

**REPORT ON JOB DEVELOPMENT AND TRAINING PROGRAMS
FOR MILITARY STUDENTS ENROLLED IN
NORTH CAROLINA COMMUNITY COLLEGES AND CONSTITUENT
INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA**

A Report to the:
Joint Legislative Education Oversight Committee,
Co-chairs of the House Homeland Security, Military, and Veterans Affairs Committee, &
Co-chairs of the Legislative Research Commission Study Committee on Civilian Credit for
Military Training

Submitted By
The State Board of Community Colleges, and
The Board of Governors of The University of North Carolina

December 15, 2014

As Required by
Section 4 of Session Law 2014-67 (SB 761)

I. Background

The Board of Governors of The University of North Carolina and the State Board of Community Colleges, through the North Carolina Community College System Office, was asked to consult with the North Carolina National Guard Education and Employment Center, the North Carolina Department of Commerce, the North Carolina Department of Labor, and any other State or federal agencies as appropriate, to do the following:

- (i) study "Knowledge Gap Fulfillment," the continuation, development, and creation of programs that provide maximum credit for military training or experience that meet North Carolina licensing, certification, or credential standards;
- (ii) identify job development programs that require the same Military Occupational Skills (MOS) or share the same aptitude skills required to complete the program;
- (iii) identify existing Veterans Administration (VA) approved non-degree programs conducted in other states that have a high employment demand in North Carolina;
- (iv) determine the ability of State community colleges or other training centers to conduct these non-degree programs; and,
- (v) identify and develop similar short-term programs that meet the needs of North Carolina-specific, high employment technical career fields.

A consideration of all program studies in this section shall be VA-approved for educational benefits with the North Carolina State Approval Agency.

To assure that we were working efficiently, productively and collaboratively, the first step taken was to identify staff from the appropriate agencies to serve on a Workgroup. All proposed members were contacted and agreed to serve (See Attachment 1). Section 4 of Senate Bill focused on non-degree programs at local community colleges. Barbara Boyce, Associate Vice-President for Workforce Continuing Education, was appointed as the facilitator for this workgroup and Major Neely Mahoney, Educational Services Officer, was designated as the primary contact for the NC National Guard. Two preliminary meetings were held with staff from the community colleges and the National Guard. The purpose of these meetings was to establish a process for surveying current practices, identifying best practices, and assigning work tasks.

In addition to our working group meetings, the North Carolina Community College System's (NCCCS) State Board committed \$150,000 to the development of processes for prior learning assessment and competency-based education, including processes specific to military-affiliated students. Fayetteville Technical Community College will lead this effort.

The Workgroup successfully completed research on the five requirements listed above and the results are detailed in the accompanying report.

II. Program Studies

(i) **Study "Knowledge Gap Fulfillment," the continuation, development, and creation of programs that provide maximum credit for military training or experience that meet North Carolina licensing, certification, or credential standards;**

To address this requirement, the Workgroup compiled a list of the occupations that required licensure in North Carolina (See Attachment 2). Of the 195 occupations on the list, it was determined that 27 had a direct correlation to a Military Occupational Specialty (MOS) and opportunities for training through Continuing Education at community colleges. Since the knowledge gap fulfillment analysis is conducted by credentialing agencies and outside the authority of this Workgroup, we focused our efforts on determining the extent to which colleges could develop new or redesign current training programs to address the competencies identified in the gap analysis.

Given the timeframe of the report, the Workgroup chose to monitor the gap analysis progress for two credentials: truck driver and law enforcement officer. The Division of Motor Vehicles has published guidelines for a Military Skills Waiver for applicants seeking a Commercial Driver's License (CDL). Colleges are currently developing abbreviated training programs leading to a CDL. Community colleges have been collaborating with the National Guard for the past two years in the Guard's efforts to get approval for a MP-to-BLET program. A gap analysis was completed and provisions for granting credit for military training are being proposed. Official details will be published by the Criminal Justice Standards Division, NC Department of Justice.

The Workgroup conducted an internet search for any existing "knowledge gap fulfillment" analysis developed by other groups or agencies. The Department of Defense published a report titled *Civilian Credentialing for Military Occupational Specialties*, which contained a comprehensive gap analysis of five occupational areas: aircraft mechanic, automotive mechanic, healthcare support, supply and logistics support, and truck driver. Three of these occupational areas, truck driver, aircraft mechanic and healthcare support, require licensure in North Carolina.

Section 1 of Senate Bill 761 requires each occupational licensing board to publish, by January 1, 2015, a document that lists the specific criteria or requirements for licensure, registration, or certification by the board, with a description of the criteria or requirements that are satisfied by military training or experience as provided in this section, and any necessary documentation needed for obtaining the credit or satisfying the requirement. Once these documents have been posted, the Workgroup would review requirements and discuss next steps for designing new or redesigning existing job training programs. In keeping up with the goals of the Senate Bill, the policies and procedures that govern these training programs will include provisions for granting maximum credit for military training or experience and the articulation of non-credit course work to academic credit.

(ii) Identify job development programs that require the same Military Occupational Skills (MOS) or share the same aptitude skills required to complete the program;

To meet this requirement, the Workgroup reviewed the following reports, documents, and websites to provide support for the industry demand and availability of jobs for any proposed training programs.

NC Labor Market Information	Military Translator Websites	National Initiatives
<ul style="list-style-type: none"> • NC Jobs Plan • 2014 Employer Needs Survey • Hot Jobs LMI Report 	<ul style="list-style-type: none"> • www.cool.army.mil/ • www.cool.navy.mil/ • www.mynextmove.org/vets/ • www.onetonline.org/crosswalk/MOC 	<ul style="list-style-type: none"> • Troops to Truck • Troops to Energy Jobs • Boots to Business • College Credit for Heroes • Helmets to Hardhats

Based on information reviewed, the Workgroup identified 10 occupational areas with multiple job training programs that lead to a state-regulated or industry-recognized credential.

