

**REPORT OF THE
JOINT SUBCOMMITTEE TO STUDY**

**NONCREDIT EDUCATION
FOR WORKFORCE TRAINING
IN VIRGINIA**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



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EXECUTIVE SUMMARY

Authority and Study Objectives

Adopted by the 1997 Session of the General Assembly, House Joint Resolution No. 622 established an 18-member joint subcommittee to study noncredit education for workforce training in Virginia. Noting that effective workforce training is “critical to the well-being of the economy of the Commonwealth of Virginia,” the resolution stated that the “demand on community colleges by business and industry for continuous education, training, and retraining to provide a highly skilled workforce is steadily increasing.” The resolution contended that the Commonwealth’s lack of support for noncredit workforce training may have enabled competitor states to surpass Virginia in workforce development tied to the needs of business and industry. Finally, the resolution called for an examination of “the needs of business and industry, the lack of funding for noncredit training and retraining courses requested by business and industry, and the absence of a public policy to provide sound and continuous training opportunities for businesses in the Commonwealth.”

The joint subcommittee was specifically charged to:

- (i) “identify the courses and programs of study in highest demand by business and industry in the Commonwealth;
- (ii) develop a process for assessing the future demand and appropriate public policy for noncredit education and workforce training programs;
- (iii) recommend the appropriate share of the costs of such programs to be borne by the Commonwealth; and
- (iv) recommend initiatives that will sustain a highly skilled labor force to meet the needs of existing business and industry and facilitate the recruitment of new businesses to the Commonwealth.”

The joint subcommittee was to confer with representatives of business and industry, including, but not limited to, the Virginia State Chamber of Commerce; the Virginia Economic Development Partnership; local government, business, and industry; and persons with expertise in regional economic development. The joint subcommittee was directed to submit its findings and recommendations to the Governor and the 1998 Session of the General Assembly.

Preparing a Skilled Workforce

Experts contend that traditional development strategies emphasizing business recruitment are no longer sufficient to compete in this new economy; states should instead address not only quality physical infrastructure and technology transfer, but also the preparation of a highly skilled work force--one that is capable of assuming greater responsibility for a wide variety of tasks and possesses the flexibility and skills required to make decisions and to adapt to changing tasks. Because individuals currently in the

workforce must keep pace with ongoing changes in technology and business, continuing education and workforce training must be available to provide opportunities to acquire or upgrade job skills.

The Role of the Community College in Workforce Training

Community colleges have attempted to bridge the gap between existing and required workplace skills, emerging as the primary provider of workforce training, aside from employers, by offering programs on a contractual basis for public and private employers. Many corporations find that community colleges offer high-quality training at costs 10 to 20 percent less than those of professional trainers. As an added incentive, community colleges in some states provide “guarantees” that allow a graduate of technical programs to take courses free of charge until the employer is satisfied with the particular employee’s skills. While the employer investment nationally in worker training remains at about \$30 billion annually, some states are moving to invest public funds in training efforts.

Education and Workforce Training in the Commonwealth

While committed to pursuing improvements in the quality of public education and in the skills of future workers, government leaders in the Commonwealth are keenly aware of the critical importance of providing appropriate training and retraining for the current workforce and have devoted many legislative and executive efforts to this issue in recent years. Among those entities exploring this issue in recent years are the Governor’s Advisory Committee on Workforce Virginia 2000: A Partnership for Excellence, the Workforce Leadership Council, the Commission on the University of the 21st Century, the Virginia Community College System, and the Secretaries of Education and Commerce and Trade. The year 1993 witnessed the establishment of an array of intertwining education and workforce training initiatives, such as the Virginia Business-Education Partnership Program (VBEPP), the Advisory Council on the Business-Education Partnership Program, and the Workforce 2000 Advocacy Council.

Workforce training efforts in Virginia are provided through a plethora of entities, such as the Virginia Economic Development Partnership; the Department of Business Assistance, established in 1996 and supplanting the Department of Economic Development; the Small Business Advisory Board; the Departments of Minority Business Enterprise, Labor and Industry, and Social Services (through its Virginia Independence Program and Virginia Initiative for Employment not Welfare); the Governor’s Employment and Training Department (which participates in programs offered through the federal Job Training Partnership Act); and the Virginia Employment Commission (through its Virginia State Job Service division).

It is the Virginia Community College System (VCCS), however, that may be seen as a “broker” of workforce development, providing a full range of services, technological expertise, and resources to local businesses. Within its multi-faceted mission is its

commitment to provide not only two-year academic programs and occupational training but also contractual training for business and industry and continuing and developmental education. The institutions may coordinate with businesses to improve the skills of current workers or offer training for the under- or unemployed. Instruction may be credit- or noncredit-bearing. The VCCS served over 90,000 individuals in noncredit workforce training efforts in 1997.

While state general fund moneys support credit-bearing courses at Virginia community colleges, noncredit instruction--including workforce training for business and industry--receives no direct state support, a practice in effect since the System's creation over 30 years ago. Individuals enrolled in credit-bearing special training courses pay regular community college tuition; the institution also receives full-time-equivalent credit for these students. In the case of noncredit training, it is the client who will pay full tuition as well as fees for overhead costs.

The VCCS identified phasing in state general fund support for noncredit courses as a priority in 1997. The Commonwealth currently provides approximately \$10 million annually to the Department of Business Assistance for employee training for new or expanding businesses; the Department, in turn, uses these funds to contract with community colleges and others to provide the necessary instruction. Contending that Virginia is at a competitive disadvantage in funding workforce development for existing businesses, and noting that North Carolina provides support for noncredit instruction at reduced rates, VCCS and the State Council of Higher Education recommended that the Commonwealth appropriate \$500,000 to the Virginia Economic Development Partnership for pilot initiatives of state funding for workforce training provided pursuant to industry contracts. The proposal was not enacted by the 1997 Session of the General Assembly; instead, this legislative study committee was created to examine the issue in a more comprehensive way.

Conclusions and Recommendations

Recognizing that affordable noncredit instruction in our community colleges will not only aid in the recruitment of new business as well as in the retention and growth of existing industry but also contribute to the ongoing development of the educated, flexible workforce so essential to the economic prosperity of the Commonwealth, the joint subcommittee makes the following recommendations:

Recommendation 1: *That the definition of "comprehensive community college" in the Code of Virginia be amended to include the provision of noncredit training and retraining courses and programs of varying lengths to meet the needs of business and industry and that the Code of Virginia designate the VCCS as the state agency with primary responsibility for workforce training at or below the associate degree level.*

Recommendation 2: *That the Commonwealth establish a funding mechanism for certified training programs offered by community colleges at a ratio of 70 percent*

general funds and 30 percent nongeneral funds, and that the State Council of Higher Education develop guidelines to recognize and provide general fund support for non-credit FTEs in facility utilization and space justification, equipment, and position allocation measures in recognition of the intrinsic value of non-credit instruction and its role in workforce training.

Recommendation 3: *That state funding be provided for workforce development staff positions at each community college campus, based upon enrollment as well as business and industry needs.*

Recommendation 4: *That four High Skills Workforce Development Centers, located in Northern Virginia, the Roanoke Valley, the Peninsula, and the Danville area, be established in the 1998-2000 biennium to (i) coordinate specific high-skills training needs of particular regions and industries; (ii) provide skills assessments and job counseling for workers seeking retraining; (iii) identify regional high-skills training needs; (iv) develop industry skills standards and the related curricula to provide such skills; and (v) certify courses as well as students meeting such skills standards; that these Centers be supported by public and private funds, with state funding not to exceed 75 percent and local public and private contributions providing a minimum of 25 percent; that the Commonwealth provide funding for the establishment or expansion of Institutes of Excellence, initiatives comprised of industry-led consortia to train and retrain adequate numbers of workers for high-wage, high-demand occupations, such as the semiconductor industry, information technologies, and high performance manufacturing; and that these Institutes may be housed at and be part of the Workforce Development Centers.*

Recommendation 5: *That each High Skills Workforce Development Center be guided by a local Workforce Training Council, comprised of business and industry representatives to (i) coordinate the workforce development needs of the region between business and industry and the local education and training providers; (ii) advise the statewide Workforce Training Council; (iii) coordinate the area's workforce training efforts by identifying and measuring available and potential segments of the workforce for recruiting workers into high-demand areas with worker shortages, developing a marketing strategy targeted toward motivating potential workers to obtain the necessary skill levels to move into the new workforce, and providing ready-to-go education and training programs to provide the appropriate skill levels; that each council shall include at least one community college president, a representative of local government, a superintendent of schools, a local chamber of commerce executive director, and a proprietary and/or private college or school representative; that two-thirds of the members shall be executives in the business and industry in the region; that the local community college provide staffing to the councils; and that partnerships already established through the Regional Competitiveness Act may serve as local workforce training councils.*

Recommendation 6: *That a Statewide Workforce Training Council, comprised of business and industry representatives from all regions of the Commonwealth, be*

established to meet workforce development needs; that this Council be comprised of the Director of the Department of Business Assistance Services, the Chancellor of the Virginia Community College System, the Director of the State Council of Higher Education, the President of the Center for Innovative Technology, the Executive Director of the Virginia Economic Development Partnership, the Director of the Governor's Employment and Training Department, the President of the Virginia Chamber of Commerce, and 18 members as follows: a representative of a statewide manufacturing organization, a representative of a labor organization, a representative of the Virginia Employment Commission, and a representative of proprietary schools, to be appointed by the Governor, and 14 chief executive officers from businesses and industries across the Commonwealth, one of whom shall be appointed by the Governor, seven of whom shall be appointed by the Speaker of the House of Delegates, and six of whom shall be appointed by the Senate Committee on Privileges and Elections; that the appointed members shall serve four-year terms; that the chairman and vice chairman be elected from the business and industry members of the Council; that the Council (i) identify current and emerging workforce needs of the business community, (ii) assess potential markets for increasing the number of workers available to business and industry, (iii) forecast and identify training requirements for the new workforce, (iv) create strategies that will match trained workers with available jobs, such as development of a statewide workport concept, and (v) certify courses and programs of training as appropriate and responding to the needs of business and industry; and that staffing for the Council be provided by the Virginia Community College System.

Recommendation 7: *That state funding for the Workforce Services Program within the Department of Business Assistance be increased to ensure that additional new and expanding businesses have access to their services.*

Recommendation 8: *That, to encourage institutions to develop non-credit courses and respond quickly to training needs of local industries, additional flexibility be provided regarding the ability to collect and expend the non-general fund revenues associated with such courses, carry funds across fiscal years, and hire necessary faculty and support staff.*

FINAL REPORT
JOINT SUBCOMMITTEE TO STUDY NONCREDIT EDUCATION FOR
WORKFORCE TRAINING IN VIRGINIA (HJR 622)

I. AUTHORITY AND STUDY OBJECTIVES

Adopted by the 1997 Session of the General Assembly, House Joint Resolution No. 622 established an 18-member joint subcommittee to study noncredit education for workforce training in Virginia. The joint subcommittee included nine legislative members, five nonlegislative citizen members, and four ex officio members as follows: five members of the House of Delegates, appointed by the Speaker of the House; four members of the Senate, appointed by the Senate Committee on Privileges and Elections; five persons holding leadership positions in business and industry in the Commonwealth, three appointed by the Speaker of the House and two by the Senate Committee on Privileges and Elections; and the Secretary of Commerce and Trade, the Secretary of Education, the Chancellor of the Virginia Community College System, and the Director of the State Council of Higher Education, serving ex officio, without voting privileges.

Noting that effective workforce training is “critical to the well-being of the economy of the Commonwealth of Virginia,” the resolution stated that the “demand on community colleges by business and industry for continuous education, training, and retraining to provide a highly skilled workforce is steadily increasing.” The resolution contended that the Commonwealth’s lack of support for noncredit workforce training may have enabled competitor states to surpass Virginia in workforce development tied to the needs of business and industry. The resolution stated that because Virginia’s community colleges receive no funding for noncredit instruction, the full costs, including 30 percent to cover indirect costs, must be charged to business and industry or shifted to other community college programs, or these training services cannot be provided. Finally, the resolution called for an examination of “the needs of business and industry, the lack of funding for noncredit training and retraining courses requested by business and industry, and the absence of a public policy to provide sound and continuous training opportunities for businesses in the Commonwealth.”

The joint subcommittee was specifically charged to:

- (i) “identify the courses and programs of study in highest demand by business and industry in the Commonwealth;
- (ii) develop a process for assessing the future demand and appropriate public policy for noncredit education and workforce training programs;
- (iii) recommend the appropriate share of the costs of such programs to be borne by the Commonwealth; and
- (iv) recommend initiatives that will sustain a highly skilled labor force to meet the needs of existing business and industry and facilitate the recruitment of new businesses to the Commonwealth.”

The joint subcommittee was to confer with representatives of business and industry, including, but not limited to, the Virginia State Chamber of Commerce; the Virginia Economic Development Partnership; local government, business, and industry; and persons with expertise in regional economic development. To meet this charge, the joint subcommittee conducted five meetings across the Commonwealth to receive testimony from business, education, and government representatives regarding workforce training needs and programs. The joint subcommittee was to submit its findings and recommendations to the Governor and the 1998 Session of the General Assembly.

II. PREPARING A SKILLED WORKFORCE

An increasingly global marketplace, characterized by sophisticated communications, ever-changing computer technology, and intense foreign competition, has prompted significant changes in state economic development policies in recent decades. Experts contend that traditional development strategies emphasizing business recruitment are no longer sufficient to compete in this new economy; states should instead address not only quality physical infrastructure and technology transfer, but also the preparation of an “educated and highly skilled work force.”¹ This workforce must be capable of assuming greater responsibility for a wide variety of tasks and must possess the flexibility and skills required to make decisions and to adapt to changing tasks.²

To meet the challenges of the 21st century workplace, economic development strategists contend, states should concentrate on workforce preparation and competence. Various reform initiatives in public education, incorporating high academic standards as well as an “international” curriculum, have been praised as ways to help ensure the development of a prepared, skilled workforce. But because individuals currently in the workforce must also keep pace with ongoing changes in technology and business, continuing education and workforce training must be available to provide opportunities to acquire or upgrade job skills.³

Employers in the United States spend approximately \$30 billion annually for formal worker training; however, only about one-third of this expenditure addresses the non-college-educated employee or “front-line” worker. Further, of this \$30 billion, \$27 billion was paid by only one-half of one percent (about 15,000) of all American employers. These figures may well be indicative of a traditional “reliance on the

¹ Robert D. Atkinson, A Report Prepared for the Southern Governors’ Association, *Moving Into the 90’s: Economic Development in the Southern States* 6, 7 (August 1989) [hereinafter *SGA Report*]; National Center on Education and the Economy, *The Report of the Commission on the Skills of the American Workforce, America’s Choice, High Skills or Low Wages!* 41 (June 1990) [hereinafter *America’s Choice*].

