

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Growth Management

Date: October 29, 2010

Staff/Office: Camille Preus, CCWD; Greg Hamman, Linn-Benton Community College

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Community College Growth Committee Recommendation

BACKGROUND: In August of 2009, the Oregon President's Council (OPC) held a retreat to discuss growth management of enrollment. As an outcome a Growth Committee was formed which included three community college presidents, three chief financial officers, CCWD's Commissioner and the Executive Director of the Oregon Community College Association. The members of the committee are:

Greg Hamann, President Linn Benton Community College
Jim Middleton, President, Central Oregon Community College
David Rule, President, Rock Creek Campus, Portland Community College
Bev Brandt, Vice President, Umpqua Community College
Renee Ferguson, Dean for Administrative Services, Rogue Community College
Julie Huckestein, Chief Financial Officer, Chemeketa Community College
Camille Preus, Commissioner, CCWD
Andrea Henderson, Executive Director, OCCA

The OPC direction to this committee follows:

In coordination with CCWD, develop options to strengthen stability of funding for college(s) with level enrollment (or growth below the State average) balanced with providing resources for funding students "where they are" and energizing growth. The Presidents recognized that "holding harmless" may not be an end result. Examples of options are:

- In periods of declining resources during time of dramatic growth, the system may need to establish a threshold level of growth at any single college which will be included in the distribution model.
- Establishing a minimum FTE reimbursement rate (which may result in less available for growth)

Update:

The committee has been meeting regularly since September 2009. At its October 1, 2009 meeting, the committee adopted the following principles for growth management.

- Stability/predictability
- Policy will work in low/flat/increased funding
- Collaboration rather than competition
- Statewide access
- Incent sustainable growth (means deter unfettered, unfunded growth)
- Policy change(s) remain w/OPC & SBE
- Understandable to decision-makers (local boards, legislators, etc.)
- Dollars follow students
- Maintain local decision-making

The committee has focused on using a cap on the FTE that would be funded through the CCSF Distribution Formula. After considering many scenarios the committee focused on scenarios with a 5% and a 10% cap on actual enrollment growth for presentation to the OPC. The committee also looked at variations of how the CCSF distribution formula calculates reimbursable FTE.

Currently, reimbursable FTE are based on a three-year weighted average. The committee also considered a two-year weighted average which would speed up the effect of a cap on enrollment.

The Growth Committee presented its principles and capping scenarios to the OPC at their meeting held on December 11, 2009.

The Growth Committee developed a revised proposal to present to the OPC at their meeting to be held on April 9th. The proposal focuses on benchmarking the number of FTE funded to changes in state funding.

At a follow-up OPC meeting in May, the discussion centered around the concept of identifying a dollar amount per FTE.

RECOMMENDATION:

After further discussion within the Growth Committee and conversations with the OPC over the summer, the Enrollment Growth Committee and CCWD's Commissioner recommend benchmarking the number of FTE funded to changes in state funding. For example, if funding is decreased by 5%, the number of FTE funded through the formula would be limited to 5% of the previous year.

In addition, it is recommended that the State Board of Education to determine whether additional growth above the funding level benchmark will be allowed.

The following pages provide additional information regarding this proposal and its calculation.

Growth Management Proposal

October 2010

Introduction

The principle purpose of a Growth Management Component to the Distribution Formula is to create a Funding Distribution Model that more closely reflects and supports a shared community college mission of balanced Access and Quality.

To that end, the Commissioner on advice from the Growth Management Committee, proposes adding a Growth Management Component that mitigates SOME of the impact that student enrollment (FTE) growth would otherwise have on the Total Public Resources (TPR) per FTE. It would do so in three ways:

1. By limiting the total number of FTE counted in a given year for funding purposes it would mitigate some of the erosion in TPR per FTE counted
2. By limiting the FTE growth counted at an individual institution for funding purposes it would mitigate some of the erosion in TPR per FTE at other institutions that grow at a slower rate
3. By clearly identifying the level of FTE growth that will be counted for funding purposes, it creates the potential for individual institutions to consider a broader range of enrollment strategies without fear of experiencing significant erosion of TPR per FTE at their institution due to the decisions of another institution.