<p><u>Information Technology</u></p> <ul style="list-style-type: none"> • IT Vendor Certifications • Fiber/Copper Installers • Broadband Technician 	<p><u>Public Safety</u></p> <ul style="list-style-type: none"> • Law Enforcement • Correction Officer • Security Guard • Emergency Management • Homeland Security 	<p><u>Health Care Support</u></p> <ul style="list-style-type: none"> • Emergency Medical Services • Nurse Aide I & II • Pharmacy Technician • EKG Technician • Electronic Health Records
<p><u>Business Support</u></p> <ul style="list-style-type: none"> • Human Resources • Finance • Contracting • Leadership/Management • LEAN/Six Sigma 	<p><u>Supply and Logistics</u></p> <ul style="list-style-type: none"> • Supply Chain Management • Logistics Technician • Warehousing 	<p><u>Trades</u></p> <ul style="list-style-type: none"> • Building Construction • Highway Construction • Electrical Technicians • Plumbing/Pipefitting • General Maintenance • General Contractor's License • Welding
<p><u>Manufacturing</u></p> <ul style="list-style-type: none"> • Production Technician • Machining (NIMS) • Mechatronics • Biopharmaceuticals 	<p><u>Energy</u></p> <ul style="list-style-type: none"> • Electric Line Workers • Electrical Technicians • Substation Operators • Power Generator Mechanics • Solar/PV Installers • Non-Destructive Inspectors 	<p><u>Transport/Aviation</u></p> <ul style="list-style-type: none"> • Truck Driver • Automotive Services Technician & Mechanics • Auto Body Repair (I-Car) • Aircraft Mechanic • Airframe and PowerPoint • Airplane Dispatcher
<p><u>Personal Service</u></p> <ul style="list-style-type: none"> • Cosmetology • Barbering • Therapeutic Massage 		

(iii) Identify existing Veterans Administration (VA) approved nondegree programs conducted in other states that have a high employment demand in North Carolina;

Members of the community college staff met with Joseph Wescott, Executive Director of the North Carolina State Approving Agency, to discuss his agency's role in approving courses for VA educational benefits and request assistance with identifying existing VA-approved courses in North Carolina and other states.

Everyone agreed that access to appropriate non-degree programs is a benefit to veterans seeking employment in a number of areas demanding state or industry credentials, but barriers exist in regard to federal regulations. Mr. Wescott's concern was that many Continuing Education programs did not have published policies in regards to accredited/approved programs of study, attendance policies, grading/standards of progress, student conduct, and student records of previous education/training. See Attachment 3. This factor was confirmed by the Continuing Education staff at the System Office and may explain why there are so few colleges/programs approved.

In North Carolina, only three types of training programs have been approved by the State Approving Agency: Basic Law Enforcement Training, Emergency Medical Technician-Paramedic, and Truck Driver/CDL Training. These programs are state-regulated and the documentation for approval is readily available. To increase the number of approved non-degree programs, the State Approving Agency has agreed to work collaboratively with the community college system to develop a process to do the following: 1) provide training to Continuing Education staff; 2) review a list of high-demand training programs mapped to a state-regulated or industry-recognized credential with standardized programs of study and 3) create a reference document/template for colleges to use to submit their application packet.

In regards to identifying a list of job training programs approved in other states, Mr. Wescott directed the Workgroup to the US Department of Veterans Affairs website-- <http://inquiry.vba.va.gov/>. This website allows the general public to search for information by: 1-approved institution by program type, 2- license & certification approved for reimbursement, and 3- National Exams approved for reimbursement.

The Workgroup reviewed job training programs approved in the following states: Georgia, Virginia, South Carolina, Maryland, Tennessee, and Texas. Below is a list of the most common programs that align with high-demand jobs in North Carolina: Truck Driver, Manufacturing (MSSC & NIMS Certification), Health (Nursing, Medical Lab Tech, and Paramedic), and IT Vendor Certifications (Microsoft, CompTIA, Cisco, and Adobe).

(iv) Determine the ability of State community colleges or other training centers to conduct these nondegree programs;

Local community colleges are well positioned to conduct non-degree programs that move individuals with military training to civilian credentials. Most notable features include a large course library, affordable registration fees, and a rich history of working with partner agencies.

1. **Course Library** – There are over 900 Continuing Education (CE) courses in the NC Community College System Combined Course Library (CCL) in 10 occupational areas. More than 200 courses lead directly to a state-regulated or industry-recognized training credential. CE courses have a general description that gives colleges the flexibility to tailor the course content to the needs of the targeted audience. CE course hour structure provides a contextualized range flexibility which gives colleges the option of offering a day-long class or a comprehensive program to meet instructional needs. The CE course approval process is standardized; once a course/ program is approved by the State Board, it is approved for all colleges. Approving a new course takes less than a month. CE courses can be delivered in a variety of formats: classroom, distance learning, hybrid, modularized, contextualized, bridge programs, fast-track, and/or accelerated.
2. **Registration Fees** – The registration fee for most Continuing Education courses are state-supported which makes the cost to students very affordable. The fee structure is based the course length:

Course Length	Registration Fees
0 – 24	\$70
25 – 50	\$125
50+	\$180

These fees do not include books, local fees, or course-specific instructional materials. Some high-cost programs are offered on a self-supporting formula and not supported with state funds.

3. **Partner Agencies** – The Continuing Education staff, both at the state and local level, work collaboratively with over 72 state agencies, Boards, and Commissions. See Attachment 4 for a list. These partnerships are critical in regards to customizing training programs to address the competencies identified in knowledge gap fulfillment analysis conducted by state agencies, boards, and commissions. Additionally, colleges have a strong relationship with the NC Department of Commerce, Division of Workforce Solutions and all their workforce partners at local NC Workforce Development Boards and NCWorks Career Centers. The NC National Guard continues to partner with local colleges to deliver training for veterans and reservists.

