Workforce Development in Oregon

Higher Education Coordinating Commission
May 14, 2015
Workforce System Operating Principles

- Move more decision making to the local level
- Develop strategies led by employers
- Optimize all resources available
Oregon Workforce Investment Board (OWIB)

- Oversight of the workforce system
- Hold system partners accountable for results
- Recommend policy to Governor
- Feedback to agencies and Local Workforce Investment Boards
The Nation’s Changing Workforce: The New Normal

- Baby boomers retiring
- Increased demand for skills
- First jobs coming later resulting in soft skills deficits
- Decreased tenure in a job
Critical Issue: Skills

- Finding workers with the right skills is the number one issue for companies engaged in economic development processes statewide.
Workforce System Goals

- Oregonians have the skills for high wage/high demand jobs
- Businesses have skilled workers to innovate and grow
- Workforce system is aligned, integrated, efficient and effective to support businesses and job seekers
# Oregon’s Public Workforce Infrastructure

<table>
<thead>
<tr>
<th>Business</th>
<th>Community Colleges</th>
<th>Community Based Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing and Employment Agencies</td>
<td>Private Career Schools</td>
<td>WorkSource Oregon</td>
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### Spectrum of Individuals Served by Workforce Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td><strong>Very Low Skilled/Multiple Barriers</strong></td>
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<td></td>
<td><strong>Entry Level/Youth</strong></td>
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<tr>
<td></td>
<td><strong>Underemployed</strong></td>
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<tr>
<td></td>
<td><strong>Middle 40/Technical Skills</strong></td>
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<tr>
<td></td>
<td><strong>Professional/Upper 40</strong></td>
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<td></td>
<td><strong>Super Skilled</strong></td>
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## Very Low Skilled/Multiple Barriers

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<th>Strategies</th>
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<tr>
<td>People living in poverty</td>
<td>ELL or basic skills classes</td>
</tr>
<tr>
<td>High school dropout</td>
<td>Job readiness activities</td>
</tr>
<tr>
<td>Teen parent</td>
<td>Coaching</td>
</tr>
<tr>
<td></td>
<td>Connections to community resources</td>
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# Entry Level/Youth

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<tr>
<td>No work experience</td>
<td>GED/HS diploma</td>
</tr>
<tr>
<td>High school students</td>
<td>Basic skills training and certification</td>
</tr>
<tr>
<td>Disconnected youth</td>
<td>Career and Technical Education (CTE)</td>
</tr>
<tr>
<td>New entrants to the</td>
<td>Job placement</td>
</tr>
<tr>
<td>workforce (i.e. immigrants)</td>
<td>Work experience including on-the-job training</td>
</tr>
<tr>
<td>Youth with disabilities</td>
<td>and summer work programs</td>
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Underemployed

Examples
- Long term unemployed/working survival jobs
- College graduate working in service jobs

Strategies
- On-the-job training
- Job placement
- Career and Technical Education (CTE)
- Partnerships with staffing industry
- Credentialing, retraining, licensing
- Incumbent worker training
Underemployed

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# Middle 40/Technical Skills

## Examples
- Journeyman trades people
- Healthcare technician
- Engineering technician
- Front line supervisor

## Strategies
- Credentialing and licensing
- Career and Technical Education (CTE)
- Job placement
- Continuing education
Middle 40/Technical Skills

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Professional/Upper 40

Examples
- Teacher
- Accountant
- Construction manager
- IT professional
- Operating room nurse

Strategies
- College
- Distance learning
Professional/Upper 40

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Super Skilled

Examples
- Surgeon
- Astrophysicist
- Researcher
- Innovation professionals

Strategies
- Help businesses locate key workers
- Entrepreneurship
- Business attraction
State Roles In Workforce Development

- **OED**
  - Business & Employment Services (WorkSource)
  - Unemployment Insurance
  - Trade Act
  - Research

- **CCWD/OED**
  - Interagency Unit
  - Policy Innovation & Evaluation
  - WIA Grant Administration
  - OWIB Staffing
  - Special Projects
  - Research & Development
  - System Planning & Evaluation

- **HECC**
  - Universities
  - Community Colleges
  - OSAC
  - Private Colleges
  - Research & Data

- **BOLI**
  - Apprenticeship

- **DHS**
  - Getting people with barriers ready to work
  - Self Sufficiency Programs
  - Vocational Rehabilitation