Proposal

1. Base Year for Total Public Resources (TPR) per Full-Time Equivalent student (FTE) would be 2009-10
 - a. Base annual FTE would be set at FTE for the 2009-10 Fiscal Year.
 - b. Base annual funding would be set at TPR for the 2009-10 Fiscal Year.
2. For the 2010-11 Fiscal Year, TPR would be distributed as per the current Distribution Formula. Nonetheless, the 2010-11 FTE used for future funding distribution would be "capped" by the State Board of Education, utilizing the "principles" from 3.d. below.
3. Beginning with the 2011-13 Biennium, the extent to which increased FTE would be included in the Distribution Formula would be established by the following FTE Biennial Calculation
 - a. Base Biennial TPR per FTE for the 2011-13 biennium and subsequent biennia would be adjusted in accordance with the percentage "Increase" as determined by the biennial CSL Calculation. (EX: If the CSL calculation resulted in an increase of 5%, then the TPR per FTE would be increased by 5%)
 - b. The number of FTE to be funded in the 2011-13 biennium and subsequent biennia would be set as follows:
 - i. $\text{Current Base Annual TPR per FTE} + \text{percentage "Increase" from EBL} = \text{New Base Annual TPR per FTE}$

- ii. $\text{New TPR Actually Appropriated/Included in Funding Distribution Formula} / 2$, then divided by the New Base Annual TPR per FTE = New number of FTE to be Funded
 - iii. $\text{New number of FTE to be Funded, minus Current number of FTE funded, divided by Current number of FTE funded} = \text{the Base Growth Management Component for the subsequent Biennium.}$
- c. ***IMPORTANT: Since this calculation takes into account changes in the cost of providing education (as represented in the CSL) as well as actual level of TPR provided, this model “automatically” responds to changes in funding by increasing (or decreasing) the number of FTE that can be funded. (EX: TPR in excess of the CSL will automatically increase the number of FTE that can be funded, whereas TPR less than the CSL will automatically decrease the number of FTE that can be funded.) In other words, this model will “automatically” fund growth in response to increases in funding.***
- d. Beyond this, the State Board of Education (SBE) has the authority and responsibility to, on a Biennial basis, set a “Growth Factor” that allows for some growth (or decrease) in the number of FTE that will be counted for funding purposes. (NOTE: This “factor” could also be accurately referred to as the “Quality Factor” in that any positive number will intentionally allow enrollment growth to erode the funding available to serve students, and any negative number will intentionally enhance the funding available to serve students – on a TPR per FTE basis.) The SBE should consider the following principles as guidelines for setting the Growth Factor:
- i. Balance the desire to support growth beyond that which is funded by the model outlined above with the desire to enhance quality by increasing the level of funding provided on a per-student FTE basis.
 - ii. Total CSL-adjusted TPR per FTE should not erode by more than 5% on an annual basis. (i.e. The SBE-established Growth Factor should never exceed 5% annually)
 - iii. Where current TPR per FTE is determined to be insufficient to support the quality of education desired, a NEGATIVE Growth Factor should be established to enhance funding per FTE.
 - iv. Structural/programmatic capacity to handle growth should be considered. (i.e. For example, it may be determined that the “system” cannot/should not accommodate a growth rate greater than x% per year/biennium.
 - v. The unintended consequences of funding too much or too little growth should be considered. (i.e. Over limited growth funding may incentivize institutional and/or academic program development dormancy).
- e. The Total Growth Management Component (TGMC) for the subsequent Biennium would be the sum of the Base Growth Management Component (expressed as a percentage) plus the SBE-established Growth Factor.
- f. The TGMC is divided by 2 to yield the Growth Cap (GC) for each year of the subsequent Biennium.

4. For each subsequent year, the Reimbursable FTE (RFTE) use in the Distribution Formula should be the lesser of actual RFTE or the previous year's RFTE plus the GC.
5. The multi-year buffering included in the Distribution Formula should remain "as is."
6. The addition of the Growth Management Component to the Funding Distribution Formula should impact funding beginning with the first year of the 2012-13 Biennium. In order for this to happen, the Growth Cap must first be applied to 2010-11 enrollment.

Growth Management Calculation

Establishing Starting Point for Growth Management Calculation - 2010-11		
Proposal from the Committee	2010-11	Source
Base Annual FTE (actual) (annual average)	116,355	Base Year 2009-10 Funded FTE
Base Annual TPR	357,412,654	Half of the 2009-11 TPR from ORIG 2011-13 CSL Calculation
Base Biennial TPR per FTE	3,072	Calculated (B/A)
Increase from CSL	0.00%	Assumption
NEW Biennial TPR per FTE (annual average)	3,072	Calculated (C*(1+D))
ACTUAL New Annual TPR (annual average)	340,662,654	@ \$417M CCSF
NEW FTE Funded	110,902	Calculated (F/E)
BASE Growth Management Component	-4.69%	Calculated (G-A)/A
SBE approved growth factor (assumed)	0.00%	SBE - Assumption (ANNUAL this year only)
Total Growth Management Component (net)	-4.69%	Calculated (I+J)
Annual	-4.69%	Calculated (I+J)
Final FTE Funded	110,902	Calculated (A)*(1+M)
Final TPR per FTE	3,072	Calculated (F/N)
NET Change in TPR per FTE	0.00%	

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Student Success: Culture of Evidence — Student Persistence and Completion

Date: October 29, 2010

Staff/Office: Camille Preus, Commissioner, CCWD

Action Requested: Information only Policy Adoption Policy Adoption/Consent Calendar

ISSUE BEFORE THE BOARD: Update to the Board on current community college and statewide efforts regarding Student Persistence and Completion.