While the colleges are well-positioned to offer training, there are four critical factors that colleges evaluate prior to committing to a training program or credential-specific class.

1. **Program Development** – How much time and resources will it take to customize a training program to meet the identified “Knowledge Gap Fulfillment” requirements?

Time and resources will be needed to 1) map training requirements to current course competencies; 2) identify gaps in course content; 3) determine instructional delivery modes; 4) develop new and/or redesign course objectives and student learning outcomes; 5) develop new and/or redesign evaluation tools; and 6) hire qualified instructors.

2. **Instructional Delivery** – What is the most effective delivery method and the costs to provide instruction?

Cost factors include, but are not limited to the following: instructor salary/benefits, staff coordination, instructional materials, equipment, advertising, and other course-specific expenses.

3. **Facilities/Equipment** – Is there classroom space and equipment available?

Reserving classroom space and equipment is a challenge especially for classes that are scheduled on-demand by agency partners and employers.

4. **Training Needs** – Is there a demand for training?

The Workgroup determined that there are three distinct target populations to be served: active duty service members, veterans, and reservists. The demand and interest for training is different for all three target audiences; as well as their educational challenges and barriers. With the lack of baseline demographic data along with the fact that most knowledge gap fulfillment analysis has not been published, it is hard to predict the demand for training. The Workgroup also discussed looking at regional approaches to delivering training to eliminate barriers and cost related to transportation, living expenses, and potential low enrollments.

(v) Identify and develop similar short-term programs that meet the needs of North Carolina-specific, high employment technical career fields.

As noted on page 4 of this report, the workgroup identified 10 occupational areas with multiple job training programs that lead to a state-regulated or industry-recognized credential. The System Office will work with local programs to identify locally their capacity to offer the training. The System Office staff will also work with to compile course outlines and instructional materials from colleges so that the documents can be put into a repository and share with all colleges.

For the purpose of this specific requirement, the Workgroup asked five community colleges to submit information regarding training programs that address the needs military service members, veterans, and reservists. What follows is an overview of programs offered by colleges: Fayetteville, Craven Community College, Wake Technical Community College, Coastal, and Guilford Technical Community College. Also included are other notable programs with current and/or potential impact on training for veterans.

Fayetteville Technical Community College (FTCC)

- The college has developed and implemented a process for review of military training that has resulted in the mapping of more than 100 military occupational specialties (MOS), as evaluated by the American Council on Education and FTCC faculty, to an Associates in General Education (AGE) or other specific Associates degrees.
- In collaboration with the NC National Guard, the college has developed a career pathways program that moves an individual from short-term skills training leading to multiple credentials in the auto body collision and repair industry (I-CAR) to an Associate's degrees in the same field. Guard members needing temporary housing during training may be lodged at the NCNG 139th Reserve Training Institute located at Fort Bragg. For more information, go to http://www.faytechcc.edu/public_service/icar.aspx.
- The college's Maintenance Management program provides students with the in-depth knowledge needed to effectively manage the logistical aspects and maintenance resources within an organization. Subjects focus on the management principles necessary to analyze problem areas, organize available resources, and develop efficient work plans. Instruction is geared to maintenance personnel and supervisors responsible for maintenance and logistical activities at all levels.
- Below is a sample listing of the college's Continuing Education career pathways programs in healthcare:
 - Certified Nursing Assistant I
 - Certified Nursing Assistant II
 - Registered Medical Assistant
 - Phlebotomy
 - EKG Technician
 - ECG Monitor Technician
 - Emergency Medical Technician – Basic
 - Emergency Medical Technician – Paramedic
 - Respiratory Specialist
 - Operating Room Specialist

Craven Community College

- The college offers a non-credit, accelerated training course for the Federal Aviation Administration Airframes and Power Plants (FAA A&P) License. A potential student in the course must have 30 months experience as an Airframes or Power Plant mechanic. The program is 16 weeks with 256 hours of instruction. Upon successfully completing the Airframes and Power Plants licensing program, there is an internal articulation agreement which awards the recipient of the licenses 32 credit hours per Airframes or Power Plants or 64 credit hours for both towards an Associates in Aviation Systems Technology. The college has an articulation agreement with Southern Illinois University that recognizes the credits awarded through the Associates in Aviation Systems Technology and enrolls the student as a junior.

- Tools for Advanced Manufacturing for Veterans is a course that was developed through a collaborative initiative between Craven Community College, East Carolina University and Duke Energy. This 15-day training course includes the following topics:
 - Innovation Design that Creates Opportunities to Develop Solutions
 - Lean Six Sigma Yellow Belt Certificate
 - OSHA 30 Hour Industrial Safety Certification
 - OSHA Forklift Operator Certification
 - Precision Measurement in Manufacturing
 - Composite Technology Awareness
 - Welding Certification Awareness
 - Resume Enhancement and Interviewing Skills
 - Personal Style and Preference Awareness and how it applies to the workplace
 - Interviews with Human Resources Directors from NC companies and organizations to include: Weyerhaeuser, Fleet Readiness Center East, Tandemloc, NTI Aerosystems, City of Havelock, Craven Community College, Holden Enterprise, and NAVAIR AeroSystems

- Construction Environmental Safety Certification Program is a program designed to provide students with seven nationally recognized OSHA Training certificates that are highly sought after at entry level jobs as an environmental specialist for construction companies, logistics companies and possibly for transportation companies. Below is the course syllabus.