² *America’s Choice*, *supra* note 1, at 38-39; see also, Report of the Secretary of Education and the Secretary of Economic Development on the Case for High Performance Work Organization, *House Document No. 41* at 2-3 (1993) [hereinafter *House Document No. 41*].

³ William E. Nothdurft, “Workforce Competence and the Third Wave: What We Can Learn From Europe,” *Entrepreneurial Economy Review*, Autumn 1990, at 20; *SGA Report*, *supra* note 1, at 9-10.

marketplace to determine how much educational preparation is necessary for work. We assume that companies will train their workers if it makes business sense, and that individuals will seek training if they feel it will improve their career prospects.”⁴

The result of this historically unfocused approach to worker training, experts contend, has been a “complex and fragmented network of adult training efforts” characterized by “education, social, and economic development initiatives . . . [that] incorporate training as part of their missions.”⁵ Among these initiatives are government-funded training programs targeting certain “special needs” workers. Two-thirds of \$5.7 billion expended annually by the federal government for employment and training is consumed by the Job Training Partnership Act (comprised primarily of programs addressing training assistance for disadvantaged youth and adults and dislocated workers, as well as summer youth employment and training) and the Job Corps. A number of state initiatives complement these federal programs. To entice new business prospects, states began offering specialized training programs to make employees “job-ready”; in the 1970s and ’80s, these efforts were expanded to include training to assist in the expansion and retention of existing businesses.⁶

III. THE ROLE OF THE COMMUNITY COLLEGE IN WORKFORCE TRAINING

Also supporting job training efforts nationwide are public as well as proprietary educational institutions, which may provide programs on a contractual basis for public and private employers. Described as having a “major impact” on adult vocational training, community colleges have proven an attractive venue for worker training, providing the accessibility and flexibility necessary to accommodate the needs of businesses as well as workers. According to a 1990 report, the nation’s community colleges typically serve five million students in degree programs and an additional 4.5 million in noncredit courses each year.⁷ At a time when an estimated 42 million adults possess “skills so limited that they’re ill-equipped for job advancement or managing their personal affairs,” community colleges have attempted to bridge the gap between existing and required workplace skills, emerging as the “primary provider of work-force retraining, aside from employers themselves.”⁸ Sixty-nine percent of the 608 community colleges responding to a 1992 poll indicated that they offered workforce retraining; more than half of the surveyed institutions initiated programs between 1987 and 1991.⁹

An overwhelming majority--85 percent--of companies responding to a national survey indicated that community colleges are “central” in setting up workforce education

⁴*America’s Choice*, *supra* note 1, at 49-50.

⁵*Id.* at 50-51, 53.

⁶*Id.* at 52-53.

⁷*Id.* at 51-52.

⁸“Retooling American Workers.” *Business Week*, Sept. 27, 1993, at 53 [hereinafter *Retooling*].

⁹*Id.*

programs.¹⁰ Many corporations find that community colleges offer high-quality training at costs 10 to 20 percent less than those of professional trainers. As an added incentive, some community colleges, such as those in Illinois, and most in New Jersey and Texas, provide “guarantees” that allow a graduate of technical programs to take courses free of charge until the employer is satisfied with the particular employee’s skills. Further evidencing corporate confidence in community college workforce training are efforts such as the Consortium for Supplier Training, comprised of companies such as Motorola, Xerox, Kodak, and Digital Equipment, which elects community colleges rather than in-house efforts for training suppliers of consortium members.¹¹ Funding for these endeavors has been supplied by both the public and the private sectors. While the employer investment nationally in worker training remains at the aforementioned \$30 billion annually, some states are moving to invest public funds in training efforts.¹²

California. California may indirectly provide state funding for workforce training at community colleges through its Employment Training Panel legislation. Supported by employer contributions of 0.10 percent of wages, the Employment Training Fund supplements funding available through the Job Training Partnership Act (JTPA), the Carl D. Perkins Vocational Education Act, the Enterprise Zone Act, and other initiatives. The Fund is managed by the eight-member Employment Training Panel, which is authorized to approve proposals for funding for job training with employers, training agencies, private industry councils, and certain other entities receiving grants under the JTPA; these organizations may, in turn, use awarded moneys from the Fund to contract with a public or private entity (such as a community college) for services, subject to the panel’s approval. Priority is given to those proposals that (i) promote exports and the production of goods and services that would otherwise be imported; (ii) train new employees in businesses that provide “high-skilled, high-wage jobs and are committed to an ongoing investment in the training of frontline workers” or workers displaced due to plant closings, technology changes, or increased competition; (iii) develop workers with skills required for a “high performance workplace of the future”; (iv) are “jointly developed by business management and worker representatives”; (v) include career ladders; and (vi) foster the retention and expansion of manufacturing workers.¹³

Illinois. Pursuant to the Illinois Plan for the Implementation of Educational Guarantees, adopted by the Illinois Community College Board (ICCB) in March 1992, graduates of community technical programs may re-enroll in certain courses at no charge if they did not obtain the necessary skills targeted by the particular course. The Plan included a two-year pilot initiative and a one-year period for the implementation of

¹⁰Report of the Chancellor an the Virginia Community College System on Virginia Community Colleges: The Commonwealth’s Link to a 21st Century Quality Workforce, *House Document No. 10* at 10 (1993) [hereinafter *House Document No. 10*].

¹¹*Id.* at 76, 79; see also, Susan Jackson, “Your Local Campus: Training Ground Zero,” *Business Week*, Sept. 30, 1996, at 68.

¹²*Retooling*, *supra* note 8, at 79.

¹³State of California, *Employment Reference Manual, Employment Training Panel* (1994); Cal. Unemp. Ins. Code §§ 976.6; 10200 *et seq.* (West 1986 and 1997 Supp.).

statewide guarantees. The guarantees are available for occupational programs and transfers for baccalaureate credit. By May 1, 1996, 35 community college districts had adopted some sort of guarantee policy. As of May 16, 1996, only one employer had "called" a guarantee for an employee who had taken a single course; although the guarantee required the completion of a certificate or degree program, the college honored the guarantee, and subsequently was awarded another training contract by the employer.¹⁴

Also supporting training efforts at community colleges are workforce preparation grants. In 1996, the ICCB provided \$4.25 million for these grants; the grants are used by the community colleges for business and industry centers, customized training for businesses, entrepreneurship training programs, and other workforce development activities. By statute, the grants are made to each community college in the amount of \$35,000, and certain remaining appropriated workforce preparation funds are distributed proportionately to the community college districts on the basis of that district's share of state total funded semester credit in "business, occupational, technical occupational, and health occupational courses." A 1996 program status report indicated that community colleges had "provided customized training to 2,155 companies, serving 83,103 employees which contributed to the start-up or expansion of 107 companies; retention of 119 companies; development of 2,642 jobs; and retention of 14,286 jobs."¹⁵

Encouraging employers to pursue workforce preparation is a training expense tax credit, which allows employers to obtain a credit of 1.6 percent of training expenses paid for employees for "educational or vocational training in semi-technical or technical fields or semi-skilled or skilled fields, which were deducted from gross income in the computation of taxable income."¹⁶

Maryland. Maryland community colleges bid competitively for funding for Advanced Technology Centers (ATC) that provide customized training in specific growth areas such as aerospace, agriculture and aquaculture, biotechnology, information technology, and manufacturing. Administered by the Maryland Higher Education Commission and the Maryland Department of Business and Economic Development in cooperation with the Maryland community colleges, these Centers were supported by \$2 million in state funds and \$8.5 million from other sources in fiscal year 1997. Currently, the state boasts four centers involving 11 community colleges. Successful bids must demonstrate employer participation as well as substantial leveraged funding. To ensure accountability, each ATC must report quarterly on its one-year grant; the reports must detail the customized training efforts provided, employer information, and signed agreements with employers for the delivery of other services. Further enhancing the operations of these centers are the ATC Coordinating Council, comprised of local and

¹⁴Illinois Community College Board, *Status Report on Educational Guarantees* (May 16, 1996).

¹⁵Illinois Community College Board, *Workforce Preparation Grant Report--Fiscal Year 1996* (Executive Summary) (1996); 110 Ill. Comp. Stat. 805/2-16.02 (1996).

¹⁶35 Ill. Comp Stat. 5/201 (j) (1996).

state members; local ATC Oversight Boards providing business perspectives; and the Maryland Advisory Commission on Manufacturing Competitiveness.¹⁷

New Jersey. The 1992 New Jersey Employment and Workforce Development Act established a customized worker training program within the Department of Labor. This initiative is funded at about \$17 to \$20 million annually through the Workforce Development Partnership Fund, which is supported by a redistribution of existing state tax revenues--a percentage of unemployment taxable wages by employers and worker unemployment contributions.¹⁸ Eligible applicants include individual employers seeking customized training to “create, upgrade or retain jobs in a labor demand occupation” or to upgrade or retain jobs in an occupation that is not deemed “labor demand” if it is determined that the training is necessary to prevent job loss or if the training is for employees at a facility that is relocating to the state. This “labor demand” occupation requirement also applies to training sought by other entities, such as employer, labor, or community-based organizations and consortia comprised of these organizations and educational institutions.¹⁹

North Carolina. Acknowledging that “the capacity of community colleges to design and deliver customized, quality, and timely instructional responses to meet the divers needs of employers and employees is an essential element in maintaining and expanding the State’s economy,” House Bill 905, now under consideration by the North Carolina General Assembly, would appropriate nearly \$40 million in the next two years to the Department of Community Colleges for occupational training education courses and services. Known as “The Excellent Community Colleges Act,” this legislation also provides community colleges with approximately \$13 million and \$50 million for basic skills and literacy efforts and for adjustments to pupil-teacher ratios and salaries in degree programs, respectively, over the next two years. In addition, the bill provides funding for technology, equipment, and textbooks in all instructional areas, including occupational training. The State Board for Community Colleges is to report to the Joint Legislative Education Oversight Committee before October 1, 1998, regarding the effect of this funding on each institution’s ability to pursue its mission.²⁰

Currently, workforce training at North Carolina community colleges is funded and delivered through noncurriculum instructional programs, characterized as either occupational extension or basic skills, and through business and industry outreach programs, which include initiatives for new and expanding industry, focused industrial training centers, and small business centers. Although instructional programs are funded on the basis of average full-time enrollments for the previous two years or the last year, whichever is greater, the funding rates for the various types of instruction differ:

¹⁷Maryland Higher Education Commission. *Maryland’s Advanced Technology Centers: February 1997 Overview* (1997).

¹⁸New Jersey Council of County Colleges, *New Jersey Department of Labor’s Customized Training Program* (n.d.).

¹⁹N.J. Stat. Ann. § 34:15D-5 (West 1996).

²⁰House Bill 905 (North Carolina 1997).

occupational extension programs, for example, are funded at about 55 percent of the per full-time enrollment rate set for curriculum instruction.

Classified as a business and industry outreach initiative rather than as noncurriculum instruction, training for new and expanding industries is completely state-supported and is provided solely by the community college system. Funding for these programs addresses instructors' wages and travel expenses, as well as certain production materials, and is obtained through a project proposal process. Designed to assist industries in training workers for new technology, Focused Industrial Training (FIT) Centers are supported by annual grants averaging about \$88,000 each; these grants are not calculated pursuant to any enrollment formula. All 58 community college campuses have small business centers, each receiving about \$57,000 annually for operating expenses to provide seminars, counseling, and other resources for small businesses.²¹

The statutes creating the North Carolina community college system specify that the major purpose of the community college is the "offering of vocational and technical education and training, and of basic, high school level, academic education..." Consistent with this statutory purpose, the North Carolina State Board of Community Colleges adopted a mission statement proclaiming that the system is to "open the door to opportunity seeking to improve their lives and well being by providing: education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs; support for economic development through services to business and industry; and services to communities and individuals which improve quality of life." Among the goals and objectives of the system are the improvement of training and retraining, the elimination of illiteracy, the expansion of awareness of business education programs, and enhanced accountability and standards through outcome-based measurements and increased efficiencies.

Illustrative of these goals and objectives are a number of programs at Piedmont Community College (PCC), such as Work First, a partnership with the North Carolina Department of Social Service providing job-seeking and training assistance; a JOBLink "one-stop" career center, a collaborative effort with a number of agencies that provides education and training referrals, job placement, and occupational/literacy training; and a Job Bank initiative with the U.S. Department of Labor that will electronically access jobs nationwide. Other PCC programs include dual enrollments with public schools, leadership training with a local chamber of commerce, and alternative education initiatives with the Department of Correction. The total 1996-97 budget for the North Carolina Community College System was over \$600 million; state appropriations were budgeted at over \$500 million. In 1995-96, 183 training projects for new and expanding industry reached 27,505 trainees at an average cost of \$311.02 per trainee. Occupational extension classes and in-plant training reached about 297,000 individuals.²²

²¹North Carolina General Assembly, Fiscal Research Division, *Profile of Current Funding Model* (n.d.).

²²Meeting summary, August 19, 1997, meeting of the HJR 622 Joint Subcommittee.