BACKGROUND: At the request of the Student Success Oversight Committee, Oregon's 17 community colleges provided campus Student Success Plans to the Department of Community Colleges and Workforce Development (CCWD). Although these plans came in a variety of formats and diverse efforts, they demonstrate the continued commitment by all the community colleges to the success of Oregon's students.

As CCWD staff reviewed and analyzed the campus plans, common areas of focus emerged. For instance, full-time students are required to complete mandatory placement assessment at the time of enrollment; many colleges have campus orientation for students but many colleges would like to increase the availability to all students, some are now requiring orientation for new students; and early warning systems to identify students who appear to be struggling with attendance and/or academics are in place at many colleges.

The Student Success Plans reveal many of the colleges address the first term/first year experience in a variety of ways including: supplemental learning through learning communities, embedding study skills in specific courses, classes for first term students, one stop enrollment services, or by providing resources or structures to provide more personalized attention for students.

Statewide, colleges continue to identify a high need for investment in professional development for faculty and advising staff.

CCWD is committed to continued development of a culture of evidence that results in improved student persistence and success. In June 2009, the State Board of Education was given a framework for Oregon community colleges to move from the September 2008 "Measure What You Treasure" Report (<http://www.odccwd.state.or.us/studentsuccess/default.aspx>) to the development of indicators that reflect persistence and completion. During the spring and summer of 2010, the community college instructional administrators, institutional researchers, adult basic skills directors, and student service administrators reviewed current status and agreed on the 2010-11 agendas to increase student persistence and completion.

The 2010-11 work plans for these groups include designing the next set of indicators for the milestones and momentum points, as reported to Board in May 2010; discussing and planning ways to communicate, replicate, and improve the best practices for student success; reviewing the data in light of college participation, with special attention to closing the diversity gap; and working with colleges and partners to identify barriers and solutions to awarding certificates and degrees, including comparison of labor market requirements to credentials needed and awarding certificates and degrees to those who have earned yet have not requested them.

The following pages provide an example of community college and statewide results baseline data for Student Success Indicators and the Milestones and Momentum Points. During the board meeting additional information will be shared regarding Student Persistence and Completion data.