Name of Course	Total Hours
1. Intro to Environmental Technology	20 Hrs
2. OSHA 30 Hour General Industry	30 Hrs
3. OSHA 30 Hour Construction	30 Hrs
4. OSHA HAZWOPER 40 Hrs	40 Hrs
5. Water Quality Analysis	16 Hrs
6. Soil Sampling Techniques	24 Hrs
7. OSHA Mat Handling/Forklift Licensing	8 Hrs
8. Site Assessment Training	24 Hrs
9. OSHA Respirator and PPE	12 Hrs
10. OSHA Excavation Competent Person	24 Hrs
11. OSHA Permit Required Confined Space	24 Hrs
12. DOT HAZMAT	24 Hrs
13. Career Readiness Cert Prep & Test	8 Hrs
Totals	284 Hrs

Wake Technical Community College

Through a grant from Wal-Mart, the college has developed a program called Accelerated Career Transformation Services program (ACTS) that offers veterans accelerated coursework and training in the following areas: Information Technology (IT) certifications, Emergency Medical Technician-Basic, and Apartment Maintenance Technician. Below is a sampling of their IT certification courses:

INTRODUCTORY TRACK	CompTIA A+ Part 1 Certification Prep
	CompTIA A+ Part 2 Certification Prep
	SAS BASE Programming Cert Prep
	SAS Advanced Programming Cert Prep
	Hardware/Software Support
	Adv Hardware/Software Support
	Desktop Support: Operating Systems
	Desktop Support: Applications
NETWORKING TRACK	Network + Certification Prep
	CCNA Certification Prep
	CompTIA Security+ Certification Prep
	Networking Concepts
	Windows Single User
	Windows Admin
	Networking Basics
	Routing Basics
	Wireless Technology
CYBERSECURITY TRACK	CCNA Security Certification Prep
	Linux+ Certification Prep
	CISSP
	Security Concepts
	Linux/Single User
	Linux/Unix Admin I

Coastal Carolina Community College

Below is a sample listing of Continuing Education educational and training opportunities provided to the military and veterans.

Computer training classes:

- Microsoft Word
- Microsoft
- Microsoft Access
- Microsoft Outlook 2010
- SharePoint 2010 for the End-User
- COMPTIA A+ Certification Prep
- COMPTIA Network+ Certification Prep
- COMPTIA Security +
- Interconnecting Cisco Network Devices
- Adobe Acrobat Professional

Professional Development Training:

- Customer Service Skills
- Leadership
- Supervisory Training
- Communication
- Conflict Resolution
- Workplace Civility
- Instructor Skill Development Program
- Selection and Utilization of Instructional Media
- VITA Tax Preparation

Construction and workplace safety training:

- Blueprint Reading
- Construction Estimation
- Carpentry and Building Construction
- Commercial Driver's License
- Diesel Engines
- Electrical Wiring Fundamentals
- Intro to HVAC
- Hydraulics
- Generator Maintenance and Operations
- Masonry and Concrete
- OSHA Safety Training
- Photovoltaic Systems
- Plumbing Fundamentals
- Powered Industrial Truck (Forklift)
- Wastewater Treatment Plant Operator
- Welding and Cutting

Healthcare

- Certified Dietary Managers (CDM)
- Ophthalmic Assistance Program (OA)
- Phlebotomy
- Certified Nursing Assistant
- Certified Nursing Assistant Refresher
- EMT-Basic

Foreign Languages

- Arabic
- Dari
- Pashto
- French
- Spanish
- Russian

Guilford Technical Community College

Below are three training programs that mapped to military occupational specialties that are being reviewed to see if they can be replicated statewide

- Certification in Production and Inventory Management
The APICS Certified in Production and Inventory Management (CPIM) program offers in-depth education for individuals in the operations management profession who wish to improve their knowledge of production and inventory management. The APICS CPIM curriculum consists of five modules and concentrates on tools, techniques, and knowledge for production and inventory management: 1) Basics of Supply Chain Management, 2) Master Planning of Resources, 3) Detailed Scheduling & Planning, 4) Execution & Control of Operations, and 5) Strategic Management of Resources.
- Computer Integrated Machining
Students are taught to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations, and make decisions to ensure that work quality is maintained. Course material will be structured to the National Institute of Metalworking Skills credentials. This program is in partnership with the Guilford County Workforce Development Board. Interested persons should submit an interest application to www.triadjoblink.com/machinist.
- Warehouse Technician (Hybrid)
Students are taught the general knowledge and skills to assist with the operation of a warehouse or storeroom; receiving, stocking, processing and distributing materials. Core curriculum address the following: storeroom and inventory practices; ability to count and inspect a variety of stores and materials accurately and thoroughly; ability to maintain records; ability to operate forklift and common warehouse equipment; ability to establish and maintain effective working relationships with associates; and ability to follow oral and written instructions.
- Aviation
The college is a member of National Aviation Consortium's mission is to create a world-class aviation workforce utilizing industry standards, accelerated training and best-in-class, technology-enabled curriculum. Students will receive accelerated training to fill current aviation manufacturing jobs that remain open due to an unskilled workforce. Students will earn the National Career Readiness Certificate, develop core competencies and then continue in pursuit of one or more technical certifications in areas such as assembly mechanic, tooling, quality assurance, composites, CNC, and electrical assembler. Below is a listing of aviation-related training programs at the college:
 - Aerospace Manufacturing Core Skills
 - Aviation Management Certificate
 - Aircraft Dispatcher
 - Air Frame and Power Point Mechanic

Notable training programs with current and/or potential impact on training for veterans.