IV. EDUCATION AND WORKFORCE TRAINING IN THE COMMONWEALTH

A. Preparing the 21st Century Workforce

The critical link between education, workforce training, and economic development has not eluded Virginia policymakers. While committed to pursuing improvements in the quality of public education and in the skills of future workers, government leaders in the Commonwealth are keenly aware of the critical importance of providing appropriate training and retraining for the current workforce and have devoted many legislative and executive efforts to this issue in recent years. Recognizing that 92 percent of the Commonwealth's workers for the year 2000 are "already working," the Governor's Advisory Committee on Workforce Virginia 2000: A Partnership for Excellence noted in 1991 that "Virginia must provide a structure and an incentive system that encourages employers to look first to their existing cadre of loyal employees and to recognize that investing in their human resources is the key to success in a global economy."²³ Citing the commitment of other industrialized nations to worker training, the Governor's Advisory Committee specifically recommended the creation of "incentives which encourage employers to develop continuous training programs for their current workers" and the establishment of the Advisory Council on Workforce Virginia 2000.²⁴

Echoing the need for workforce training was the A.L. Philpott Southside Economic Development Commission, which stated that "[p]articipation in the global economy will necessitate the cultivation of a workforce that is productive and highly skilled,"²⁵ and noted that while the Commonwealth may boast a variety of job training opportunities, current programs may be hampered by uncertain funding and fragmented delivery throughout agencies, localities, and businesses.²⁶ Effective preparation of the workforce for the 21st century was also the focus of a 1993 report by the Committee on Worker Training of the Governor's Advocacy Council for Workforce Virginia 2000, urging the Commonwealth to "develop and financially support continuous workforce education, training and retraining programs designed to assist Virginia companies in becoming more globally competitive high performance organizations through increasing the knowledge and skill of its front-line workers."²⁷ The Committee also supported the creation of tax credit incentives for businesses employing under 200 workers to invest in "continuous workforce education, training, and retraining programs."²⁸

²³Governor's Advisory Committee on Workforce Virginia 2000, *Partnerships for Excellence: The Virginia Plan on Strengthening the Commonwealth's 21st Century Workforce* at 3, 9, 14 (March 1991) [hereinafter *Partnerships for Excellence*].

²⁴*Id.* at 9, 23-24.

²⁵Report of the A.L. Philpott Southside Economic Development Commission, *House Document No. 45* at Appendix A, 11 (Final Report of the Task Force on Education, Training, and the Workforce) (1992) [hereinafter *House Document No. 45*].

²⁶*Id.* at 10.

²⁷*House Document No. 41*, *supra* note 2, at 4.

²⁸*Id.*

The year 1993 witnessed the establishment of an array of intertwining education and workforce training initiatives. The Virginia Business-Education Partnership Program (VBEP) was created within the office of the Secretary of Education to enhance business participation in public education.²⁹ Assisting the Secretary of Education would be the Advisory Council on the Business-Education Partnership Program, comprised of 20 members from the legislative and executive branches as well as individuals representing the education and business communities. A 21-member Workforce 2000 Advocacy Council, established in statute to promote and implement the recommendations of the Governor's Advisory Committee on Workforce Virginia 2000, was to expire on July 1, 1997. The VBEP Advisory Council was also to advise the Workforce 2000 Advocacy Council.³⁰

Also in 1993, the Department of Education issued a report stating that "students at all instructional levels . . . must be specifically, practically, and realistically prepared for a very challenging and demanding job and career scenario with nothing certain but change."³¹ The report's recommendations stressed the coordination of statewide workforce preparation efforts as well as the development of identified "critical competencies" through instruction in secondary schools, community colleges, and four-year institutions and supported a Workforce Leadership Council to coordinate the "various workforce preparation studies and initiatives. . . ."³² The following year, this Workforce Leadership Council, including state education, employment, and social services officials, reported that "the Commonwealth should pursue making access to . . . [workforce] education and training a priority."³³

Other initiatives focusing on workforce preparation and training in recent years include studies conducted by the Commission on the University of the 21st Century, the Virginia Community College System, and the Secretaries of Education and Commerce and Trade,³⁴ and the codification of school-to-work transition programs.³⁵ In addition, **HB 1787** and **SB 926**, identical bills adopted in 1997, established the Community College Incentive Scholarship Program and Fund, to be administered by the State Board for Community Colleges. This initiative makes scholarships available to second-year, full-time community college students who have a B average or better and who are enrolled in designated technical training programs that reflect Virginia's current and

²⁹Va. Code § 2.1-51.21:1 (1995).

³⁰Va. Code §§ 2.1-116.18, 2.1-116.19 (1995); 9-325 *et seq.* (1993).

³¹Report of the Department of Education, Study of Preparing a Skilled Workforce for the 21st Century, *House Document No. 18* at iv (1993).

³²*Id.* at vi.

³³Report of the Secretary of Education, the Secretary of Commerce and Trade, Secretary of Health and Human Resources on The Establishment and Vision of the Workforce Leadership Council, *House Document No. 37* (1994).

³⁴Report of the A.L. Philpott Southside Economic Development Commission, *House Document No. 67* at n.16 (1993); see Commission on the University of the 21st Century, *The Case for Change* (1990); *House Document No. 10*, *supra* note 10 (1993); *House Document No. 41*, *supra* note 2.

³⁵Va. Code §§ 22.1-208.2:2; 22.1-209.1 (1997).

future workforce training needs. The Virginia Economic Development Partnership is to advise the Board, upon request, regarding those training programs that address these workforce development needs. Although the statute indicates that the first such scholarships are to be awarded after July 1, 1998, language in the 1997 Appropriations Act stated that the first scholarships are to be awarded in fiscal year 2000, to students who meet eligibility requirements in fiscal year 1999.³⁶

HB 2367, also adopted in 1997, provided employers a tax credit in an amount equal to 30 percent of the expenditures made by the taxpayer for noncredit courses that promote worker retraining at Virginia community colleges or worker retraining programs registered with Virginia Apprenticeship Council. If the taxpayer uses a private school for such courses, the credit is equal to the cost of the course per student but may not exceed \$100 per student annually. The credit applies to taxable years beginning on or after January 1, 1999. The Director of the Department of Business Assistance is to report annually to the chairmen of the House and Senate Finance Committees on the “status and implementation” of this tax credit, including certifications for eligible worker training. The Tax Commissioner is to promulgate regulations establishing procedures for claiming the tax credit; defining eligible worker retraining, which is to include only those courses and programs that are substantially related to the duties of a qualified employee or that enhance the qualified employee’s job-related skills, and that promote economic development; and providing for the allocation of credits among employers requesting credits in the event that the amount of credits for which requests are made exceeds the available amount of credits in any year (\$2,500,000).³⁷

B. Workforce Training Through The Virginia Community College System

Described as a “fragmented approach” by the Workforce 2000 Committee,³⁸ workforce training efforts in Virginia are provided through a plethora of agencies, localities, and private sector organizations. The Virginia Economic Development Partnership, created as an authority in 1995, is to “formulate, promulgate, and advance programs . . . for . . . the retention and growth of existing businesses.” Although not directly responsible for workforce training efforts, the Partnership supports the new Department of Business Assistance, established in 1996 and supplanting the Department of Economic Development, which is directed to “[p]rovide for training or retraining of individuals for specific employment opportunities at new or expanding business facilities in the Commonwealth. . . .”³⁹

³⁶Va. Code § 23-220.2 et seq. (1997); 1997 Acts of Assembly, c. 924, § 1-39, Item 163 (1, 2, 3, and 4); Virginia Division of Legislative Services, *1997 Session Summary* (1997) [hereafter referred to as *Session Summary*]; see also, Division of Legislative Services, *Memorandum*, July 8, 1997, to members of the HJR 622 Joint Subcommittee [hereinafter referred to as *Memorandum*].

³⁷Va. Code § 58.1-439.6 (1997); *Session Summary*, supra; see also, *Memorandum*, supra.

³⁸*Partnerships for Excellence*, supra note 23, at 22; see also, Final Report of the Task Force on Education, Training, and the Workforce, *House Document No. 45*, supra note 25, at 10.

³⁹Va. Code §§ 2.1-548.28 et seq.; 2.1-548.44 et seq. (1997 Supp.); 1997 Acts of Assembly, c. 924, § 1-29, Item 96 D; § 1-30; § 1-30.1.

The mission of the Department of Business Assistance is to “strengthen the Commonwealth’s economy by providing to Virginia businesses value-added services, such as workforce training, financing, and small business development; and by serving as state government’s principal point of contact and communications with business and industry through an industry visitation program.” While the Virginia Economic Development Partnership focuses on the recruitment of new industry, the development of existing industry and workforce services are the responsibility of the Department. Outreach efforts to existing businesses include site visits, which have increased from 732 in 1995 and 1,212 in 1996 to 1,830 in 1997, and responses to requests for assistance, which have grown from 1,036 in 1995 and 1,729 in 1996 to 2,436 in 1997. Among those areas of business assistance available through the Department are business incentives, financing, worker training, OSHA compliance, and technology.

Within the Department, the Division of Workforce Services assists new and expanding businesses in developing and implementing the highest quality recruiting and training programs for new job creation. The Division assists in Virginia’s economic development marketing efforts and also designs and implements tailored recruiting and training programs, 43 percent of which are offered through community colleges. While the Division makes no distinction between new and existing businesses in granting assistance, eligible businesses must employ 25 new employees or make at least \$1 million in new investments within a one-year period. In the last five years (1992-1996), the Division addressed over 1,200 assistance projects (639 projects for new businesses; 499 for expanding business; and 62 retraining projects). In fiscal year 1997, the Division supported 315 such assistance projects. Of this 315, 150 addressed new businesses, 146 targeted expanding businesses, and 19 supported retraining. About 20 to 30 percent of business assistance project funds--or about \$3 million--will support community college workforce training. The funds may be paid to the eligible businesses as a reimbursement for training services at community colleges. State funding for noncredit instruction at community colleges was cited as a way to increase the Commonwealth’s competitiveness with border states and to enhance Virginia’s economic development “image” and business climate.⁴⁰

Other entities involved in business and economic development and, in some direct or indirect manner, workforce training include the Small Business Advisory Board; the Departments of Minority Business Enterprise, Labor and Industry, and Social Services (through its Virginia Independence Program and Virginia Initiative for Employment not Welfare); the Governor’s Employment and Training Department (which participates in programs offered through the federal Job Training Partnership Act); and the Virginia Employment Commission (through its Virginia State Job Service division).⁴¹

⁴⁰Meeting summary, July 8, 1997, meeting of the HJR 622 Joint Subcommittee.

⁴¹Va. Code §§ 2.1-548.49 *et seq.*; 2.1-64.32 *et seq.* (1995 and 1997 Supp.); 40.1-1 *et seq.* (1994 and 1997 Supp.); 63.1-1.1 *et seq.*; 63.1-133.41; 63.1-133.49 (1995 and 1997 Supp.); 2.1-704 (1995); 60.2-400 (1992).

It is the Virginia Community College System, however, that may be seen as a “dynamic and strategically positioned ‘broker’ of workforce development, providing a full range of services, technological expertise, and resources to local businesses.”⁴² Founded in 1966 and governed as a single institution by the 15-member State Board for Community Colleges, the VCCS has grown from its initial existence of two colleges to a network of 23 community colleges with 38 campuses.⁴³ These institutions collectively may provide a “vital link in 21st century workforce training and education.”⁴⁴

Within its mission of assuring “that all individuals in the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge” is the commitment of the Virginia Community College System (VCCS) to provide not only two-year academic programs and occupational training, but also “special training for business and industry . . . and continuing and developmental education.”⁴⁵ A 1989 survey by the Joint Legislative Audit and Review Commission (JLARC) indicated a wide variety of “special training” initiatives in Virginia’s community colleges, with those institutions in larger urban areas sponsoring more elaborate programs. The institutions may coordinate with businesses to improve the skills of current workers or offer training for the under- or unemployed. Instruction may be credit- or noncredit-bearing.

In 1988-89, Virginia community colleges offered 2,223 special training courses for 380 clients. Offered on campus or at a business site, instruction may be led by regular community college faculty or specially-hired part-time faculty. The community college processes all paperwork and tuition related to these programs.⁴⁶ In 1993, the VCCS reported that it had created contractual training arrangements with more than 700 businesses, industries, and government agencies; an additional 700-plus special courses for Virginia employers are reported to reach over 21,000 employees annually.⁴⁷ Further evidencing the increasing role of the community colleges in workforce training is a recent survey of 6,000 businesses in the Commonwealth showing that community colleges are contacted more frequently than other providers for workforce training; currently, VCCS serves over 90,000 individuals in noncredit workforce training efforts each year.⁴⁸ VCCS

⁴²House Document No. 10, *supra* note 10, at 13.

⁴³Follow-Up Report of the Joint Legislative Audit and Review Commission on Review of the Virginia Community College System, *Senate Document No. 4* at 1 (1991) [hereinafter *Senate Document No. 4*]; Virginia Community College System, *Annual Report 1995-96* at 23 (1996); Va. Code § 23-214 *et seq.* (1997).

⁴⁴House Document No. 10, *supra* note 10, at 1.

⁴⁵Virginia Community College System, *Virginia Works: A Community Alliance to Keep Virginians Working* (n.d.) [hereinafter *Virginia Works*].

⁴⁶*Senate Document No. 4, supra* note 43, at 92-93. According to the JLARC survey, about 36,800 students participated in special training in 1988-89, of whom 3,928 were FTEs, generating over \$1.8 million in tuition and fees. *Id.* at 92.

⁴⁷House Document No. 10, *supra* note 10, at 8-9.

⁴⁸Virginia Community College System, *VCCS Workforce Development Initiative: Workforce Development Priorities for the 21st Century* at 4, 5 (January 1997).

survey data indicate that, during the 1995-96 academic year, the individual colleges provided training services to as few as four and as many as 1,500 employers. About half of the institutions served between 25 to 99 employers while five institutions--Northern Virginia, Danville, John Tyler, Southwest Virginia, and J. Sargeant Reynolds--served over 200 employers each.⁴⁹

According to testimony before the joint subcommittee, VCCS noncredit course registrations for 1995-96 totaled 97,526, while the noncredit headcount stood at 67,406. Credit course registrations and headcount were 763,102 and 207,198, respectively. Primary among the businesses served by VCCS are service industries, such as hotel, automotive, amusement, health, legal, and other services (38 percent); and public administration, including local, state, and federal governments (28 percent). According to a VCCS survey, 21 of 49 states (46 states responding) provide some level of state support for noncredit instruction; this support may range from partial funding of selected course to full funding of all noncredit instruction addressing job preparation. Of the states supporting noncredit instruction, California, Florida, Georgia, Illinois, Michigan, New York, North Carolina, Ohio, and Texas are rated in the top ten in business expansion and relocations; Kentucky was the only state in this top ten that does not fund noncredit instruction.⁵⁰

**Top Ten States 1994-96
New Facilities and Expansions—Economic Development**

Rank	State	New Facilities or Expansions
1	Ohio*	2,612
2	Texas*	1,986
3	North Carolina*	1,933
4	Illinois*	1,147
5	Florida*	1,087
6	California*	916
7	New York*	807
8	Michigan*	778
9	Georgia*	769
10	Kentucky	667
13	Virginia	545

*state provides funding for noncredit courses

Source: Conway Data

⁴⁹Virginia Community College System, *VCCS Training and Business Assistance Services (DRAFT)*(June 1997) [hereinafter *VCCS Training*]. These data include only training for which employers paid the institution directly and do not reflect training for employees who were subsequently reimbursed by their respective employers.