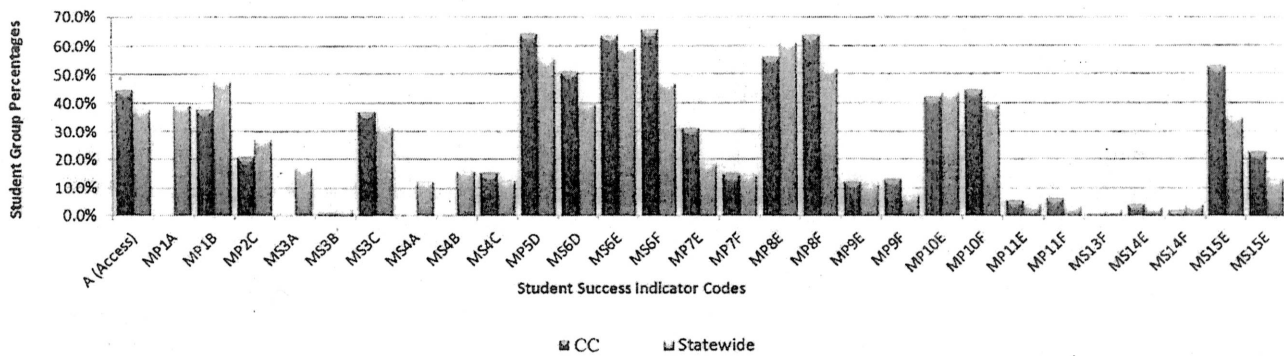
Student Success Indicators

Community College and Statewide Results for 2007-08

		Percentages by Student Group																
Code	Milestone and Momentum Points	A Adult Basic Education (ABE)		B English as a Second Language (ESL)		C General Education Development (GED)		D Postsecondary Remedial		E Lower Division Collegiate (LDC)		F Career Technical Education (CTE)		G Lifelong Learning		All		
		CC	Statewide	CC	Statewide	CC	Statewide	CC	Statewide	CC	Statewide	CC	Statewide	CC	Statewide	CC	Statewide	
A (Access)	A Community College ACCESS/ Retention for Oregon High School Graduates: Percent of Oregon high school graduates enrolled at Oregon community colleges who earn 30 or more credits within 2 years of high school graduation																44.6%	37.9%
MP1A,B	Pre- and Post-test score gains on a standard CASAS test	0.0%	39.6%	57.9%	48.0%													
MP2C	Passed one or more GED subtests					21.1%	27.6%											
MS3A,B,C	Attained a GED or high school diploma	0.0%	17.1%	1.2%	1.9%	37.0%	31.7%											
MS4A,B,C	Completing two college-level or Postsecondary Remedial courses (six credits) - students with Postsecondary goal only	na	12.5%	0.0%	16.0%	15.4%	12.9%											
MP5D	Passing a remedial Math or English course with a C grade or better							84.4%	55.7%									
MS6D	Passing a College-level course in subject area where remediation was needed							51.0%	39.8%									
MP6E,F	Passing a College-level course in subject area where remediation was needed									63.7%	59.3%	66.6%	47.2%					
MP7E	Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (LDC students: Math 100 or above)									31.7%	18.7%							
MP7F	Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (CTE Certificate students: Math 20 or above)											16.2%	14.9%					
MP8E,F	EVER earning first 15 college-level credits									66.0%	61.4%	83.7%	52.1%					
MP9E,F	Earning first 15 college-level credits in one year									12.4%	11.7%	13.6%	7.7%					
MP10E,F	EVER Earning first 30 college-level credits									42.4%	43.8%	44.7%	30.7%					
MP11E,F	Earning the first 30 college-level credits in one year									5.7%	4.4%	3.8%	3.5%					
MS13F	Earning a 1 YEAR + certificate											0.9%	2.1%					
MS14E,F	Earning an Associate degree this year									4.4%	3.4%	2.1%	4.1%					

Baseline compiled May 19, 2010

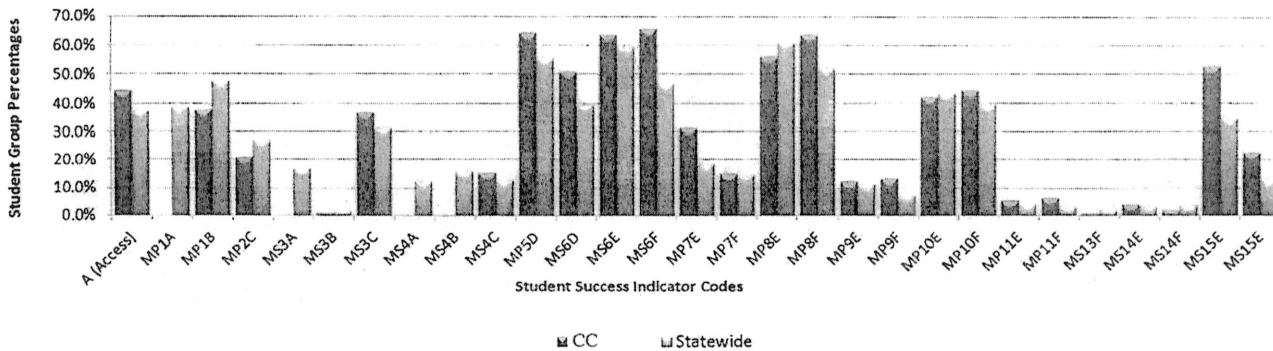
Community College and Statewide Results for 2007-08



Student Indicator Code Definitions

A (Access)	Access and retention for Oregon high school graduates
MP1A,B	Progress for ABE and ESL students
MP2C	Progress for GED Students
MS3A,B,C	High School credential attainment for ABE, ESL and GED
MS4A,B,C	Matriculation into Post-secondary level for ABE, ESL and GED
MP5D	Progress for Post-secondary Remedial
MS6D	Matriculation into Post-secondary level for Post-secondary Remedial
MP6E,F	Progress for LDC and CTE
MP7E,F	Progress for LDC and CTE
MP8E,F	Progress for LDC and CTE
MP9E,F	Progress for LDC and CTE
MP10E,F	Progress for LDC and CTE
MP11E,F	Progress for LDC and CTE
MS13F	1+year Certificate for CTE
MS14E,F	Associate Degree for LDC and CTE
MS15E,F	Transfer to Baccalaureate Institution for LDC and CTE