- The NC Center for Global Logistics through Guilford Technical Community College has entered into a Memorandum of Understanding (MOU) with the American Society of Transportation and Logistics to offer the Global Logistics Associate (GLA) certificate program throughout the State of North Carolina. The NC National Guard is leading this effort.
- The Workforce Continuing Education staff at the System Office is leading a pilot project with SAS and four community colleges (Wake TCC, Caldwell CCTI, Central Piedmont CC, and Coastal Carolina CC) to provide training that leads to several SAS certifications identified as those in high demand in industries utilizing SAS products. Currently colleges are offering training in SAS Program Level 1. While the pilot is open to all North Carolinians, the target group for this pilot is long-term unemployed individuals and veterans.
- Caldwell Community College and Technical Institute is one of ten educational institutes approved to offer a VMware IT Academy. The academy is designed to introduce students to VMware technologies (cloud management platform) and equip them with VMware technical skills to complement their chosen fields of study. The course is taught completely online, so enrollment is open to veterans who live anywhere in the state.
- The NC National Guard piloted an Automotive Service Excellence (ASE). “Knowledge Gap Fulfillment” training program. Program outcomes were great--- 8 out of 11 passed their certification exam. The National Guard will be working with Central Piedmont and Cummings Diesel to help graduates find employment.
- Boots to Business is a three-step training program developed to introduce and train transitioning service members to business ownership. Below is an overview of the three modules:
 - Transition GPS/The Entrepreneurship Track: All service members attending will gain exposure to entrepreneurship by viewing a 10-minute video.
 - Intensive 2-day/Intro to Entrepreneurship: During Transition GPS, if the service member elects to participate in a 2-day entrepreneurial class, taught by a SBA Representative/SBA Resource Partner at a local military installation. The class will educate participants on business fundamentals and guide them through an initial feasibility analysis of their business concept.
 - Foundations of Entrepreneurship Course: Upon completion of the Boots to Business optional "Introduction to Entrepreneurship" track, transitioning service members have the option to further study through an instructor-led 8-week online course offered by the Institute for Veterans and Military Families, Syracuse University. Completion of the 8-week online course will require approximately 10 hours of study.

The program is offered at four locations in North Carolina:

- Ft. Bragg and Pope AFB Area - SBC at Fayetteville Technical Community College
- MCB Camp Lejeune Area - SBC at Coastal Carolina Community College
- MCS Cherry Point Area - SBC at Craven Community College
- Seymour-Johnson AFB Area - SBC at Wayne Community College

- The Veterans in Piping (VIP) program offers high-quality skills training and jobs in the pipe trades to active duty military personnel preparing to leave the service. The program was established by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry as a means of addressing two important issues: 1) A growing shortage in the construction industry of skilled workers due to the combined effects of an aging workforce, increased demand, and lack of skills training for youth and 2) An exceedingly high unemployment rate for US veterans, despite their being a disciplined and highly trainable population. Participants enroll in accelerated 18-week courses in welding and/or HVACR service. Participants also earn industry-recognized certifications as a part of their education. Upon graduation, VIPs gain direct entry into UA apprenticeship. All training is paid for entirely by the UA and its industry partners at NO cost to participants. This program was piloted at Camp Lejeune.

III. Preliminary Findings and Action Steps

All partner agencies are diligently working to find solutions to provide maximum credit for military training to assist service members, veterans, and reservists in obtaining high demand credentials for high demand employment opportunities.

High priority job training programs have been identified and endorsed by NC National Guard representatives who have provided valuable tools and resources to help the Workgroup make proactive recommendations. Much work has been done at colleges in close proximity to military installations, but training programs and services as appropriate need to be available at all colleges to support the military members across the state.

With all of the early successes, the Workgroup recognizes that barriers continue to exist. These barriers can largely be overcome through the coordinated efforts of the partnering agencies including the ability to leverage tools as well as ongoing funding resources to support model practices. As such, the Workgroup has identified seven critical discussions that need to take place to move forward on the preliminary findings in this report. The Workgroup has also identified some specific actions steps for items 1, 2, and 3.

1. **Build the Framework.** There needs to be a structured plan that is guided by multiple agency partners and engages employers to ensure that all training programs are high-quality, job-driven, student-focused and targeted to the unique needs of service members, veterans, and reservists.

Action Steps

- Develop a job-driven action plan for studying the results of “Knowledge Gap Fulfillment” analysis that match military occupational specialties. In keeping up with the goals of the Senate Bill, the policies and procedures that govern these training programs should include provisions for granting maximum credit for military training or experience and the articulation of non-credit course work to academic credit. Included in the process would be financial supports for discipline-specific teams to develop curriculum content for these customized training programs.
- Review the federal regulations for non-degree course approvals and submit policy recommendations to the State Board of Community Colleges Code.
- Develop a process to review student and programmatic data to assess the impact and success of new and redesigned training programs from transitional military training to civilian credentials.
- Develop a communication strategy where partner agencies can share information, identify barriers, and resolve issues. There needs to be a transparent system of sharing information. There also needs to be a plan to record, document, and share best practices, through articulation agreements for local, regional and statewide deployment.

2. **Build the Programs.** There needs to be multiple instructional delivery methods to address multiple levels of knowledge gaps from a student perspective, as well as finding qualified staff. For economies of scale, there needs to be pilot programs whereby select colleges will develop curriculum, policies, and processes that can be shared with others.

These pilot programs would be required to follow the framework established for NCWorks Career Pathways which endorse job training programs that:

- Employ both demand-driven and data-informed decisions
- Enhance career awareness and mapping
- Ensure education and training address and validate skill and competency needs and attainment
- Expand work-based learning opportunities
- Address college access and affordability
- Connect students to quality careers and employers to quality employees

Action Step

Develop a prototype and seek resources to fund NCWorks Career Pathways Initiative focused on transitioning military training to civilian credentials.

3. **Provide Student Support Services.** Robust student support services with coordinated efforts between partner agencies are necessary. Services include, but are not limited to financial assistance to pay for registration, fees and books, intensive career and academic advising, employability skills training, and assistance with eliminating academic and personal barriers.

Action Steps

Convene a group of community college staff to discuss current practices and to compile resources that can be uploaded to community college's website, North Carolina Network for Excellence in Teaching (NC_NET). This website is a teaching and learning tool to share professional development resources statewide to help avoid duplication and to encourage and enable replication of promising practices.