⁵⁰*Meeting summary*, August 19, 1997, meeting of the HJR 622 Joint Subcommittee.

Customized training programs, developed in collaboration with industry representatives, include training for the current workforce as well as initiatives to develop “a qualified pool of applicants to fill future position openings,” such as the Call Center Representative Career Certificate Program, created at Germanna Community College with GEICO. To meet the needs of local wholesalers and distributors, J. Sargeant Reynolds Community College developed one of only a few programs in wholesale distribution in the nation, while Lord Fairfax Community College has crafted a degree program in graphic communications to enhance workforce skills in the printing and publishing business. Consulting with forestry industries and paper manufacturers, Rappahannock and Dabney S. Lancaster Community Colleges have tailored programs for current employees in these businesses.

**VCCS Training Activity: Survey Information
1995-96 Academic Year**

- Over two-thirds (71.37 percent) of reported workforce training was delivered to companies employing fewer than 500 workers.
- Over half (56.87 percent) of training served employers with 25 to 499 employees.
- Only 14.5 percent of training was for companies with fewer than 25 employees.
- 15.6 percent of training served employers with more than 1000 workers.
- Community colleges in the southwest region serve the highest percentage (25 percent) of employers with fewer than 25 employees, followed by the Tidewater region at 18.25 percent.
- More training was offered off-campus than on-campus.
- The current cost structure was identified third, behind space availability and equipment needs, as an obstacle to delivery of workforce training.

Source: Virginia Community College System, *VCCS Training and Business Assistance Services (DRAFT)*(June 1997).

Enhancing workforce training at community colleges are a variety of initiatives. Many community colleges now have Workforce Development Centers or Business, Industry and Government Services (BIGS) Centers that provide not only assistance in credit instruction but also services such as pre-employment assessment and training; professional training and development; and entrepreneurial, supervisory, and management training. Funded by special appropriations, partnerships with private industry, federal moneys, and other nonstate sources, Institutes for Workforce Excellence have been established at several community colleges to address training needs in specific industries. The Institutes, which were created in the last five years, primarily address manufacturing in the southern and western regions of the Commonwealth.

VCCS Lead Institutes for Workforce Excellence

Lead Institute for Workforce Excellence	Sponsoring Community College	Target Industries Served
Southwest Virginia Manufacturing Technology Center	Mountain Empire, New River, Southwest Virginia, Virginia Highlands, Wytheville	Furniture, Textiles, Chemicals, Heavy Machinery, Printing & Publishing
Lord Fairfax Center for Workforce Excellence	Lord Fairfax	Plastics, Printing & Publishing, Food Service, Machine Trades
Quality Institute (ISO 9000)	Central Virginia	All industries interested in receiving ISO 9000 certification/exporting goods internationally
Prince William Academy*	Northern Virginia--Woodbridge	Service, Wholesale & Retail Trades
New River Valley Regional Economic Development Center	New River	Furniture, Automotive, Heavy Truck Manufacturing, High Technology--Fiber Optics

*Note: Northern Virginia Community College was recently awarded a Virginia Works Innovation grant to begin planning for the development of the Prince William Academy. The first class of students was expected to enroll during the 1997-98 school year.

Source: Virginia Community College System, *VCCS Training and Business Assistance Services (DRAFT)*(June 1997).

Also contributing to workforce training and economic development are VCCS collaborations with regional representatives of the Virginia Employment Commission and with regional offices of the Center for Innovative Technology, working relationships with state and local social services and JTPA representatives, and coordination with the Department of Business Assistance and with small business development centers, some of which are co-located on community college campuses. In addition, involvement with local chambers of commerce, local economic development offices, school divisions, planning district commissions, and private industry councils enhances the ability of community colleges to respond to the training needs of local business.⁵¹

C. Paying for Noncredit Instruction

Although the Code of Virginia clearly includes continuing education among those fields of instruction appropriately offered by community colleges, it makes no distinction between credit and noncredit courses.⁵² For funding purposes, however, credit-bearing status is critically important. While state general fund moneys support credit-bearing courses at Virginia community colleges, noncredit instruction--including workforce training for business and industry--receives no direct state support, a practice in effect

⁵¹*Id.*

⁵²Va. Code § 23-214 (1997); *Senate Document No. 4, supra note 43*, at 22.

since the System's creation over 30 years ago.⁵³ Individuals enrolled in credit-bearing special training courses pay regular community college tuition; the institution also receives full-time-equivalent (FTE) credit for these students. In the case of noncredit training, it is the client who will pay full tuition as well as fees for overhead costs.⁵⁴ It is these overhead costs, some institutions have indicated, that increase tuition.⁵⁵

State Funding Policies: Enrollment in Virginia Community College System

Type of Student/Enrollment	State Support
Remedial classes	✓
Credit courses to earn academic award	✓
Credit courses, not seeking academic award	✓
Noncredit training under industry contract	✗
Noncredit avocational or recreational courses	✗

Source: Report of the State Council of Higher Education for Virginia and State Board for Community Colleges. Virginia Community College System Funding and Focus. *House Document No. 76* at 5 (1997).

The VCCS will receive \$382,984,029 and \$391,247,630 in state appropriations in the first and second years, respectively, of the 1996-98 biennium.⁵⁶ These appropriations reflect State Council of Higher Education for Virginia (SCHEV) funding guidelines that are based on enrollments of FTE students (enrolled in 30 credit hours annually).⁵⁷ According to data from the Southern Regional Education Board, the Commonwealth ranked 11th out of 15 southeastern states in total per-student spending from state support and tuition and fees. The disparate rankings are prompted by differences among the states in community college staffing levels, salaries, nonpersonal services such as technology and equipment, and policies on funding for noncredit courses.⁵⁸

⁵³Report of the State Council of Higher Education for Virginia and State Board for Community Colleges, Virginia Community College System Funding and Focus, *House Document No. 76* at 5 (1997) [hereinafter *House Document No. 76*]; *Senate Document No. 4*, *supra* note 43, at 44.

⁵⁴*Senate Document No. 4*, *supra* note 43, at 92-93.

⁵⁵*VCCS Training*, *supra* note 49.

⁵⁶1997 Acts of Assembly, c. 924, § 1-39, Item 168.

⁵⁷*Senate Document No. 4*, *supra* note 43, at 44.

⁵⁸*House Document No. 76*, *supra* note 53, at 7 (1997).

Community College Funding in the Southeastern States, 1995-96

State	State and Local Support Per Student Amount (rank in parentheses)	Median Tuition and Fees	Total State & Local Support and Tuition & Fees (rank in parentheses)
North Carolina	\$4,652 (1)	\$ 557 (1)	\$5,209 (2)
Mississippi	\$4,210 (2)	\$ 970 (4)	\$5,180 (3)
Arkansas	\$4,025 (3)	\$ 897 (3)	\$4,922 (4)
Maryland	\$3,867 (4)	\$1,886 (15)	\$5,753 (1)
Georgia	\$3,725 (5)	\$1,128 (10)	\$4,853 (5)
Texas	\$3,439 (6)	\$ 715 (2)	\$4,154 (9)
South Carolina	\$3,397 (7)	\$1,000 (5)	\$4,397 (6)
Tennessee	\$3,340 (8)	\$1,030 (7)	\$4,370 (7)
Oklahoma	\$3,186 (9)	\$1,135 (11)	\$4,321 (8)
Florida	\$2,752 (10)	\$1,073 (9)	\$3,825 (12)
West Virginia	\$2,734 (11)	\$1,301 (13)	\$4,035 (10)
Alabama	\$2,530 (12)	\$1,260 (12)	\$3,790 (13)
Virginia	\$2,485 (13)	\$1,429 (14)	\$3,914 (11)
Kentucky	\$2,319 (14)	\$ 980 (5)	\$3,299 (15)
Louisiana	\$2,252 (15)	\$1,060 (8)	\$3,312 (14)
Region Avg.	\$3,293 --	\$1,000 --	\$4,923 --

Source: Report of the State Council of Higher Education for Virginia and State Board for Community Colleges, Virginia Community College System Funding and Focus. *House Document No. 76* at 7, citing data from the Southern Regional Education Board (1997).

D. Recent Initiatives

Consistent with its multi-faceted mission, the VCCS proposed the Virginia Works initiative in 1994, a "community alliance" comprised of strategies to create a high-caliber workforce and to "strengthen the quality and availability of workforce services to business and industry."⁵⁹ Community colleges would develop "one-stop workforce development centers," supplemented by electronic linkages, offering a range of education and training services. Seeking a more coordinated delivery of these services, the centers would also provide "access to other state services such as the Virginia Employment Commission, the Governor's Employment and Training Department, the Center for Innovative Technology, the Department of Social Services, and the proposed Virginia Alliance for Manufacturing Competitiveness."⁶⁰

⁵⁹*Virginia Works*, *supra* note 45, at 1; James H. Jackson, *Workforce Training and Service Needs of Virginia Businesses: A Survey for the Commonwealth of Virginia* at 4 (n.d.).

⁶⁰*Virginia Works*, *supra* note 45, at 11-12.

Virginia Works Strategies

- “Creating classrooms of the future by maintaining and providing a comprehensive, up-to-date curriculum of occupational-technical programs in current and emerging professions and technologies.
- Deliver a quality set of workforce services needed by business and industry across the Commonwealth.
- Establish, in cooperation with other state agencies and other service providers, local Virginia Works alliances to provide a full array of education, employment and training services to citizens, business and industry.
- Provide selected, specialized services to business and industry through lead “Institutes of Workforce Excellence” that service a unique need of a region or that serve, through technology, as the host providers of specialized statewide training and curriculum development needs.
- Participate in statewide efforts to create a stronger continuum of education and training services to *all* citizens of the Commonwealth.”

Source: Virginia Community College System, *Virginia Works: A Community Alliance to Keep Virginians Working* (n.d.).

To enhance its ability to contribute to the Commonwealth’s economic development efforts, the VCCS identified four priorities in 1997: (i) working with SCHEV in implementing alternative awards, such as a Commonwealth Certificate, to “better serve the workforce education and training needs of business and industry”; (ii) creating workforce development centers at each community college; (iii) establishing additional institutes of workforce excellence, after coordinating with business to identify “highest priority” industries; and (iv) phasing in state general fund support for noncredit courses. In citing this last priority, VCCS noted that the Commonwealth currently provides approximately \$10 million annually to the Department of Business Assistance for employee training for new or expanding businesses. The Department, in turn, uses these funds to contract with community colleges and others to provide the necessary instruction.

The VCCS, in a report issued in conjunction with SCHEV, stated that “Virginia is at a disadvantage in funding workforce development for existing businesses and industries. North Carolina, one of Virginia’s primary economic development competitors, provides support for noncredit instruction at half the rate provided to credit instruction. Virginia community colleges, however, must charge business and industry the full direct and indirect costs of the training provided. Unless the full costs are recovered by fees charged to businesses and individuals, these services are not

provided.”⁶¹ VCCS and SCHEV concluded by recommending that the Commonwealth appropriate \$500,000 to the Virginia Economic Development Partnership for pilot initiatives of state funding for workforce training provided pursuant to industry contracts.⁶²

Although this particular funding proposal was not enacted, initiatives to assist in workforce training efforts through community colleges were not neglected by the 1997 Session of the General Assembly. The 1997-98 budget directs the VCCS to work with the Commission on the Future of Public Education to “develop a mechanism for providing post-secondary high technology education and training for manufacturing businesses and industries in the Commonwealth” and to “proceed to implement, to the extent available resources or the reallocation of resources permit, all aspects of its plan for workforce development in the Commonwealth with emphasis on the development of specific programs and assistance for the technology industry in Northern Virginia.”⁶³ In the second year of the 1996-98 biennium, a \$70,000 general fund appropriation through the Virginia Economic Development Partnership will support the VCCS in the creation of a commercial truck driving school in Southside Virginia.⁶⁴ In addition, two appropriations of \$50,000 each will support planning for a regional workforce development center at Paul D. Camp Community College and for a feasibility study regarding the relocation of Thomas Nelson Community College and the possibility of adding a workforce development center at any new site. The A.L. Philpott Manufacturing Center, located at Patrick Henry Community College, will receive \$350,000; the Southwestern Virginia Advanced Manufacturing Technology Center at Wytheville Community College will receive \$200,000.⁶⁵

V. CONCLUSIONS AND RECOMMENDATIONS

Creating a stronger, better-prepared workforce and providing for the continuing education of present employees is clearly of great importance to Virginia’s continued economic growth and prosperity. Although current workforce training programs at our community colleges have proven successful, further support is needed for these initiatives. In striving to meet the directives of HJR 622, the joint subcommittee considered the following issues:

1. What are the policy implications of providing state support for noncredit instruction?
2. What are the costs and benefits of providing state general fund support?

⁶¹House Document No. 76, *supra* note 53, at 13-14.

⁶²*Id.* at 16.

⁶³1997 Acts of Assembly, c. 924, § 1-39, Items 162 O.1 and O.2.

⁶⁴1997 Acts of Assembly, c. 924, § 1-29, Item 94 D.

⁶⁵1997 Acts of Assembly, c. 924, § 1-39, Item 162, subsections P, N, B, and G.