Community College and Statewide Results for 2007-08



Student Indicator Code Definitions

- A (Access) ACCESS/Retention for Oregon High School Graduates: Percent of Oregon high school graduates enrolled at Oregon community colleges who earn 30 or more credits within 2 years of high school graduation
- MP1A,B Pre and Post test score gains on a standard CASAS test
- MP2C Passed one or more GED subtests
- MS3A,B,C Attained a GED or high school diplom
- MS4A,B,C Completing two college-level or Postsecondary Remedial courses (six credits) - students with Postsecondary goal only
- MP5D Passing a remedial Math or English course with a C grade or better
- MS6D Passing a College-level course in subject area where remediation was needed
- MP6E,F Passing a College-level course in subject area where remediation was needed
- MP7E Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (LDC students: Mth 100 or above)
- MP7F Completing the first 3 college-level Math credits OR completing Gatekeeper Math course (CTE Certificate students: Mth 20 or above)
- MP8E,F EVER earning first 15 college-level credits
- MP9E,F Earning first 15 college-level credits in one year
- MP10E,F EVER Earning first 30 college-level credits
- MP11E,F Earning the first 30 college-level credits in one year
- MS13F Earning a 1 YEAR + certificate
- MS14E,F Earning an Associate degree this year
- MS15E,F Transferring to a Baccalaureate institution (by Fall term 2009 for 0708 students)

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: The Pacific Northwest Learning Lab: Improving Postsecondary Credentials for Adult Workers

Date: October 29, 2010

Staff/Office: Camille Preus, CCWD

Action Requested: Information only Policy Adoption Policy Adoption/Consent Calendar

ISSUE BEFORE THE BOARD: The National Governors Association (NGA) is paying close attention to ways to increase skills for adults with low basic skills.

NGA is concerned that more adults need credentials to be competitive in the changing labor market. The NGA concerns align with Oregon's 40-40-20 vision and the PSQEC efforts to identify programs and systems that can meet the goal of at least 40% of Oregonians having a certificate, credential, or associate's degree by 2025. Oregon and Washington were invited to guide a learning lab for eight other states in August to share promising practices that assist adults to achieve skills necessary for success at a post secondary level of learning. As more national, regional and state wide initiatives focus on persistence and completion and adult skill development, Oregon must continue to focus on efforts to assure persistence and student success.

BACKGROUND: There is growing demand in today's labor market for skilled workers in a variety of fields, particularly in jobs that require more than a high school diploma but less than a four-year college degree. The attainment of postsecondary credentials is crucial to earning a family-sustaining wage; however, many barriers exist that make it challenging for adults to increase their educational attainment levels and for states to effectively serve adult workers.

To address these barriers and increase awareness about the importance of postsecondary education for adults, the NGA Center launched the *State Action to Increase Postsecondary Credential Attainment by Adult Workers Initiative*. This two-year initiative seeks to increase state and national understanding of the importance of developing the human capital of the adult workforce, and to help governors develop policy agendas that improve postsecondary access and educational attainment levels for adults.

Oregon was asked to share the Career Pathway model, the Oregon Pathways for Adult Basic Skills (OPABS) model, and the Worksource Oregon integration of customer services process. Oregon also shared the policy framework for these efforts, the incentives used to create change, and the student success indicators with the momentum points and milestones. The complete agenda with topics and presenters is included at the end of this item.

Oregon's team included: Camille Preus, Commissioner, CCWD; Agnes Balassa, Executive Director; Oregon Workforce Partnership; Kris Latimer, Chief Executive Officer, The Oregon Consortium /Oregon Workforce Alliance; Carol Schaafsma, Vice President Academic Affairs, Linn-Benton Community College; Laura Massey, Institutional Effectiveness Director, Portland Community College; Mimi Maduro, Pathways Initiative Statewide Director; David Moore, Education Division Director, CCWD; Kurt Wood, Student, Portland Community College; Cindy Odam, Student, Portland Community College; James Sager, Assistant Superintendent, Northwest Regional Education Service District; David R. Williams, Chair, Oregon Workforce Investment Board, Vice President, Utility Services, Northwest Natural Gas, and Connie Green Policy Advisor, CCWD.

The Learning Lab was a valuable opportunity to share Oregon's initiatives and promising practices and to learn from other states and the NGA staff about promising practices that Oregon could consider. Oregon is making a difference as the education, workforce, and community partners work together to increase skills. However, there is more to do. Ideas for Oregon to consider range from incenting and paying for certificate and credential attainment to the intentional Washington Opportunity Grant that provides financial assistance to low-income adults to help them reach the educational tipping point—(one year of college credit, plus a credential) and beyond—to attain high-wage, high-demand careers.



NGA Center for Best Practices, The Washington State Board for Community and Technical Colleges, and the Oregon Department of Community Colleges and Workforce Development

The Pacific Northwest Learning Lab: Improving Postsecondary Credential Attainment by Adult Workers

Agenda
The Edgewater Hotel, Seattle, Washington
August 11-13, 2010

Wednesday, August 11th

4:30 pm – 8:30 pm
4th Floor Foyer Registration

5:30 pm – 8:30 pm
Olympic Ballroom
(4th Floor) Welcome Remarks and Setting the Context

Speakers:

- Dane Linn, **Director, Education Division, NGA Center for Best Practices**
- Leslie Goldstein, **Executive Policy Advisor, The Office of Washington Governor Chris Gregoire**
- Connie Green, **Policy Advisor, Oregon Department of Community Colleges and Workforce Development**
- Kathy Cooper, **Policy Associate, Washington State Board for Community and Technical Colleges**

Student Success - The Purpose of Our Work

Moderator:

- Jan Yoshiwara, **Deputy Executive Director of Education, Washington State Board for Community and Technical Colleges**

After welcome remarks and introductions, this session will feature a panel discussion of adult students from Washington and Oregon who represent the faces of success along pathways to earning postsecondary credentials.