4. **Assess the Cost of Credentialing.** There needs to be a study on the direct and indirect cost of short-term training programs designed specifically to address the military to civilian credentialing needs. Costs include instructional fees, books, and supplies as well as credential exams and licensing fees. These costs are not always supported by the GI Bill or NC Taps. Leveraging the affordability of continuing education course offerings at community colleges should be considered since registration fees range from \$85 to \$175.

Action Step

Solicit feedback from subject matter experts and report findings to the Workgroup.

5. **Develop a Communication Strategy.** If we build it, people need to know it exists. There needs to be robust and transparent outreach including recruitment activities that are coordinated across partner agencies. As appropriate, NCWorks Online should be used as the portal for posting information about training programs and schedules.

Action Step

Solicit feedback from subject matter experts and report findings to the Workgroup.

6. **Track Program and Student Outcomes.** There needs to be a standardized process to track student demographics, programmatic training activities, student training and employment outcomes. This data will be key in developing and assessing the impact of the new and redesigned programs and services programs specific to the goals of this report. As we move forward with requesting support for promising practices, the requests will be evidence-based and point to data indicating success aligned to stated goals.

Action Step

Solicit feedback from subject matter experts and report findings to the Workgroup.

7. **Build the Talent Pipeline.** Coordinated efforts will be essential to connect students to quality careers and employers to quality employees. Upon completion, student should be trained and ready to fill vacant positions.

Action Step

Solicit feedback from workforce partner agencies and report findings to the Workgroup.

IV. Request for Additional Study

The Workgroup established for Section 4 of the SB761 request additional time to review, discuss and validate the preliminary findings contained in this report. The targeted completion date for the process is April 30, 2015.

Attachment 1

Workgroup Members for SB761 – Section 4

Community College	
Lisa Chapman	NCCCS System Office
Barbara Boyce	NCCCS System Office
Teretha Bell	NCCCS System Office
Margaret Robertson	NCCCS System Office
David Brand	Fayetteville TCC
Bill Buckner	Fayetteville TCC
Pamela Senegal	Central Carolina CC
Robin Matthews	Craven CCC
Laura Payne	Coastal Carolina CC
National Guard	
Neely Mahoney	NC National Guard
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Workforce Partners	
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Kathryn Castellones	Commerce – Apprenticeship Programs
University	
Ann Marie Beall	UNC General Administration
Clayton Sessoms	East Carolina University
Rob Bruce	UNC General Administration

Attachment 2

Survey – SB761 Credit for Military Training

Below is a list of all occupations requiring licensing, certification or credentials standards in North Carolina. A survey was done to determine which occupations had a direct correlation to a Military Occupational Specialty (MOS) and opportunities for training through a **nondegree** program through Continuing Education at community colleges. Occupations in bold/asterisk represent possible training options.

Acupuncturist
Adult Care Administrator
Aerial Pesticide Applicator
Air Traffic Control Tower Operator
***Aircraft Dispatcher**
***Aircraft Mechanic**
***Aircraft Repairperson**
Alarm Installer
Alarm System Business Licensee
Alcoholic Beverage Distributor/Vendor Representative
Anesthesiologist Assistant
Apprentice Auctioneer
Architect
Armed Security Guard
Athlete Agent
Athletic Trainer
Attorney
Auctioneer
Audiologist
Automobile Dealer
Automobile Salesperson
Bail Bond Runner
Barber
Barber Instructor
Boarding Kennel Operator
Boiler Inspector
Boxing/Kickboxing/'Toughman' Promoter
Building Inspector
***Campus and Company Police Officer**
Cemetery Sales Contractor
Cemetery Salesperson
Certified Public Accountant
Certified Registered Nurse Anesthetist
Certified Structural Pest Control Applicator
Chick Dealer
Chiropractor
Clinical Laboratory Scientist/Medical Technologist
Clinical Laboratory Technician/Medical Laboratory Technician
Clinical Nurse Specialist
Clinical Social Worker
***Code Enforcement Official**
***Commercial Driver**
Commercial Driver Training School Instructor
Commercial Fisherman
Concession Stand Operator
Cosmetologist
Cosmetologist Instructor
Counterintelligence Licensee
Cytogenetic Technologist
Cytotechnologist
Dental Hygienist
Dentist
Deputy Sheriff
***Detention Officer**
Diagnostic Molecular Scientist
Dietician and Nutritionist
***Electrical Contractor**
Electrical Inspector
Electrologist
Embalmer
***Emergency Medical Technician (EMT)**
***Emergency Medical Technician Defibrillation**
***Emergency Medical Technician Intermediate**
***Emergency Medical Technician**
***Emergency Medical Technician, Advanced Intermediate**
Employee Assistance Professional
Esthetician
Exterminator
Family Therapist
Fee-Based Practicing Pastoral Counselor
Fire Inspector
Fire Sprinkler Contractor
Fire Sprinkler Inspection Contractor
***Firearms Trainer**
Forester
Fuel Piping Contractor
Funeral Director
Funeral Service Licensee
Fur Dealer
***General Contractor**
Geologist
Grain Dealer
Ground Pesticide Applicator
Guard Dog Service Operator
Hatching Egg Dealer
Hearing Aid Calibrator
Hearing Aid Dealer and Fitter
Histologic Technician
Home Inspector
Industrial Hygienist
Insurance Agent
Insurance Company/Independent Firm Adjuster
***Interpreter or Translator**
Investment Adviser
Investment Adviser Representative
Juvenile Justice Officer & Juvenile Court Counselor