3. Similarly, what is the public interest in providing financial support for noncredit workforce training for private business and industry?
4. What are the long-term implications if the Commonwealth fails to provide sufficient financial support for noncredit workforce training?
5. In a competitive business environment, what criteria should be used to ensure equity and fairness in the allocation of state support for noncredit training? Should support be allocated to regions or industries in greatest need? Should priority be given to certain categories of instruction? Should businesses meet certain eligibility requirements or be required to supply assurances of expansion of current operations, evidence of potential threat from out-of-state competition, and other representations?
6. What entity or entities should have input in developing these criteria?
7. In what ways can state funding for noncredit workforce training be provided to afford maximum effectiveness and to avoid duplication of efforts in other state workforce training?
8. Should evaluation mechanisms be employed to ensure accountability in the effective application of state funds for noncredit instruction?
9. What revenue sources might support any state funding for noncredit instruction?

The joint subcommittee recognizes that a significant mismatch exists between workplace requirements and skills of the available workforce in certain employment sectors in the Commonwealth. The information technology industry now reports 190,000 job vacancies, a number that is expected to double over the next five years. Northern Virginia alone reports 19,000 technology job vacancies, representing over \$850 million in lost wages.⁶⁶

Currently in the Commonwealth, the Department of Business Assistance Services supports training programs for new and expanding industries; this training is often delivered by community colleges with general fund dollars. For existing industries, community colleges are the "trainers of choice," followed by four-year institutions of higher education. Private business pays for this training, including overhead costs, as there is no state support for specific equipment and faculty, and state policies regarding facilities use are unclear. No statewide strategy ensures a match between workforce resources and the employment needs of businesses identified as "high priority sectors."

Repeated testimony before the joint subcommittee confirmed that the Commonwealth's failure to support noncredit workforce instruction has hampered the ability of community colleges to respond to more effectively address workforce training

⁶⁶Meeting summary, November 10, 1997, meeting of the HJR 622 Joint Subcommittee.

needs. The time required for curriculum development, approval, and implementation of new credit programs slows the community college response to training needs. The higher tuition costs associated with noncredit instruction restrict individual access to these initiatives. In addition, the Commonwealth's existing industries suffer a loss of competitive edge due to the expense of continuous retraining of its workers. Finally, the lack of state support may result in higher costs to business as well as decreased flexibility and responsiveness, and may preclude smaller businesses from pursuing this training opportunity.

If seen as avenues of focused workforce development, rather than as avocational pursuits, noncredit training at community colleges should be funded accordingly. As a catalyst for economic development, the Commonwealth should support workforce training by organizations promoting regional approaches. Public schools, regional vocational centers, community colleges, certain programs in four-year institutions, government-sponsored training programs, employer-provided training, and training provided by private, for-profit entities might all be considered elements of a system addressing regional workforce development. Aligning these forces will eliminate waste and promote synergy and a more focused, standardized approach to training. Quality, state-of-the-art workforce training must be timely, affordable, accessible, and flexible, and designed to meet the unique needs of business.⁶⁷

Recognizing that affordable noncredit instruction in our community colleges will not only aid in the recruitment of new business as well as in the retention and growth of existing industry, such as those in need of worker retraining to address new technologies, but also contribute to the ongoing development of the educated, flexible workforce so essential to the economic prosperity of the Commonwealth, the joint subcommittee makes the following recommendations:

Recommendation 1: *That the definition of "comprehensive community college" in the Code of Virginia be amended to include the provision of noncredit training and retraining courses and programs of varying lengths to meet the needs of business and industry and that the Code of Virginia designate the VCCS as the state agency with primary responsibility for workforce training at or below the associate degree level.*

Recommendation 2: *That the Commonwealth establish a funding mechanism for certified training programs offered by community colleges at a ratio of 70 percent general funds and 30 percent nongeneral funds, and that the State Council of Higher Education develop guidelines to recognize and provide general fund support for non-credit FTEs in facility utilization and space justification, equipment, and position allocation measures in recognition of the intrinsic value of non-credit instruction and its role in workforce training.*

⁶⁷Meeting summaries, June 11, 1997, and August 19, 1997, meetings of the HJR 622 Joint Subcommittee.

Recommendation 3: *That state funding be provided for workforce development staff positions at each community college campus, based upon enrollment as well as business and industry needs.*

Recommendation 4: *That four High Skills Workforce Development Centers, located in Northern Virginia, the Roanoke Valley, the Peninsula, and the Danville area, be established in the 1998-2000 biennium to (i) coordinate specific high-skills training needs of particular regions and industries; (ii) provide skills assessments and job counseling for workers seeking retraining; (iii) identify regional high-skills training needs; (iv) develop industry skills standards and the related curricula to provide such skills; and (v) certify courses as well as students meeting such skills standards; that these Centers be supported by public and private funds, with state funding not to exceed 75 percent and local public and private contributions providing a minimum of 25 percent; that the Commonwealth provide funding for the establishment or expansion of Institutes of Excellence, initiatives comprised of industry-led consortia to train and retrain adequate numbers of workers for high-wage, high-demand occupations, such as the semiconductor industry, information technologies, and high performance manufacturing; and that these Institutes may be housed at and be part of the Workforce Development Centers.*

Recommendation 5: *That each High Skills Workforce Development Center be guided by a local Workforce Training Council, comprised of business and industry representatives to (i) coordinate the workforce development needs of the region between business and industry and the local education and training providers; (ii) advise the statewide Workforce Training Council; (iii) coordinate the area's workforce training efforts by identifying and measuring available and potential segments of the workforce for recruiting workers into high-demand areas with worker shortages, developing a marketing strategy targeted toward motivating potential workers to obtain the necessary skill levels to move into the new workforce, and providing ready-to-go education and training programs to provide the appropriate skill levels; that each council shall include at least one community college president, a representative of local government, a superintendent of schools, a local chamber of commerce executive director, and a proprietary and/or private college or school representative; that two-thirds of the members shall be executives in the business and industry in the region; that the local community college provide staffing to the councils; and that partnerships already established through the Regional Competitiveness Act may serve as local workforce training councils.*

Recommendation 6: *That a Statewide Workforce Training Council, comprised of business and industry representatives from all regions of the Commonwealth, be established to meet workforce development needs; that this Council be comprised of the Director of the Department of Business Assistance Services, the Chancellor of the Virginia Community College System, the Director of the State Council of Higher Education, the President of the Center for Innovative Technology, the Executive Director of the Virginia Economic Development Partnership, the Director of the Governor's Employment and Training Department, the President of the Virginia Chamber of*

Commerce, and 18 members as follows: a representative of a statewide manufacturing organization, a representative of a labor organization, a representative of the Virginia Employment Commission, and a representative of proprietary schools, to be appointed by the Governor, and 14 chief executive officers from businesses and industries across the Commonwealth, one of whom shall be appointed by the Governor, seven of whom shall be appointed by the Speaker of the House of Delegates, and six of whom shall be appointed by the Senate Committee on Privileges and Elections; that the appointed members shall serve four-year terms; that the chairman and vice chairman be elected from the business and industry members of the Council; that the Council (i) identify current and emerging workforce needs of the business community, (ii) assess potential markets for increasing the number of workers available to business and industry, (iii) forecast and identify training requirements for the new workforce, (iv) create strategies that will match trained workers with available jobs, such as development of a statewide workport concept, and (v) certify courses and programs of training as appropriate and responding to the needs of business and industry; and that staffing for the Council be provided by the Virginia Community College System.

Recommendation 7: *That state funding for the Workforce Services Program within the Department of Business Assistance be increased to ensure that additional new and expanding businesses have access to their services.*

Recommendation 8: *That, to encourage institutions to develop non-credit courses and respond quickly to training needs of local industries, additional flexibility be provided regarding the ability to collect and expend the non-general fund revenues associated with such courses, carry funds across fiscal years, and hire necessary faculty and support staff.*

Respectfully submitted,
HJR 622 Joint Subcommittee to Study
Noncredit Education for Workforce Training in Virginia

Bibliography

Statutory Authority

Cal. Unemp. Ins. Code §§ 976.6; 10200 *et seq.* (West 1986 and 1997 Supp.).
35 Ill. Comp Stat. 5/201 (j) (1996); 110 Ill. Comp. Stat. 805/2-16.02 (1996).
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House Bill 905 (North Carolina 1997).

1996 Acts of Assembly, c. 912.

1997 Acts of Assembly, c. 924.

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Other Authority

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Appendix A

HOUSE JOINT RESOLUTION NO. 622

Establishing a joint subcommittee to study noncredit education for workforce training in Virginia.

Agreed to by the House of Delegates, January 29, 1997

Agreed to by the Senate, February 19, 1997

WHEREAS, attention to the training and retraining needs of business and industry is critical to the well-being of the economy of the Commonwealth of Virginia; and

WHEREAS, noncredit instruction is often the instruction of choice for business and industry because it is more flexible, timely, and responsive to business needs; and

WHEREAS, noncredit training programs can be developed more quickly than degree programs offered for credit which must be evaluated and approved by the State Board for Community Colleges and the State Council of Higher Education for Virginia; and

WHEREAS, support for noncredit workforce training has not been a priority of the Commonwealth, causing competitor states to surpass Virginia in workforce development tied to the needs of business and industry; and

WHEREAS, unlike competitor states, Virginia provides no financial support to industries currently located in the state unless they are expanding their employee base or making a significant capital investment in plant and equipment; and

WHEREAS, Virginia's community colleges receive no funding for noncredit instruction, and unless the full costs, including 30 percent to cover the indirect costs, are charged to business and industry, other programs of the college must bear the brunt of the costs, or the services cannot be provided; and

WHEREAS, the demand on community colleges by business and industry for continuous education, training, and retraining to provide a highly skilled work force is steadily increasing; and

WHEREAS, the needs of business and industry, the lack of funding for noncredit training and retraining courses requested by business and industry, and the absence of a public policy to provide sound and continuous training opportunities for businesses in the Commonwealth warrant examination; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a joint subcommittee be established to study noncredit education for workforce training in

Virginia. The joint subcommittee shall be composed of 18 members as follows: 5 members of the House of Delegates to be appointed by the Speaker of the House; 4 members of the Senate to be appointed by the Senate Committee on Privileges and Elections; 5 persons holding leadership positions in business and industry in the Commonwealth, 3 to be appointed by the Speaker of the House and 2 to be appointed by the Senate Committee on Privileges and Elections; and the Secretary of Commerce and Trade, the Secretary of Education, the Chancellor of the Virginia Community College System, and the Director of the State Council of Higher Education for Virginia, to serve ex officio, without voting privileges.

During the course of its study, the joint subcommittee shall confer with and provide an opportunity for participation in the study to other representatives of business and industry, including, but not limited to, the Virginia State Chamber of Commerce; the Virginia Economic Development Partnership; local government, business, and industry; and persons with expertise in regional economic development, all of whom shall serve the joint subcommittee in an advisory capacity without compensation.

The joint subcommittee shall identify the courses and programs of study in highest demand by business and industry in the Commonwealth; develop a process for assessing the future demand and appropriate public policy for noncredit education and workforce training programs; recommend the appropriate share of the costs of such programs to be borne by the Commonwealth; and recommend initiatives that will sustain a highly skilled labor force to meet the needs of existing business and industry and facilitate the recruitment of new businesses to the Commonwealth.

The direct costs of this study shall not exceed \$9,250.

The Division of Legislative Services and the Virginia Community College System shall provide staff support for the study. The staffs of the House Committee on Appropriations and the Senate Committee on Finance shall provide technical assistance to the joint subcommittee.

All agencies of the Commonwealth shall provide assistance to the joint subcommittee, upon request.

The joint subcommittee shall complete its work in time to submit its findings and recommendations to the Governor and the 1998 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Implementation of this resolution is subject to consequent approval and certification by the Joint Rules Committee. The Committee may withhold expenditures or delay the period for the conduct of the study.

Appendix B
MEETINGS OF THE JOINT SUBCOMMITTEE TO STUDY NONCREDIT EDUCATION
FOR WORKFORCE TRAINING IN VIRGINIA (HJR 622)

First meeting: 10 a.m.--Wednesday, June 11, 1997

6th floor, Building 520, Newport News Shipbuilding, Newport News

Welcome: William P. Fricks, Chairman and Chief Executive Officer, Newport News Shipbuilding; the Honorable Joe S. Frank, *Mayor of Newport News*; review of initial briefing report: Kathleen G. Harris, *Senior Attorney, Division of Legislative Services*; Current Workforce Training Initiatives: Dr. Arnold R. Oliver, *Chancellor, Virginia Community College System*; Perspectives on Workforce Training Needs and Programs: James Wallace, *Director of Training, Newport News Shipbuilding*; Scott Millar, *Assistant Manager, Human Resources, Canon Virginia, Inc.*; Pamela Smith, *Internal Consultant for Training and Development, Siemens Automotive*; Clyde Hoey, *Peninsula Chamber of Commerce*; Dr. Shirley Pippins, *President, Thomas Nelson Community College*; tour of Newport News Shipbuilding.

Second meeting: 10 a.m.-- Tuesday, July 8, 1997

Virginia Power Commercial Operations Training Center, Chester

Perspectives on Workforce Training Needs and Programs: Tom O'Neal, *Vice President, Human Resources, Virginia Power*; Charles R. Warren, *President, Timmons Co.*; David G. Dickson, *Director, Department of Business Assistance Services*; Preston A. Wilhelm, *Director, Workforce Services, Department of Business Assistance Services*; Dr. Ron Laux, *Director, Business, Industry, and Government Center, John Tyler Community College*; tour of Virginia Power.

Third meeting: 10 a.m.--Tuesday, August 19, 1997

Goodyear Tire & Rubber Company

Call to Order and Opening Remarks: The Honorable Alan A. Diamonstein, *chairman*; The Honorable E. Linwood Wright, *Mayor of Danville, and Vice President, Quality, Service, and Development, Dan River Mills*; Perspectives on Workforce Training Needs and Programs: Mark R. Kilduff, *Deputy Director, Virginia Economic Development Partnership*; Dr. Arnold Oliver, *Chancellor, Virginia Community College System*; George Carter, *Human Resources Manager, Goodyear Tire & Rubber Company*; Dr. Carlyle Ramsey, *President, Danville Community College*; Ed Anderson, *ITT*; Dr. H. James Owen, *President, Piedmont Community College, Roxboro, NC*; Les Black, *Corporate Development Manager, BGF Industries*; Dr. Frank Campbell, *President, Averett College*.