Thursday, August 12th

6:30 am – 5:30 pm
4th Floor Foyer Registration

7:30 am – 9:00 am
Terrace (4th Floor) Breakfast

9:00 am – 10:15 am
Olympic Ballroom
(4th Floor) Getting to Results through a Broad Vision

Speakers:

- Charlie Earl, **Executive Director of Washington State Board for**

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Statewide Green Initiatives

Date: October 29, 2010

Staff/Office: Camille Preus, CCWD

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Update on Statewide Green Initiatives and Partnerships

BACKGROUND: There are several Green Initiatives occurring in Oregon. The Oregon Department of Community Colleges and Workforce Development (CCWD) has a role in three of these initiatives:

- Green Jobs Growth Plan
- State Energy Sector Partnership (SESP), and
- Greening of Oregon's Workforce Labor Market Information Improvement grant.

Green Jobs Growth Plan

In 2009, the Oregon Legislature passed House Bill 3300, requiring the Oregon Workforce Investment Board (OWIB) to develop a plan for a green jobs growth initiative that creates or sustains family wage green jobs. HB 3300 also requires a high level of collaboration with multiple stakeholders. It calls for the Oregon Business Development Department (OBDD) to:

- develop criteria for existing investments and new or expanded financial incentives,
- develop comprehensive strategies to recruit, retain, and expand green economy industries and small businesses, and
- make recommendations for new or expanded financial incentives and comprehensive strategies to stimulate research and development of green technology and innovation.

To develop the Green Jobs Growth Plan, Governor Kulongoski convened a Green Jobs Council and the State hired 3Estrategies, LLC, to work closely with OWIB to develop the Plan.

The *Oregon Green Jobs Growth Plan 2011 to 2019: an Eight Year Map to a Green Economy* was completed in October 2010. Based on an unprecedented amount of research into labor market, wages, and economic impacts data, the plan lays out an ambitious set of recommendations designed to accelerate Oregon's movement toward an economy that promotes environmental protection and restoration, energy security, and provides economic opportunities for people across educational levels and the income spectrum.

The Oregon Green Jobs Growth Plan was designed to meet the following objectives:

- Generate job creation in green sectors quickly, while simultaneously identifying career pathways and opportunities for developing job stability and family wages longer term in each of these sectors,
- Provide strategic green knowledge and skill sets to the existing workforce across industry sectors,
- Take steps to assure that workers are fairly compensated for having developed new skills that lead to employment,
- Establish the foundation for creation of a strong workforce for targeted emerging green industries, and
- Lay out effective strategies for integrating workforce development and economic development seamlessly.

Intended quantifiable outcomes of the recommendations in this Plan include:

- Grow jobs in the four top-priority targeted industry sectors (Energy Efficiency, Renewable Energy Production/Generation, Green Manufacturing, and Energy Transmission and Storage) by 30% cumulatively over the eight-year span.
- Grow jobs in the second-tier targeted industry sectors (Green Building and Development, Transportation, Agriculture/Sustainable Forestry, Environmental Technologies and Services) by 13% cumulatively over the eight-year span.
- Add or significantly expand at least 80 green businesses.

- Increase total dollar output from the eight targeted industry sectors by 30%.
- Strengthen Oregon's position as a leader in green economic activity in a manner that creates a more diverse, resilient, innovative and sustainable overall economy.

At the heart of the Oregon Green Jobs Growth Plan is the development of an approach for industry sectors that have the greatest potential for green jobs growth including:

- Energy Efficiency
- Renewable Energy Production/ Generation
- Green Manufacturing
- Energy Transmission, Distribution and Storage
- Green Building and Development
- Transportation
- Agriculture/ Sustainable Forestry
- Environmental Technologies and Services

The plan includes profiles of each sector and a description of the comprehensive selection criteria.

Strategies and action recommendations are laid out in three phases to strategically address current and projected conditions impacting the Oregon economy. The twenty-five strategies outlined in the plan are supported with over 100 specific recommended action items.

State Energy Sector Partnership (SESP)

The SESP Training grant is a US Department of Labor/Employment and Training Administration (DOL/ETA) American Recovery and Reinvestment Act (ARRA) initiative to prepare workers across the country for employment in emerging *green industries*. Oregon is one of 34 states that received a SESP award. This \$5.38 million, 3-year award runs from January 2010 through January 2013. CCWD is the fiscal agent for the grant.