Land Surveyor
Landscape Architect
Landscape Contractor
***Law Enforcement Officer**
Librarian
Licensed Dietitian/Nutritionist
Licensed Practical Nurse
Licensed Professional Counselor Supervisor
Licensed Professional Counselor/Counselor Associate
Licensed Psychologist
Licensed Structural Pest Control Operator
Liquid Petroleum Gas Dealer
Livestock Dealer
Loan Broker
Loan Officer
Lobbyist
Locksmith
Manicurist
Manicurist Instructor
Manufactured Housing Salesperson
Massage and Bodywork Therapist
***Mechanical Inspector**
Medical Doctor
Medical Laboratory Technician
***Medication Aide** (see Nurse Aide)
Milk Hauler and Sampler
Milk Tester
Motor Vehicle Damage Appraiser
Notary Public
***Nurse Aide I, II**
Nurse Anesthetist
Nurse Midwife
Nurse Practitioner
Nursing Home Administrator
Occupational Therapist
Occupational Therapist Assistant
Optician
Optometrist
Optometrist Assistant and Technician
Osteopath
Pesticide Consultant
Pesticide Dealer
Pet Shop Operator
Petroleum Device Technician
Pharmacist
***Pharmacy Technician**
Physical Therapist
Physical Therapist Assistant
Physician Assistant
Pilot

Plumbing Inspector
***Plumbing, Heating and Air Conditioning Contractor**
Podiatrist
***Police Officer**
Polygraph Examiner
Private Investigator
Professional Bondsman
Professional Boxer/Kickboxer/'Toughman' Athlete
Professional Engineer
Professional Engineer
Professional Solicitor
Psychological Associate
Psychological Stress Evaluator (PSE)
Public Ground Operators
Public Weighmaster
Pump Installation Contractor
Real Estate Appraiser
Real Estate Broker
Real Estate Salesperson
Recreational Therapist
Refrigeration Contractor
Registered Nurse
Registered Structural Pest Control Operator
Rendering Operator/Collector
Respiratory Therapist
Safety Inspection Mechanic
Sanitarian (Environmental Health Specialist)
Scale Technician
School Principal
School Superintendent
School Teacher
Security Guard and Patrol Licensee
Seed Dealer
Self-Employed Insurance Adjuster
Senior Parachute Rigger
Set-Up Contractor, Manufactured Homes
Soil Scientist
Speech and Language Pathologist
Surety Bondsman
Taxidermist
***Telecommunicator**
Telephonic Sellers
***Truck Driver**
Veterinarian
Veterinary Technician
***Wastewater Treatment Plant Operator**
***Water Treatment Facility Operator**
Well Contractor

Attachment 3

Requirements for Approval of Continuing Education by North Carolina State Approving Agency

Federal Requirements

Title 38: Pensions, Bonuses, and Veterans' Relief
PART 21—VOCATIONAL REHABILITATION AND EDUCATION
Subpart D—Administration of Educational Assistance Programs Courses

§ 21.4254 **Non-Accredited Courses.**

- (a) General. Nonaccredited courses are courses which are not approved as accredited courses and which are offered by a public or private, profit or nonprofit, educational institution. These include nonaccredited courses offered by extension centers or divisions, or vocational or adult education departments of institutions of higher learning.
- (b) Application. Any school desiring to enroll veterans or eligible persons in nonaccredited courses will submit a written application to the appropriate State approving agency for approval of such courses (38 U.S.C. 3676(a)). Such application will be accompanied by not less than two copies of the current catalog or bulletin which is certified as true and correct in content and policy by an authorized owner or official of the school and will include the following:
- (1) Identifying data, such as volume number, and date of publication;
 - (2) Names of the school and its governing body, officials, and faculty;
 - (3) A calendar of the school showing legal holidays, beginning and ending date of each quarter, term, or semester, and other important dates;
 - (4) School policy and regulations on enrollment with respect to enrollment dates and specific entrance requirements for each course;
 - (5) School policy and regulations relative to leave, absences, class cuts, makeup work, tardiness, and interruptions for unsatisfactory attendance;
 - (6) School policy and regulations (See Policy Overview Table) relative to standards of progress required of the student. This policy will define the grading system of the school, the minimum grades considered satisfactory conditions for interruption for unsatisfactory grades or progress, and a description of the probationary period, if any, allowed by the school, and conditions of reentrance for those students dismissed for unsatisfactory progress. A statement will be made regarding progress records kept by the school and furnished the student;
 - (7) School policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;
 - (8) Detailed schedule of fees, charges for tuition, books, supplies, tools, student activities, laboratory fees, service charges, rentals, deposits, and all other charges;
 - (9) Policy and regulations relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter the course, or withdraws, or is discontinued therefrom;
 - (10) A description of the available space, facilities, and equipment;
 - (11) A course outline for each course for which approval is requested, showing subjects or units in the course, type of work, or skill to be learned, and approximate time and clock hours to be spent on each subject or unit; and

- (12) Policy and regulations relative to granting credit for previous education and training.
- (c) Approval criteria. The appropriate State approving agency may approve the application of such school when the school and its nonaccredited courses are found upon investigation to have met the following criteria:
- (1) The courses, curriculum, and instruction are consistent in quality, content, and length with similar recognized accepted standards.
 - (2) There is in the school adequate space, equipment, instructional material, and instructor personnel to provide training of good quality.
 - (3) Educational and experience qualifications of directors, administrators, and instructors are adequate.
 - (4) The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.
 - (5) A copy of the course outline, schedule of tuition, fees, and other charges, regulations pertaining to absences, grading policy, and rules of operation and conduct will be furnished the veteran or eligible person upon enrollment.
 - (6) Upon completion of training, the veteran or eligible person is given a certificate by the school indicating the approved course and indicating that training was satisfactorily completed.
 - (7) Adequate records as prescribed by the State approving agency are kept to show attendance and progress or grades, and satisfactory standards relating to attendance, progress, and conduct are enforced.
 - (8) The school complies with all local, city, county, municipal, State, and Federal regulations, such as fire codes, building, and sanitation codes. The State approving agency may require such evidence of compliance as it deemed necessary.
 - (9) The school is financially sound and capable of fulfilling its commitments for training.
 - (10) The school does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimation. The school will not be deemed to have met this requirement until the State approving agency:
 - (i) Has ascertained from the Federal Trade Commission whether the Commission has issued an order to the school to cease and desist from any act or practice, and
 - (ii) Has, if such an order has been issued, given due weight to that fact.
 - (11) The school does not exceed its enrollment limitations as established by the State approving agency.
 - (12) The school administrators, directors, owners, and instructors are of good reputation and character.
 - (13) The school either: (i) Has and maintains a policy for the pro rata refund of the unused portion of tuition, fees and charges if the veteran or eligible person fails to enter the course or withdraws or is discontinued from it before completion, or (ii) Has obtained a waiver of this requirement. See §21.4255. (Authority: 38 U.S.C. 3676)
 - (14) Such additional reasonable criteria as may be deemed necessary by the State approving agency. (Authority: 38 U.S.C. 3676(c))
- (d) Limitations on course approval. Notwithstanding any other provision of this section, a State approving agency shall not approve a non-accredited course if it is to be pursued in whole or in part by independent study. (Authority: 38 U.S.C. 3676(e)) [31 FR 6774, May 6, 1966, as amended at 33 FR 9546, June 29, 1968; 47 FR 42733, Sept. 29, 1982; 61 FR 6783, Feb. 22, 1996]