Fourth meeting: 10 a.m.--Monday, November 10, 1997

Center for Innovative Technology, Herndon

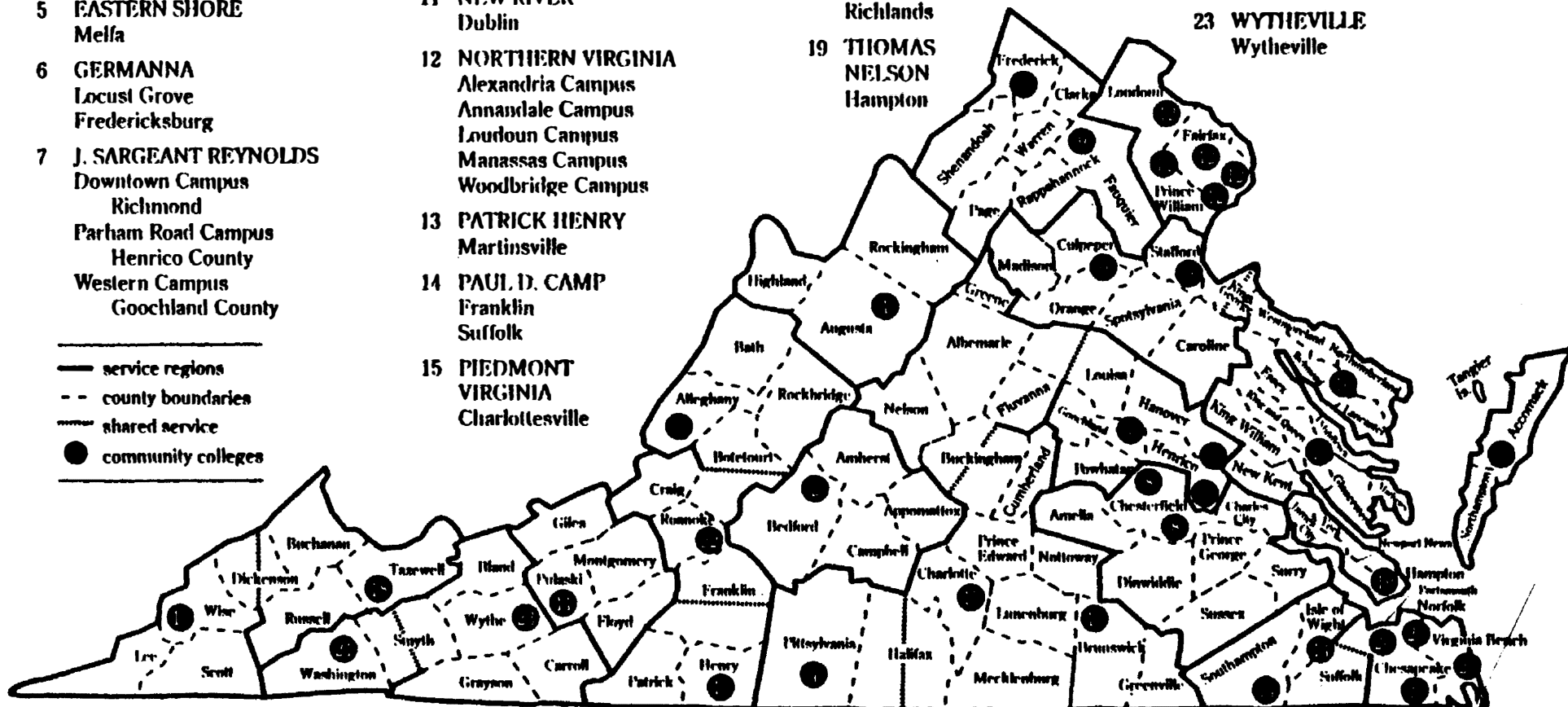
Call to Order and Opening Remarks: Ben J. Davenport, *vice chairman*. Welcoming Remarks: Dr. Richard J. Ernst, *President, Northern Virginia Community College*; representatives of Virginia Association of Private Career Schools; review of reports: Mark R. Kilduff, *Deputy Director, Virginia Economic Development Partnership*; Dr. Robert G. Templin, *President, Center for Innovative Technology*; Dr. Arnold Oliver, *Chancellor, Virginia Community College System*; work session.

Fifth meeting and work session: 10 a.m.--Wednesday, January 14, 1998

6th Floor Conference Room, General Assembly Building, Richmond

Appendix C Virginia Community College System Service Regions

- | | | | |
|---|--|---|---|
| <p>1 BLUE RIDGE
Weyers Cave</p> | <p>8 JOHN TYLER
Chester
Midlothian</p> | <p>16 RAPPAHANNOCK
Glenns Campus
Warsaw Campus</p> | <p>20 TIDEWATER
Chesapeake Campus
Portsmouth Campus
Virginia Beach Campus
Norfolk Campus</p> |
| <p>2 CENTRAL VIRGINIA
Lynchburg</p> | <p>9 LORD FAIRFAX
Middletown Campus
Fauquier Campus</p> | <p>17 SOUTHSIDE VIRGINIA
Christanna Campus
Alberta
John H. Daniel Campus
Keysville</p> | <p>21 VIRGINIA HIGHLANDS
Abingdon</p> |
| <p>3 DABNEY S. LANCASTER
Clifton Forge</p> | <p>10 MOUNTAIN EMPIRE
Big Stone Gap</p> | <p>18 SOUTHWEST VIRGINIA
Richlands</p> | <p>22 VIRGINIA WESTERN
Roanoke</p> |
| <p>4 DANVILLE
Danville</p> | <p>11 NEW RIVER
Dublin</p> | <p>19 THOMAS NELSON
Hampton</p> | <p>23 WYTHEVILLE
Wytheville</p> |
| <p>5 EASTERN SHORE
Melfa</p> | <p>12 NORTHERN VIRGINIA
Alexandria Campus
Annandale Campus
Loudoun Campus
Manassas Campus
Woodbridge Campus</p> | | |
| <p>6 GERMANNA
Locust Grove
Fredericksburg</p> | <p>13 PATRICK HENRY
Martinsville</p> | | |
| <p>7 J. SARGEANT REYNOLDS
Downtown Campus
Richmond
Parham Road Campus
Henrico County
Western Campus
Goochland County</p> | <p>14 PAUL D. CAMP
Franklin
Suffolk</p> | | |
| | <p>15 PIEDMONT VIRGINIA
Charlottesville</p> | | |



Source: Virginia Community College System, 1995-96 Annual Report (1996).

**Appendix D
Budget Amendments and Legislation**

Amendments to HB 30 as Introduced

		Item 161 #11h	
Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$450,000	\$450,000	GF
	10.00	10.00	FTE

Language:

Page 127, line 6, strike "361,273,794" and insert "361,723,794".

Page 127, line 6, strike "372,721,829" and insert "373,171,829".

Explanation:

(This amendment provides additional staff for coordinating workforce training at the community colleges. The staff will work with local business and industry to determine training needs, coordinate with local economic development personnel, the local workforce training council, and other providers. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

		Item 161 #24h	
Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$150,000	\$150,000	GF
	1.50	1.50	FTE

Language:

Page 127, line 6, strike "361,273,794" and insert "361,423,794".

Page 127, line 6, strike "372,721,829" and insert "372,871,829".

Explanation:

(This amendment provides funding for the Virginia Community College System to staff the Statewide Workforce Training Council, a group comprised of state offices and business leaders who will coordinate the workforce training effort for the Commonwealth of Virginia. Funds will be used to employ an administrator for workforce training and for materials and travel for the Council. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

		Item 161 #25h	
Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$500,000	\$500,000	GF
	3.00	3.00	FTE

Language:

Page 127, line 6, strike "361,273,794" and insert "361,773,794".

Page 127, line 6, strike "372,721,829" and insert "373,221,829".

Page 128, after line 36, insert:

"J. For staff and general support of the regional workforce training centers in their service areas, the following amounts and positions are provided from the general fund: Danville Community College, \$200,000 the first year and 1.0 position and \$200,000 the second year and 1.0 position; Paul D. Camp Community College, \$200,000 the first year and 1.0 position and \$200,000 the second year and 1.0 position; and, Thomas Nelson Community College, \$100,000 the first year and 1.0 position and \$100,000 the second year and 1.0 position. Prior to the allotment of the amounts from the general fund, each regional workforce center shall provide a 25 percent nongeneral fund match, as follows: Danville and Paul D. Camp, \$66,666 the first year and \$66,666 the second year; and, Thomas Nelson, \$33,333 the first year and \$33,333 the second year."

Explanation:

(This amendment provides funds for three high-skills workforce training centers within the service areas of Paul D. Camp, Thomas Nelson and Danville Community Colleges. The centers will coordinate specific high-skill training required in each region, develop industry standards and related curriculum, and provide skills assessments. The Centers will be supported by a public/private partnership with 75 percent from general funds and 25 percent from nongeneral funds. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

		Item 161 #26h	
Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$250,000	\$350,000	GF

Language:

Page 127, line 6, strike "361,273,794" and insert "361,523,794".

Page 127, line 6, strike "372,721,829" and insert "373,071,829".

Page 128, after line 36, insert:

"J. It is the intent of the General Assembly that noncredit business and industry work-related training courses and programs offered by community colleges be funded at a ratio of 30 percent general funds and 70 percent non-general funds. Out of this appropriation, \$250,000 the first year and \$350,000 the second year from the general fund is designated in pursuit of this objective."

Explanation:

(This amendment establishes a funding mechanism for non-credit business and industry work-related training programs offered by community colleges at a ratio of 30 percent general funds to 70 percent nongeneral funds, and provides a portion of the funds required to meet the objective.)

Amendments to SB 30 as Introduced

Chief Patron: Hawkins

Item 95 #6s

Commerce And Trade	FY 98-99	FY 99-00	
Department Of Business Assistance	\$3,500,000	\$3,500,000	GF

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 68, line 2, strike "19,878,830" and insert "23,378,830".

Page 68, line 2, strike "19,798,631" and insert "23,298,631".

Explanation:

(This amendment provides additional funding to the Workforce Services Program within the Department of Business Assistance Services to meet requests for training assistance from additional new and expanded businesses throughout the Commonwealth. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

Chief Patron: Hawkins

Item 161 #10s

Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$3,260,000	\$2,157,000	GF

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 127, line 6, strike "361,273,794" and insert "364,533,794".

Page 127, line 6, strike "372,721,829" and insert "374,878,829".

Explanation:

(This amendment provides funding for four statewide Institutes of Excellence, affiliated with a Workforce Center, but responsible for training in semiconductors, advanced manufacturing, and information technology throughout the state. Funding includes \$2.1 million for semiconductor equipment for an Institute of Excellence in semiconductor training in Richmond; \$1.0 million for equipment for a High Performance Manufacturing Institute of Excellence in the Danville area; and \$1.25 million for equipment and operations for an Information Technology Institute of Excellence to supplement the Northern Virginia Workforce Center, funded through the Regional Competitiveness Act; and for Wytheville as provided in SB 30, as introduced. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

Chief Patron: Hawkins **Item 161 #11s**

Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$2,499,830	\$2,737,406	GF
	38.00	38.00	FTE

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 127, line 6, strike "361,273,794" and insert "363,773,624".

Page 127, line 6, strike "372,721,829" and insert "375,459,235".

Explanation:

(This amendment provides one staff person at each community college campus who will be responsible for coordinating workforce training in the campus service area. The staff will work with local business and industry to determine training needs, coordinate with local economic development personnel, the local workforce training council, and other providers. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

Chief Patron: Hawkins **Item 161 #12s**

Education: Higher Education	FY 98-99	FY 99-00	
Virginia Community College System	\$250,000	\$250,000	GF
	1.50	1.50	FTE

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 127, line 6, strike "361,273,794" and insert "361,523,794".

Page 127, line 6, strike "372,721,829" and insert "372,971,829".

Explanation:

(This amendment provides funding for the Virginia Community College System to staff the Statewide Workforce Training Council, a group comprised of state officers and business leaders who will coordinate the workforce training effort for the Commonwealth of Virginia. Funds will be used to employ an administrator for workforce training and for materials and travel for the Council. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

Chief Patron: Hawkins

Item 161 #13s

Education: Higher Education

FY 98-99

FY 99-00

Virginia Community College System

\$1,500,000

\$1,500,000 GF

4.00

4.00 FTE

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 127, line 6, strike "361,273,794" and insert "362,773,794".

Page 127, line 6, strike "372,721,829" and insert "374,221,829".

Explanation:

(This amendment provides funds for four high-skills workforce training centers at \$375,000 per center, which will coordinate specific high-skill training in specific regions in the state, develop industry standards and related curriculum, and provide skills assessments. The Centers will be supported by a public/private partnership with 75% from general funds and 25% from nongeneral funds. Centers in Danville, northern Virginia, the Roanoke Valley and the Peninsula have been recommended. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

Chief Patron: Hawkins

Item 161 #14s

Education: Higher Education

FY 98-99

FY 99-00

Virginia Community College System

\$3,000,000

\$3,000,000 GF

Co-Patron(s): Bolling; Houck; Reynolds; Woods

Language:

Page 127, line 6, strike "361,273,794" and insert "364,273,794".

Page 127, line 6, strike "372,721,829" and insert "375,721,829".

Page 128, after line 36, insert:

"J. It is the intent of the General Assembly that noncredit business and industry work-related training courses and programs offered by community colleges be funded at a ratio of 30 percent general funds and 70 percent non-general funds. Out of this appropriation, \$3,000,000 in each year is designated for this purpose."

Explanation:

(This amendment establishes a funding mechanism for non-credit business and industry work-related training programs offered by community colleges at a ratio of 30% general funds to 70% nongeneral funds. This amendment is a recommendation of House Joint Resolution 622, the Joint Subcommittee to Study Noncredit Education for Workforce Training in the Commonwealth.)

1998 SESSION

982199204

HOUSE BILL NO. 849

Offered January 26, 1998

A BILL to amend and reenact §§ 23-214 and 23-215 of the Code of Virginia, relating to workforce training within the Virginia Community College System.