The *Greening of Oregon's Workforce* SESP project was submitted to DOL/ETA by OWIB to further HB 3300. The Oregon Green Jobs Council is the SESP providing oversight for the grant. This project will train 1,247 Oregonians, including incumbent workers, under-employed and unemployed individuals, veterans, and other eligible individuals, with a goal of 811 placed into training related unsubsidized employment.

CCWD sub grantees for project implementation are the seven Local Workforce Investment Boards (LWIBs). Target industries are Renewable Energy: Solar & Wind; Green Building Practices; Advanced Drive Train and Energy Efficient Vehicles; Electric vehicles and Supply Chain Manufacturing.

Trainee opportunities will range from short-term certificate programs such as home weatherization and solar grid installation to AAS degrees in fields such as Advanced Green Manufacturing Technology and Energy Management Technician. In order to provide these training opportunities, LWIBs are working closely with their community college partners to develop new training as well as coordinate recruitment and training activities, for example:

- The Oregon Consortium/Oregon Workforce Alliance in collaboration with nine Oregon community colleges is creating a Statewide Oregon Green Technology Certificate for implementation in January 2011. Initially, it will provide 252 Oregonians an opportunity to earn a 1-year certificate in green technology and sustainability. This certificate may eventually be available at all 17 community colleges across the state.
- Worksystems Inc. (WSI) is working closely with Mt. Hood and Portland Community Colleges who will provide one-stop services and coordinate recruitment and co-enrollment of trainees in the WorkSource system. WSI is also working with the Oregon Institute of Technology (OIT), which has one of the first Bachelors of Science in Renewable Energy Systems programs in the country. Representatives from OIT will provide expertise, coordinate internships, and inform graduates of future educational opportunities at OIT.

Today, participant outreach, recruitment, and enrollment into SESP. Supported localized training opportunities has just begun.

Greening of Oregon's Workforce Labor Market Information Improvement Grant

The Oregon Employment Department in partnership with OWIB, CCWD, Oregon Career Information System, Oregon community colleges and other workforce, education and training entities, have received \$1.5 million in funding from the DOL/ETA, ARRA for the implementation the *Greening of Oregon's Workforce Labor Market Information Improvement grant*. Beginning in December 2009 and ending in May 2011, this project will ensure that Oregon's workers, employers, and national partners will readily be able to access accurate and relevant information regarding the green economy, green jobs and job openings. As a part of this grant, CCWD is managing three projects:

- **Community College Green Training Performance System**
This project will develop a Green Training Performance System, to validate data collected by the *Oregon Community College Green Initiative* by coding and mining data across all 17 Oregon community colleges to provide information on students/workers transitioning into green or greening jobs. The community colleges will code students who have completed education and or training for existing green occupations, occupations with significant green changes to the work, and worker requirements or new and emerging green occupations.
- **Green Career Pathways**
Building on the information from The *Greening of Oregon's Workforce* report and grant activities and working with the Oregon Career Pathways Initiative, community colleges, apprenticeship programs, and other training and postsecondary partners, CCWD will identify and map career paths and skill progressions that lead to green jobs from entry level through job advancement. The goal of this project is to provide statewide career pathway roadmaps for five to seven green occupations to be used by prospective students, job seekers, workers, and advisors in the development of education and career plans for emerging and existing green occupations.
- **Green Job Profiles and Occupational Analysis**
This project will contribute necessary data and information to the state's in-depth study of green occupations important to Oregon's green industries. This will be accomplished by performing occupational analysis using the ACT, Inc. WorkKeys® assessment system to compile green job /occupational profiles to identify and quantify "green" job skills in Oregon. These profiles will assess and identify the foundational skills needed to perform successfully in specific green jobs. Businesses, policy makers, educational institutions and economic development agencies will use the profiles in the coordination and planning of workforce initiatives and in hiring and training of green job workers.

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Workforce Integration

Date: October 29, 2010

Staff/Office: CCWD

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: CCWD, in partnership with the Oregon Employment Department (OED) and Local Workforce Investment Boards (LWIBs), have integrated local workforce services to more effectively connect job seekers with education and skill development opportunities, and with employers who have job openings.

BACKGROUND: Oregon's public workforce system provides customized assistance to individuals as they get, keep, or advance in the workplace. These programs also serve businesses by providing skilled employees who contribute to the productivity and competitiveness of Oregon's economy.

The system's integrated and collaborative service design includes LWIB service providers, business partners, and other agencies, and is delivered at over 40 WorkSource Oregon locations across the state.