- **COMM. FOR THE BLIND**
  - Work readiness and placement

**Local Delivery System**

- LWIBs
- WorkSource
- Community Colleges
- Community Based Service Providers
- Economic Development Organizations
Forums and Focus Groups

- Twelve Forums and Focus Groups with employers, partners and service providers held state wide in Spring 2014, with over 700 participants

- Surveyed Job Seekers who used WorkSource in Fall 2014, with almost 900 responses
Employer Insights

- Applicants lack
  - Basic skills
  - Technical and vocational skills
  - Early work experience
  - Work readiness skills
Employer Insights

- Rural areas face additional challenges
  - Workers holding multiple jobs
  - Longer commute times
  - Local availability of professional and super skilled workers is limited
Challenges & Opportunities

- Young people lack work experience and work readiness; unrealistic expectations, underdeveloped work ethics
  - More internships and greater innovation in engaging youth in work

- Disconnect between regional industries and workforce; little awareness of local opportunities
  - Sector strategies that offer a direct means to connect regional industries to workforce resources

- Technical talent missing in all regions; professionals hard to recruit/retain in rural regions. (more than entry-level talent)
  - Career Technical Education (CTE) expansion that benefits all skill levels
Workforce Priorities

- Improve WorkSource services: value and outcome-based programs
- Increase sector-based training investments
- Retool unemployment insurance (UI) process
- Plan for recessions
- Provide greater capacity to add more training to the system
Critical Issue: Investment

- The budget highlights a one-time opportunity to address some of these training challenges, especially focusing on individuals and regions left behind by the economic recovery.
Investments in Training

- Continued investment in Local Workforce Investment Boards
- Investment in Youth
- Investment in Incumbent Workers
Industry Sector Strategies

- Foundation for how we engage with students, job seekers and businesses
- Locally and employer driven
- Highly responsive to industry demand
  - Solution oriented not program oriented
  - Interdependent versus independent approach
  - Industries collectively versus individually
Our Longer-Term View: Showing Both Growth & Replacement (e.g., Retirement) Openings.

- Educational and Health Services is expected to have the most total openings (99,000)
- Three out of five industry openings are expected to come from replacement
Career and Technical Education (CTE)

- Middle 40 jobs which require more than a high school diploma but less than a four year degree currently make up the largest segment of jobs in our economy.

- CTE programs
  - Align coursework from high school through community college
  - Result in Degrees and Certificates
  - Prepare students for direct entry into employment

- Example occupations
  - Graphic Design
  - Diesel Technology
  - Viticulture
  - Wind Technology
  - Flight Technology
  - Network Technology
  - Nursing
  - Culinary Arts
  - Phlebotomy Training
  - Maritime Science
  - Aquarium Science
  - Fire Science
Increase the Skills, Knowledge and Career Opportunities of Oregonians

- General Educational Development (GED)
- Apprenticeship
- Career & Technical Education (CTE)
- Accelerated Learning Opportunities
- On-the-Job Training (OJT)
- National Career Readiness Certificate (NCRC)
- Oregon Pathways for Adult Basic Skills
- Workforce Training
- Lower Division Transfer
- Educated Citizens
- Good Jobs
- Livable Communities
Critical Issue: Alignment

- Moving Oregonians from poverty to prosperity means getting more people ready for work, which requires stronger alignment of all workforce resources
Targeted Populations

- All Oregonians need to possess the skills and abilities to thrive in the workplace
- Training and services adaptable and inclusive
- Sector based approach assists both individuals and businesses
- Local Workforce Boards will select targeted populations and develop avenues to connect them into sector strategies
Local Workforce Investment Boards (LWIBs)

- Private sector leadership
- Convene local partners to develop targeted strategies
- Invest resources to align with local needs
- Pilot new approaches and evaluate
Critical Issue: Scaling Training

Scaling up industry-focused training efforts to meet these needs is a major challenge of the broader workforce system.
HECC-OWIB Taskforce

- Shared Space of the Middle 40

- Endorse a broad understanding of what ‘counts’
  - Two year associates’ degrees
  - One-year certificates
  - Registered Apprenticeships
  - Career Pathway Certificates
  - Industry Recognized Credentials
  - State licensures
Role of Higher Education

- Colleges are a major part of the workforce system
- Skills are the currency in the new economy
- Certify non-credit training