Patrons—Diamonstein, Abbitt, Armstrong, Baker, Brink, Bryant, Callahan, Clement, Council, Crittenden, Darner, Davies, Drake, Hall, Hamilton, Howell, Hull, Jackson, Johnson, Keating, Kilgore, McDonnell, McEachin, Morgan, Murphy, Orrock, Phillips, Plum, Putney, Ruff, Scott, Shuler, Tata, Thomas and Woodrum

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That §§ 23-214 and 23-215 of the Code of Virginia are amended and reenacted as follows:

§ 23-214. Definitions.

As used in this chapter:

(a) "Comprehensive community college" means an institution of higher education which offers instruction in one or more of the following fields:

(1) Freshman and sophomore courses in arts and sciences acceptable for transfer in baccalaureate degree programs;

(2) Diversified technical curricula including programs leading to the associate degree;

(3) Vocational and technical education leading directly to employment;

(4) Courses in general and continuing education for adults in the above fields;

(5) Noncredit training and retraining courses and programs of varying lengths to meet the needs of business and industry in the Commonwealth.

(b) "State Board" or "Board" means the State Board for Community Colleges.

(c) "Local community college board" means the board established to act in an advisory capacity to the State Board and to perform such duties with respect to the operation of a single comprehensive community college as may be delegated to it by the State Board.

(d) "Vocational and technical education" means vocational or technical training, or retraining, which is given in school classes (including field or laboratory work incidental thereto), under public supervision and control, exclusive of those vocational and technical programs provided and administered by, or through, the public school system and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled, workers or technicians in recognized occupations.

(e) "Area vocational and technical school" means a vocational or technical school used exclusively, or principally, for providing vocational and technical education to persons who have completed, or left, high school, or are recommended for transfer by the school last attended, and who are available for full-time study in preparation for entering the labor market, or for part-time study after entering the labor market.

(f) "System" means the Virginia Community College System.

§ 23-215. Responsibilities of Board and System.

A. The State Board for Community Colleges heretofore established by law is continued. The Board shall be a corporation under the style of "the State Board for Community Colleges." The State Board shall be responsible, through the exercise of the powers and performance of the duties set forth in this chapter, for the establishment, control, and administration of a statewide system of publicly supported comprehensive community colleges which shall be known as the Virginia Community College System.

B. The Virginia Community College System shall be the state agency with primary responsibility for workforce training at or below the associate degree level.

982199204

HB849

1/27/98 13:8

1998 SESSION

982203204

HOUSE BILL NO. 851

Offered January 26, 1998

A BILL to amend and reenact §§ 2.1-1.7, 2.1-51.21 and 9-6.25:1 of the Code of Virginia and to amend the Code of Virginia by adding in Title 9 a chapter numbered 41.1, consisting of sections numbered 9-329.1 and 9-329.2, relating to the Statewide Workforce Training Council.

Patrons—Diamonstein, Abbitt, Armstrong, Baker, Brink, Bryant, Callahan, Clement, Council, Crittenden, Darner, Davies, Drake, Hall, Hamilton, Howell, Hull, Jackson, Johnson, Keating, Kilgore, McDonnell, McEachin, Morgan, Murphy, Orrock, Phillips, Plum, Putney, Ruff, Scott, Shuler, Tata, Thomas and Woodrum

Referred to Committee on General Laws

Be it enacted by the General Assembly of Virginia:

1. That §§ 2.1-1.7, 2.1-51.21, and 9-6.25:1 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding in Title 9 a chapter numbered 41.1, consisting of sections numbered 9-329.1 and 9-329.2, as follows:

§ 2.1-1.7. State councils.

A. There shall be, in addition to such others as may be established by law, the following permanent collegial bodies either affiliated with more than one agency or independent of an agency within the executive branch:

- Adult Education and Literacy, Virginia Advisory Council for
- Agricultural Council, Virginia
- Alcohol and Drug Abuse Problems, Governor's Council on
- Apprenticeship Council
- Blue Ridge Regional Education and Training Council
- Child Day-Care Council
- Citizens' Advisory Council on Furnishing and Interpreting the Executive Mansion
- Coastal Land Management Advisory Council, Virginia
- Commonwealth Competition Council
- Commonwealth's Attorneys' Services Council
- Developmental Disabilities Planning Council, Virginia
- Disability Services Council
- Equal Employment Opportunity Council, Virginia
- Housing for the Disabled, Interagency Coordinating Council on
- Human Rights, Council on
- Human Services Information and Referral Advisory Council
- Indians, Council on
- Interagency Coordinating Council, Virginia
- Job Training Coordinating Council, Governor's
- Land Evaluation Advisory Council
- Maternal and Child Health Council
- Military Advisory Council, Virginia
- Needs of Handicapped Persons, Overall Advisory Council on the
- Prevention, Virginia Council on Coordinating
- Public Records Advisory Council, State
- Rate-setting for Children's Facilities, Interdepartmental Council on
- Revenue Estimates, Advisory Council on
- Southside Virginia Marketing Council
- Specialized Transportation Council
- State Health Benefits Advisory Council
- Status of Women, Council on the
- Technology Council, Virginia
- Virginia Business-Education Partnership Program, Advisory Council on the

982203204

HB851

1/27/98 1:3:8

1 Virginia Recycling Markets Development Council
2 *Workforce Training Council, Statewide.*

3 B. Notwithstanding the definition for "council" as provided in § 2.1-1.2, the following entities shall
4 be referred to as councils:

5 Council on Information Management
6 Higher Education, State Council of
7 Independent Living Council, Statewide
8 Rehabilitation Advisory Council, Statewide
9 Rehabilitation Advisory Council for the Blind, Statewide.
10 Transplant Council, Virginia

11 § 2.1-51.21. Agencies for which responsible.

12 The Secretary of Education shall be responsible to the Governor for the following agencies:
13 Department of Education, State Council of Higher Education, Virginia Student Assistance Authorities,
14 Virginia Museum of Fine Arts, The Science Museum of Virginia, Frontier Culture Museum of
15 Virginia, The Library of Virginia, Jamestown-Yorktown Foundation, Board of Regents of Gunston
16 Hall, ~~and~~ the Virginia Advisory Council for Adult Education and Literacy, *and the Statewide*
17 *Workforce Training Council.* The Governor may, by executive order, assign any other state executive
18 agency to the Secretary of Education, or reassign any agency listed above to another secretary.

19 § 9-6.25:1. Advisory boards, commissions and councils.

20 There shall be, in addition to such others as may be designated in accordance with § 9-6.25, the
21 following advisory boards, commissions and councils within the executive branch:

22 Advisory Board for the Department for the Deaf and Hard-of-Hearing
23 Advisory Board for the Department for the Aging
24 Advisory Board on Child Abuse and Neglect
25 Advisory Board on Medicare and Medicaid
26 Advisory Board on Occupational Therapy
27 Advisory Board on Physical Therapy to the Board of Medicine
28 Advisory Board on Rehabilitation Providers
29 Advisory Board on Respiratory Therapy to the Board of Medicine
30 Advisory Board on Teacher Education and Licensure
31 Advisory Commission on the Virginia Schools for the Deaf and the Blind
32 Advisory Council on Revenue Estimates
33 Advisory Council on the Virginia Business-Education Partnership Program
34 Appomattox State Scenic River Advisory Board
35 Aquaculture Advisory Board
36 Art and Architectural Review Board
37 Board for the Visually Handicapped
38 Board of Directors, Virginia Truck and Ornamentals Research Station
39 Board of Forestry
40 Board of Military Affairs
41 Board of Rehabilitative Services
42 Board of Transportation Safety
43 Board of Trustees of the Family and Children's Trust Fund
44 Board of Visitors, Gunston Hall Plantation
45 Board on Veterans' Affairs
46 Catoctin Creek State Scenic River Advisory Board
47 Cave Board
48 Chickahominy State Scenic River Advisory Board
49 Clinch Scenic River Advisory Board
50 Coal Surface Mining Reclamation Fund Advisory Board
51 Coastal Land Management Advisory Council, Virginia
52 Commonwealth Competition Council
53 Council on Indians
54 Council on the Status of Women

- 1 Debt Capacity Advisory Committee
- 2 Emergency Medical Services Advisory Board
- 3 Falls of the James Committee
- 4 Goose Creek Scenic River Advisory Board
- 5 Governor's Council on Alcohol and Drug Abuse Problems
- 6 Governor's Mined Land Reclamation Advisory Committee
- 7 Hemophilia Advisory Board
- 8 Human Services Information and Referral Advisory Council
- 9 Interagency Coordinating Council on Housing for the Disabled
- 10 Interdepartmental Board of the State Department of Minority Business Enterprise
- 11 Litter Control and Recycling Fund Advisory Board
- 12 Local Advisory Board to the Blue Ridge Community College
- 13 Local Advisory Board to the Central Virginia Community College
- 14 Local Advisory Board to the Dabney S. Lancaster Community College
- 15 Local Advisory Board to the Danville Community College
- 16 Local Advisory Board to the Eastern Shore Community College
- 17 Local Advisory Board to the Germanna Community College
- 18 Local Advisory Board to the J. Sargeant Reynolds Community College
- 19 Local Advisory Board to the John Tyler Community College
- 20 Local Advisory Board to the Lord Fairfax Community College
- 21 Local Advisory Board to the Mountain Empire Community College
- 22 Local Advisory Board to the New River Community College
- 23 Local Advisory Board to the Northern Virginia Community College
- 24 Local Advisory Board to the Patrick Henry Community College
- 25 Local Advisory Board to the Paul D. Camp Community College
- 26 Local Advisory Board to the Piedmont Virginia Community College
- 27 Local Advisory Board to the Rappahannock Community College
- 28 Local Advisory Board to the Southside Virginia Community College
- 29 Local Advisory Board to the Southwest Virginia Community College
- 30 Local Advisory Board to the Thomas Nelson Community College
- 31 Local Advisory Board to the Tidewater Community College
- 32 Local Advisory Board to the Virginia Highlands Community College
- 33 Local Advisory Board to the Virginia Western Community College
- 34 Local Advisory Board to the Wytheville Community College
- 35 Maternal and Child Health Council
- 36 Medical Advisory Board, Department of Motor Vehicles
- 37 Migrant and Seasonal Farmworkers Board
- 38 Motor Vehicle Dealer's Advisory Board
- 39 North Meherrin State Scenic River Advisory Board
- 40 Nottoway State Scenic River Advisory Board
- 41 Personnel Advisory Board
- 42 Plant Pollination Advisory Board
- 43 Private College Advisory Board
- 44 Private Enterprise Commission
- 45 Private Security Services Advisory Board
- 46 Psychiatric Advisory Board
- 47 Radiation Advisory Board
- 48 Rappahannock Scenic River Advisory Board
- 49 Recreational Fishing Advisory Board, Virginia
- 50 Reforestation Board
- 51 Rockfish State Scenic River Advisory Board
- 52 Shenandoah State Scenic River Advisory Board
- 53 Small Business Advisory Board
- 54 Small Business Environmental Compliance Advisory Board

1 St. Mary's Scenic River Advisory Committee
 2 State Advisory Board on Air Pollution
 3 State Advisory Board for the Virginia Employment Commission
 4 State Building Code Technical Review Board
 5 State Health Benefits Advisory Council
 6 State Land Evaluation Advisory Council
 7 State Networking Users Advisory Board
 8 State Public Records Advisory Council
 9 Statewide Independent Living Council
 10 Statewide Rehabilitation Advisory Council
 11 Statewide Rehabilitation Advisory Council for the Blind
 12 *Statewide Workforce Training Council*
 13 Staunton Scenic River Advisory Committee
 14 Telecommunications Relay Service Advisory Board
 15 Virginia-Israel Advisory Board
 16 Virginia Advisory Commission on Intergovernmental Relations
 17 Virginia Advisory Council for Adult Education and Literacy
 18 Virginia Coal Mine Safety Board
 19 Virginia Coal Research and Development Advisory Board
 20 Virginia Commission for the Arts
 21 Virginia Commission on the Bicentennial of the United States Constitution
 22 Virginia Correctional Enterprises Advisory Board
 23 Virginia Council on Coordinating Prevention
 24 Virginia Equal Employment Opportunity Council
 25 Virginia Geographic Information Network Advisory Board
 26 Virginia Interagency Coordinating Council
 27 Virginia Military Advisory Council
 28 Virginia Public Buildings Board
 29 Virginia Recycling Markets Development Council
 30 Virginia Technology Council
 31 Virginia Transplant Council
 32 Virginia Veterans Cemetery Board
 33 Virginia Water Resources Research Center, Statewide Advisory Board
 34 Virginia Winegrowers Advisory Board.

35 *CHAPTER 41.1.*

36 *STATEWIDE WORKFORCE TRAINING COUNCIL.*

37 *§ 9-329.1. Statewide Workforce Training Council established; membership; terms; chairman and*
 38 *vice chairman; compensation; staff.*

39 *A. The Statewide Workforce Training Council is hereby established to assist the Commonwealth of*
 40 *Virginia in meeting workforce training needs.*

41 *B. The Council shall be composed of the following twenty-five members: the Director of the*
 42 *Department of Business Assistance Services, the Chancellor of the Virginia Community College*
 43 *System, the Director of the State Council of Higher Education, the President of the Center for*
 44 *Innovative Technology, the Executive Director of the Virginia Economic Development Partnership, the*
 45 *Director of the Governor's Employment and Training Department, and the President of the Virginia*
 46 *Chamber of Commerce; fourteen chief executive officers from businesses and industries who shall*
 47 *represent the various geographical areas of the Commonwealth, seven of whom shall be appointed by*
 48 *the Speaker of the House of Delegates, six of whom shall be appointed by the Senate Committee on*
 49 *Privileges and Elections, and one shall be appointed by the Governor; and four additional members*
 0 *appointed by the Governor, including a representative of a statewide manufacturing organization, a*
 51 *representative of a labor organization, a representative of a proprietary school, and a representative*
 52 *of the Virginia Employment Commission.*

53 *Appointed members shall serve four-year terms, except that appointments to fill vacancies shall be*
 54 *for the unexpired terms. No appointed member shall be eligible to serve for more than two successive*

1 four-year terms, but after the expiration of the remainder of a term to which appointed to fill a
2 vacancy, two additional four-year terms may be served by such member if appointed.