The integrated workforce model produces more detailed information about the skill levels of individual Oregonians and provides more value-added and customized strategies to help job seekers identify and eliminate skill gaps. WorkSource Oregon integration sites provide curriculum and programs for skill development, connections to education programs, and links to free and/or low cost learning resources.

The workforce integration initiative includes a rigorous menu of resources and services in a two-prong approach for:

1. job seekers—value-added skill development and
2. Oregon employers—assistance to identify the job skills needed and identify Oregonians who have the needed skills. CCWD and OED work together to identify employers who have job openings and ensure that the best job candidate (using our value-added skills approach) is referred to the business.

Integrated service delivery allows the system to address the strategic vision of the Governor and the Oregon Workforce Investment Board (OWIB), for the workforce development focus on: health care, manufacturing, green jobs, high-wage and high-demand jobs.

Integrated service delivery includes integrated registration, eligibility, data collection and performance metrics. This assures quality joint management of the system and minimum content standards across the state.



WorkSource Clackamas

January 21, 2010 Region 15 Fact Sheet

Building skills and growing businesses

Workforce Development Services at Clackamas Community College has a mission to help people get a job, keep a job and get a better job! We partner at the Oregon City Employment Department's **WorkSource Clackamas** to serve jobseekers and businesses in Clackamas County.

Who are our Customers?

Job Seekers

- Low income or public assistance clients
- Veterans and their spouses
- Dislocated (laid off) workers
- Underemployed workers
- Clients with multiple personal barriers
- People challenged by disabilities, including mental health
- Clients with low basic reading and math skills

Businesses

- Manufacturing
- HealthCare
- Transportation & Logistics
- Retail
- Professional & Business Services
- Social Services
- Trades

How we serve our Customers

1. Remove Barriers

- Assessment of skills, barriers & skill gap
- Refer to partners if needed

2. Skill Up

- Career Coach to high wage, high demand occupations
- Train in basis skills and computer use
- Train in soft skills
- Train in occupational skills with college credit

3. Connect to Employment

- Prepare for Job Search
 - Workshops (resume, interviewing, networking)
 - One-on-One Career Coaching (career mapping)
 - Internships
 - Labor Market Trends
- Link to Employers
 - iMatchskills
 - Job Referral & Leads
 - www.worksourceclackamas.org

Businesses

- Layoff Prevention
- Layoff Preparation
- Specialized Training
 - Warehousing
 - Case Management
 - Welding
 - Manufacturing
 - Medical Assistant
 - Nursing Assistant
 - Transportation
- On the Job Training
- iMatchskills
- Job Posting

Return On Your Investment: *Highlights*

Job Seekers:

Over the past 7 years, averaged:

- 76.6% placement (63.9% state average)
- 59% job retention of 1 year (53.6% state average)
- \$.97/hour wage increase (\$.92 state average)

In 2008-09 enrolled, assessed, & career counseled 7,014 people

This is a 10-fold increase over the year before, when 678 people were enrolled.

Half-way through 2009-10, we are serving 4,500

July 1 - December 21, 2009

- Trained 392 people in basic skills, ESL, GED completion or computer skills
- Trained 425 people in occupations with college credit or industry certification

Businesses:

- Assisted 22 local companies (in 6 months) in layoffs
- Prepared 1,215 employees for positive transition from employer to job search
- Applied for 3 National Emergency Grants to skill up employees from Joe's, Cleanpak, Blount and Carlton in accordance with current and projected needs of local employers.
- Created On-Line Services, www.worksourceclackamas.org , 30,000 requests monthly

A Partnership that Works!

- Business Edge
- Clackamas Education Service District
- Clackamas County Business and Economic Development
- Clackamas County Veteran's Services
- Clackamas Community College
- Clackamas Community College Foundation
- Clackamas Technical Education Consortium (C-TEC)
- Community Solutions for Clackamas County
- Department of Human Service (DHS Self Sufficiency)
- Department of Human Services – Office of Vocational Rehabilitation Services (OVRs)
- [DePaul Industries
- Easter Seals
- Express Personnel
- Immigrant and Refugee Community Organization (IRCO)
- Job Corps (DESI)
- Oregon Department of Community Colleges and Workforce Development
- Oregon Employment Department/WorkSource Clackamas
- Workforce Investment Council of Clackamas County (WICCO)
- Worksystems Inc.

The Buzz: Hear from our customers

The Workforce Program made the difficult job search process easier, and helped me remember to prioritize and break down tasks into manageable pieces. Nancy

I just want to let you know that today I was officially hired by Day Wireless for the receptionist position that you referred me to. I am very blessed and grateful for all the help you and everyone at Worksource has provided myself and many others that have been in my shoes. Thank you very much for everything. I could not have gotten this far with out any of you. Daria





WORKSOURCE OREGON
 "Oregon's Public Workforce System"

280,000 PEOPLE SERVED

