course Code	Title and Description	Recommended Hours	Maximum Hours
HRD 3001	<p>Employability Skills 96 115</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework must address each of the six core HRD components: 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 of information technology in the workplace.</p>	96	115
HRD 3002	<p>Employability Lab 96 115</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework must address each of the six core HRD components. 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 and/or partner agencies at JobLink (One-Stop) Career Centers. Membership hours are counted on a contact hour basis.</p>	96	115
HRD 3003	<p>Career Planning and Assessment 12 16</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to assess the interests, attitudes, aptitudes, and readiness as it relates to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting and the development of a written plan of action.</p>	12	16
HRD 3004	<p>Career Readiness/Pathways 60 72</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on a specific occupation and addresses one or more of the following topics: career exploration, job seeking and keeping strategies, entry-level skill awareness and development, and training success strategies including note-taking, test-taking strategies, reducing test anxiety, and preparing for certification exams and placement tests. This course may be linked either at the beginning or ending of an occupational course.</p>	60	72
HRD 3005	<p>Introduction to Computer Skills 33 40</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to introduce computers and computer terms, develop a moderate comfort level of basic computer-use skills, introduce the Internet and develop email capabilities, and develop skills in navigating the Internet and using search engines. The content of the instructional materials should focus on the following topics: using the computer to search for jobs and occupational information, compiling employment-related documents (resume, cover letters, applications), accessing governmental and educational resources, and emphasizing the role of information technology in the world of work.</p>	33	40
HRD 3006	<p>Employability Motivation and Retention 25 30</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on four post-employment service strategies--- transition, retention, advancement, and re-employment. Transition involves being ready to work (school-to-work, school-to-school, and/or balancing work and family). Retention involves keeping a job and staying employed (work ethics). Advancement involves attaining better jobs with performance and skill development (upgrading and retraining). Re-employment involves gaining independence through a lifetime of work (work-to-work).</p>	25	30
HRD 3007	<p>HRD Transition</p> <p>This course code was used to capture HRD courses that did not meet the requirements for generating Occupational Extension budget FTE. This course code is no longer on the Master Course List.</p>		
HRD 3008	<p>Economic Literacy 25 30</p> <p>This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to help students understand real-life economic concepts and economic ways of thinking that will enable them to make better informed decisions related to their role as a member of the workforce. Topics include, but are not limited to wage improvement plans, workplace business concepts and basic economic literacy concepts.</p>	25	30

Area #4: HRD Fee Waivers

Prior to July 2001, HRD courses did not earn budget FTE funding, nor did colleges charge students a registration fee. Most students who enrolled in HRD courses could not afford to pay a registration fee. Because HRD courses were reclassified as Occupational Extension, they, in turn, earned budget FTE and colleges must charge a registration fee based on the Continuing Education sliding scale fee. Colleges were concerned that the majority of students who enrolled in HRD courses were unemployed and/or considered the "working poor." This issue was addressed in Senate Bill 1005.

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.

At its July 20, 2001 meeting, the State Board approved a policy that waives the tuition and fees for enrollment in classes coded in the Master Course List as Human Resources Development. Individuals must sign a Fee Waiver Verification form.

Recommendation #1: The policy approved by the State Board of Community Colleges on July 20, 2001, granting Fee Waiver to individuals who meet at least one of four approved criteria should be maintained.

North Carolina Community College

HRD/JobLink 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
Presidents	Dr. Scott Ralls	Craven Community College
JobLink Career Centers	Danny Gideon	Workforce Development Commission
System Office	Dr. Stephanie Deese	NC Community College System
System Office	Barbara Boyce	NC Community College System
System Office	Dr. Larry Keen	NC Community College System