3 C. The Council shall select a chairman and a vice chairman from among the fourteen members
4 who are chief executive officers from businesses and industries across the Commonwealth.

5 D. Appointed members of the Council shall not be compensated; however, they shall be
6 reimbursed for reasonable and necessary expenses incurred in the performance of their duties on
7 behalf of the Council.

8 E. Staff support for the Council shall be provided by the Virginia Community College System.

9 § 9-329.2. Meetings; powers and duties.

10 The Council shall meet regularly and shall:

- 11 1. Identify current and emerging workforce needs of the business community;
- 12 2. Assess potential markets for increasing the number of workers available to business and
13 industry;
- 14 3. Forecast and identify training requirements for the new workforce;
- 15 4. Create strategies that will match trained workers with available jobs;
- 16 5. Certify courses and programs of training as appropriate and responding to the needs of
17 business and industry in the Commonwealth; and
- 18 6. Perform any act or function which is in accord with the purposes of this chapter.

Official Use By Clerks			
Passed By		Passed By The Senate	
The House of Delegates			
without amendment	<input type="checkbox"/>	without amendment	<input type="checkbox"/>
with amendment	<input type="checkbox"/>	with amendment	<input type="checkbox"/>
substitute	<input type="checkbox"/>	substitute	<input type="checkbox"/>
substitute w/amdt	<input type="checkbox"/>	substitute w/amdt	<input type="checkbox"/>
Date: _____		Date: _____	
_____ Clerk of the House of Delegates		_____ Clerk of the Senate	

1998 SESSION

982213667

SENATE BILL NO. 384

Offered January 23, 1998

A BILL to amend and reenact §§ 23-214 and 23-215 of the Code of Virginia, relating to workforce training within the Virginia Community College System.

Patrons—Hawkins, Barry, Bolling, Chichester, Colgan, Couric, Edwards, Forbes, Gartlan, Hanger, Holland, Houck, Howell, Lucas, Marsh, Martin, Marye, Maxwell, Miller, K.G., Mims, Newman, Norment, Potts, Quayle, Reasor, Reynolds, Saslaw, Schrock, Stolle, Stosch, Ticer, Trumbo, Walker, Wampler, Watkins, Whipple, Williams and Woods

Referred to the Committee on Education and Health

Be it enacted by the General Assembly of Virginia:

1. That §§ 23-214 and 23-215 of the Code of Virginia are amended and reenacted as follows:

§ 23-214. Definitions.

As used in this chapter:

(a) "Comprehensive community college" means an institution of higher education which offers instruction in one or more of the following fields:

(1) Freshman and sophomore courses in arts and sciences acceptable for transfer in baccalaureate degree programs;

(2) Diversified technical curricula including programs leading to the associate degree;

(3) Vocational and technical education leading directly to employment;

(4) Courses in general and continuing education for adults in the above fields;

(5) Noncredit training and retraining courses and programs of varying lengths to meet the needs of business and industry in the Commonwealth.

(b) "State Board" or "Board" means the State Board for Community Colleges.

(c) "Local community college board" means the board established to act in an advisory capacity to the State Board and to perform such duties with respect to the operation of a single comprehensive community college as may be delegated to it by the State Board.

(d) "Vocational and technical education" means vocational or technical training, or retraining, which is given in school classes (including field or laboratory work incidental thereto), under public supervision and control, exclusive of those vocational and technical programs provided and administered by, or through, the public school system and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled, workers or technicians in recognized occupations.

(e) "Area vocational and technical school" means a vocational or technical school used exclusively, or principally, for providing vocational and technical education to persons who have completed, or left, high school, or are recommended for transfer by the school last attended, and who are available for full-time study in preparation for entering the labor market, or for part-time study after entering the labor market.

(f) "System" means the Virginia Community College System.

§ 23-215. Responsibilities of Board and System.

A. The State Board for Community Colleges heretofore established by law is continued. The Board shall be a corporation under the style of "the State Board for Community Colleges." The State Board shall be responsible, through the exercise of the powers and performance of the duties set forth in this chapter, for the establishment, control, and administration of a statewide system of publicly supported comprehensive community colleges which shall be known as the Virginia Community College System.

B. The Virginia Community College System shall be the state agency with primary responsibility for workforce training at or below the associate degree level.

982213667

SB384

1/23/98 16:30

982212667

SENATE BILL NO. 383

Offered January 23, 1998

A BILL to amend and reenact §§ 2.1-1.7, 2.1-51.21 and 9-6.25:1 of the Code of Virginia and to amend the Code of Virginia by adding in Title 9 a chapter numbered 41.1, consisting of sections numbered 9-329.1 and 9-329.2, relating to the Statewide Workforce Training Council.

Patrons—Hawkins, Barry, Bolling, Chichester, Colgan, Couric, Edwards, Forbes, Gartlan, Hanger, Holland, Houck, Howell, Lucas, Marsh, Martin, Marye, Maxwell, Miller, K.G., Mims, Newman, Norment, Potts, Quayle, Reasor, Reynolds, Saslaw, Schrock, Stolle, Stosch, Ticer, Trumbo, Walker, Wampler, Watkins, Whipple, Williams and Woods

Referred to the Committee on General Laws

Be it enacted by the General Assembly of Virginia:

1. That §§ 2.1-1.7, 2.1-51.21, and 9-6.25:1 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding in Title 9 a chapter numbered 41.1, consisting of sections numbered 9-329.1 and 9-329.2, as follows:

§ 2.1-1.7. State councils.

A. There shall be, in addition to such others as may be established by law, the following permanent collegial bodies either affiliated with more than one agency or independent of an agency within the executive branch:

- Adult Education and Literacy, Virginia Advisory Council for
- Agricultural Council, Virginia
- Alcohol and Drug Abuse Problems, Governor's Council on
- Apprenticeship Council
- Blue Ridge Regional Education and Training Council
- Child Day-Care Council
- Citizens' Advisory Council on Furnishing and Interpreting the Executive Mansion
- Coastal Land Management Advisory Council, Virginia
- Commonwealth Competition Council
- Commonwealth's Attorneys' Services Council
- Developmental Disabilities Planning Council, Virginia
- Disability Services Council
- Equal Employment Opportunity Council, Virginia
- Housing for the Disabled, Interagency Coordinating Council on
- Human Rights, Council on
- Human Services Information and Referral Advisory Council
- Indians, Council on
- Interagency Coordinating Council, Virginia
- Job Training Coordinating Council, Governor's
- Land Evaluation Advisory Council
- Maternal and Child Health Council
- Military Advisory Council, Virginia
- Needs of Handicapped Persons, Overall Advisory Council on the
- Prevention, Virginia Council on Coordinating
- Public Records Advisory Council, State
- Rate-setting for Children's Facilities, Interdepartmental Council on
- Revenue Estimates, Advisory Council on
- Southside Virginia Marketing Council
- Specialized Transportation Council
- State Health Benefits Advisory Council
- Status of Women, Council on the
- Technology Council, Virginia
- Virginia Business-Education Partnership Program, Advisory Council on the

982212667

SB383

1/23/98 16:30

1 Virginia Recycling Markets Development Council
 2 *Workforce Training Council, Statewide.*

3 B. Notwithstanding the definition for "council" as provided in § 2.1-1.2, the following entities shall
 4 be referred to as councils:

5 Council on Information Management
 6 Higher Education, State Council of
 7 Independent Living Council, Statewide
 8 Rehabilitation Advisory Council, Statewide
 9 Rehabilitation Advisory Council for the Blind, Statewide.
 10 Transplant Council, Virginia

11 § 2.1-51.21. Agencies for which responsible.

12 The Secretary of Education shall be responsible to the Governor for the following agencies:
 13 Department of Education, State Council of Higher Education, Virginia Student Assistance Authorities,
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 15 Virginia, The Library of Virginia, Jamestown-Yorktown Foundation, Board of Regents of Gunston
 16 Hall, ~~and~~ the Virginia Advisory Council for Adult Education and Literacy, *and the Statewide*
 17 *Workforce Training Council.* The Governor may, by executive order, assign any other state executive
 18 agency to the Secretary of Education, or reassign any agency listed above to another secretary.

19 § 9-6.25:1. Advisory boards, commissions and councils.

20 There shall be, in addition to such others as may be designated in accordance with § 9-6.25, the
 21 following advisory boards, commissions and councils within the executive branch:

22 Advisory Board for the Department for the Deaf and Hard-of-Hearing
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 25 Advisory Board on Medicare and Medicaid
 26 Advisory Board on Occupational Therapy
 27 Advisory Board on Physical Therapy to the Board of Medicine
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 29 Advisory Board on Respiratory Therapy to the Board of Medicine
 30 Advisory Board on Teacher Education and Licensure
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- 7 Hemophilia Advisory Board
- 8 Human Services Information and Referral Advisory Council
- 9 Interagency Coordinating Council on Housing for the Disabled
- 10 Interdepartmental Board of the State Department of Minority Business Enterprise
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- 38 Motor Vehicle Dealer's Advisory Board
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- 40 Nottoway State Scenic River Advisory Board
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- 45 Private Security Services Advisory Board
- 46 Psychiatric Advisory Board
- 47 Radiation Advisory Board
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- 49 Recreational Fishing Advisory Board, Virginia
- 50 Reforestation Board
- 51 Rockfish State Scenic River Advisory Board
- 52 Shenandoah State Scenic River Advisory Board
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- 54 Small Business Environmental Compliance Advisory Board

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 10 Statewide Rehabilitation Advisory Council
 11 Statewide Rehabilitation Advisory Council for the Blind
 12 *Statewide Workforce Training Council*
 13 Staunton Scenic River Advisory Committee
 14 Telecommunications Relay Service Advisory Board
 15 Virginia-Israel Advisory Board
 16 Virginia Advisory Commission on Intergovernmental Relations
 17 Virginia Advisory Council for Adult Education and Literacy
 18 Virginia Coal Mine Safety Board
 19 Virginia Coal Research and Development Advisory Board
 20 Virginia Commission for the Arts
 21 Virginia Commission on the Bicentennial of the United States Constitution
 22 Virginia Correctional Enterprises Advisory Board
 23 Virginia Council on Coordinating Prevention
 24 Virginia Equal Employment Opportunity Council
 25 Virginia Geographic Information Network Advisory Board
 26 Virginia Interagency Coordinating Council
 27 Virginia Military Advisory Council
 28 Virginia Public Buildings Board
 29 Virginia Recycling Markets Development Council
 30 Virginia Technology Council
 31 Virginia Transplant Council
 32 Virginia Veterans Cemetery Board
 33 Virginia Water Resources Research Center, Statewide Advisory Board
 34 Virginia Winegrowers Advisory Board.

35 *CHAPTER 41.1.*

36 *STATEWIDE WORKFORCE TRAINING COUNCIL.*

37 *§ 9-329.1. Statewide Workforce Training Council established; membership; terms; chairman and*
 38 *vice chairman; compensation; staff.*

39 *A. The Statewide Workforce Training Council is hereby established to assist the Commonwealth of*
 40 *Virginia in meeting workforce training needs.*

41 *B. The Council shall be composed of the following twenty-five members: the Director of the*
 42 *Department of Business Assistance Services, the Chancellor of the Virginia Community College*
 43 *System, the Director of the State Council of Higher Education, the President of the Center for*
 44 *Innovative Technology, the Executive Director of the Virginia Economic Development Partnership, the*
 45 *Director of the Governor's Employment and Training Department, and the President of the Virginia*
 46 *Chamber of Commerce; fourteen chief executive officers from businesses and industries who shall*
 47 *represent the various geographical areas of the Commonwealth, seven of whom shall be appointed by*
 48 *the Speaker of the House of Delegates, six of whom shall be appointed by the Senate Committee on*
 49 *Privileges and Elections, and one shall be appointed by the Governor; and four additional members*
 50 *appointed by the Governor, including a representative of a statewide manufacturing organization, a*
 51 *representative of a labor organization, a representative of a proprietary school, and a representative*
 52 *of the Virginia Employment Commission.*

53 *Appointed members shall serve four-year terms, except that appointments to fill vacancies shall be*
 54 *for the unexpired terms. No appointed member shall be eligible to serve for more than two successive*

- 1 *four-year terms, but after the expiration of the remainder of a term to which appointed to fill a*
- 2 *vacancy, two additional four-year terms may be served by such member if appointed.*
- 3 *C. The Council shall select a chairman and a vice chairman from among the fourteen members*
- 4 *who are chief executive officers from businesses and industries across the Commonwealth.*
- 5 *D. Appointed members of the Council shall not be compensated; however, they shall be*
- 6 *reimbursed for reasonable and necessary expenses incurred in the performance of their duties on*
- 7 *behalf of the Council.*
- 8 *E. Staff support for the Council shall be provided by the Virginia Community College System.*
- 9 *§ 9-329.2. Meetings; powers and duties.*
- 10 *The Council shall meet regularly and shall:*
- 11 *1. Identify current and emerging workforce needs of the business community;*
- 12 *2. Assess potential markets for increasing the number of workers available to business and*
- 13 *industry;*
- 14 *3. Forecast and identify training requirements for the new workforce;*
- 15 *4. Create strategies that will match trained workers with available jobs;*
- 16 *5. Certify courses and programs of training as appropriate and responding to the needs of*
- 17 *business and industry in the Commonwealth; and*
- 18 *6. Perform any act or function which is in accord with the purposes of this chapter.*

Official Use By Clerks	
<p style="text-align: center;">Passed By The Senate</p> <p>without amendment <input type="checkbox"/></p> <p>with amendment <input type="checkbox"/></p> <p>substitute <input type="checkbox"/></p> <p>substitute w/amdt <input type="checkbox"/></p>	<p style="text-align: center;">Passed By The House of Delegates</p> <p>without amendment <input type="checkbox"/></p> <p>with amendment <input type="checkbox"/></p> <p>substitute <input type="checkbox"/></p> <p>substitute w/amdt <input type="checkbox"/></p>
Date: _____	Date: _____
_____ Clerk of the Senate	_____ Clerk of the House of Delegates