Attachment 4

Workforce Continuing Education Partnerships with North Carolina State Agencies, Boards, Commissions & Associations

NC Department of Insurance

- Insurance Division - Agent Services
- Office of the Fire Marshal - Fire & Rescue Training
- Office of the Fire Marshal - Fire & Rescue Commission
- Office of the Fire Marshal - Engineering & Codes - Code Officials Qualification Board
- Office of the Fire Marshal - Engineering & Codes - Home Inspectors Licensure Board
 - Fire & Rescue Industry Associations
 - NC State Firemen's Association and Regional Firemen's Associations
 - NC Fire and Life Safety Educators Association
 - NC Fire Marshal's Association
 - N.C. Association of Hazardous Materials Responders
 - NC Fire and Life Safety Educators Association
 - NC Association of Fire Chiefs
 - North Carolina Association of Rescue and Emergency Medical Services, Inc.
 - North Carolina Society of Fire Rescue Instructors

NC Department of Health and Human Services

- Aging and Adult Services
- Child Development (Early Childhood Education)
- Council on Developmental Disabilities
- Health Service Regulation - Healthcare Personnel Registry (Nursing Aide)
- Health Service Regulation - Office of Emergency Medical Services
- Health Service Regulation - Radiation Protection (Tanning Salons)
- Health Service Regulation - Adult Care
- Health Service Regulation - Acute and Home Care
- Mental Health, Developmental Disabilities, and Substance Abuse Services
- Public Health - Environmental Health (Public Swimming Pools)
- Rural Health and Community Care
- Social Services - Workfirst Family Assistance
- Social Services - SNAP (Food Stamps) Employment & Training
- Vocational Rehabilitation
- Administrative Office - National Governor's Policy Academy (Healthcare Workforce)

NC Department of Justice

- Criminal Justice Education & Training Standards Commission
- Sheriffs' Education & Training Standards Commission
- Private Protective Services
- Alarm System Licensing

NC Department of Commerce

- Division of Workforce Solutions
- Division of Employment Security
- Labor & Economic Analysis Division (LEAD)
- Apprenticeship and Training Bureau
- Local Workforce Development Boards - NCWorks Career Centers

NC Department of Labor

- Occupational Safety & Health (OSHA)

NC Department of Transportation

- Division of Motor Vehicles - Commercial Driver's License (CDL)
- Division of Motor Vehicles - Vehicle Inspection
- Division of Motor Vehicles - Vehicle Dealer
- Division of Highways - Oversize/Overweight Permit
- Office of Education Initiatives

NC Department of Public Safety

- Adult Correction - Prisons
- Adult Correction - Community Corrections
- Adult Correction - Staff Training
- Juvenile Justice - Youth Development Centers
- Alcohol Law Enforcement
- Emergency Management - Training and Certification
- Emergency Management - State Emergency Response Commission (SERC)
- North Carolina National Guard
- North Carolina State Highway Patrol

NC Department of Environment and Natural Resources

- Division of Air Quality
- Division of Water Resources
- Division of Marine Fisheries

NC Department of the Secretary of State

- Notary Public

NC Department of Public Instruction

- Professional Educator's Licensure
- Career and Technical Education (Career Readiness Certificate)

NC Department of Agriculture & Consumer Services

- Forest Service
- Licenses and Permits
- NC Tobacco Trust Fund Commission

NC Department of Administration

- Division of Veterans Affairs
- Office for Historically Underutilized Businesses
- Commission of Indian Affairs
- North Carolina Council for Women

Occupational Boards & Commissions

- NC Appraisal Board
- NC Auctioneer Licensing Board
- NC Board of Barber Examiners
- NC State Board of Cosmetic Art Examiners (Cosmetologist)
- NC State Board of Cosmetic Art Examiners (Natural Hair Care Specialist)
- NC State Board of Cosmetic Art Examiners (Esthetician)
- NC State Board of Cosmetic Art Examiners (Manicurist)
- NC State Board of Cosmetic Art Examiners (Cosmetology Teacher)
- NC Board Of Dietetics/Nutrition
- NC Board of Examiners Of Electrical Contractors
- NC Licensing Board for General Contractors
- NC Interpreter and Translator Licensing Board
- NC Locksmith Licensing Board
- NC Board Of Massage And Bodywork Therapy
- NC Board Of Nursing (Nurse Aide II Listing)
- NC Board Of Pharmacy (Pharmacy Technician)
- NC Board Of Examiners Of Plumbing, Heating & Fire Sprinkler Contractors
- NC Real Estate Commission (Real Estate Broker)
- NC Board Of Refrigeration Examiners
- NC Respiratory Care Board
- NC Substance Abuse Professional Practice Board