

Did you know...?

More than one in five adults aged 18 to 29 mention college costs as the biggest financial problem their families are dealing with, well exceeding the percentage of older Americans who identify this as their top issue.

(Source: Gallup Economy, June 2014)

Treehouse and Worksystems will train 10,000 Oregonians for high-paying coding and technology jobs

By 2020, there will be one million more computer programming jobs in the U.S. than workers to fill them, and 10,000 of those jobs will be in the Portland metro region. To close the skills gap and prepare area residents with the skills needed to land these jobs, Treehouse has teamed up with Worksystems, the Workforce Investment Board for the City of Portland, Multnomah and Washington Counties, to build the region's future technology workforce through Code Oregon.

Last Friday's Code Oregon launch marks the region's most aggressive workforce development program. It provides free coding education to 10,000 Portland metro area residents through Treehouse's online learning platform. Worksystems will then place graduating Treehouse students in jobs with leading technology companies with the help of The Technology Association of Oregon.

Read more in the attached press release.

OEIB reviewing GED recommendations

The State of Oregon's 40/40/20 goal states that 100% of the students passing through the education system will complete high school. Currently, only 75% of students complete high school. In addition, the population of students who do not have a diploma are disproportionately students of color and students from poverty. Therefore, the Equity and Partnerships Subcommittee of the OEIB has focused on researching and developing policy recommendations to produce more equitable outcomes for youth disconnected from the educational system.

One key area of research for the subcommittee has been regarding the General Educational Development (GED) tests, which are the only alternative route for students to get a high school credential. The GED is the only opportunity for youth out of school to continue on educational pathways. In addition, the GED has been improved and now is a better measure of college and career readiness. Therefore, there is an opportunity to capitalize on this change to better support a more equitable set of student outcomes.

The subcommittee received reports and recommendations from the Secretary of State and the City Club of Portland regarding the GED and used that input as well as information from other stakeholders to author a set of draft recommendations. Three of those recommendations will be forwarded in August for implementation in the next year: (1) to better align public agencies and institutions that currently provide GED training and testing; (2) to increase GED training and testing providers to include community based organizations that already provide wrap-around services to out-of-school youth; and (3) to mitigate cost barriers that prevent students participation from existing GED training and testing programs.

GED® spotlights graduates who passed the 2014 test

It's graduation season! And to help celebrate the success of GED students, we're sharing the stories of some of the 2014 graduates. Read their inspirational stories attached to this email. And, [ask your graduates to share their GED® success stories, too.](#)

Oregon's tuition-free 'Pay It Forward' college finance plan would cost state up to \$20 million a year

If Oregon were to allow 4,000 college students to attend community college or a public university tuition-free with the understanding that they will repay a portion of their income later, it would cost the state an additional \$5 million to \$20 million a year for about 20 years, officials said Wednesday.

The motivation behind Oregon's high-profile "Pay It Forward" proposal, initially pitched by a group of Portland State University students, is that more students would go to college and earn degrees if they did not have to take on debt to cover tuition and fees.

Read the complete Oregonian article here:

http://www.oregonlive.com/education/index.ssf/2014/06/oregons_tuition-free_pay_it_fo.html

Starbucks offers 2 years of free college to thousands of workers

The company announced it will offer both full- and part-time employees a generous tuition reimbursement benefit that covers two full years of classes.

The benefit is through a partnership with Arizona State University's online studies program. Employees can choose any of more than 40 undergraduate degrees, and aren't limited to only business classes.

It's yet another unconventional move from the upscale coffee retailer. Starbucks bucked the trend, for example, when it continued offering health insurance for both full- and part-time employees as other companies dialed back offerings and blamed Obamacare.

Read the complete CNN Money article here: http://money.cnn.com/2014/06/15/news/economy/starbucks-schultz-education/index.html?hpt=hp_t3

Higher Education Coordinating Commission (HECC) and Subcommittee Meetings

<http://education.oregon.gov/Pages/HECC-Meeting-Materials.aspx>

Oregon Education Investment Board (OEIB) and Subcommittee Meetings

http://www.oregon.gov/gov/skilled_workforce/Pages/2014%20Meeting%20Schedule.aspx

Oregon Workforce Investment Board (OWIB) Meeting Dates

<http://worksourceoregon.org/news/news-success-stories/34-state-workforce-board/about-oregons-workforce-investment-board>

HECC-OWIB Joint Task Force Meetings

http://www.oregon.gov/gov/skilled_workforce/Pages/HECC-OWIB-Joint-Task-Force.aspx

The Mission of the Oregon Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

<http://www.oregon.gov/CCWD/> 503-947-2401



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Contacts

Natalie Townsend, SHIFT Communications
617-779-1870
Andrew McGough, Worksystems
503-478-7371
Lainie Block Wilker, Treehouse Island
503-754-9084

Treehouse and Worksystems Will Train 10,000 Oregonians to Land High-Paying Coding and Technology Jobs

Code Oregon Provides National Job-Creation Prototype for High
Demand Software Careers

PORTLAND, OREGON

By 2020, there will be one million more computer programming jobs in the U.S. than workers to fill them, and 10,000 of those jobs will be in the Portland metro region. To close the skills gap and prepare area residents with the skills needed to land these jobs, [Treehouse](#) has teamed up with [Worksystems](#), the Workforce Investment Board for the City of Portland, Multnomah and Washington Counties, to build the region's future technology workforce through [Code Oregon](#).

Today's Code Oregon launch marks the region's most aggressive workforce development program. It provides free coding education to 10,000 Portland metro area residents through Treehouse's online learning platform. Worksystems will then place graduating Treehouse students in jobs with leading technology companies with the help of [The Technology Association of Oregon](#).

Code Oregon serves to not only bolster the technology talent pipeline to help the state's growing software sector, but also supports Treehouse's national Code-to-Work initiative, which is designed to teach anyone how to code and then secure jobs in the industry.

"Initiatives like Code Oregon help people find high-paying, rewarding jobs more quickly," said Ryan Carson, co-founder and CEO of Treehouse. "We want to start the Code-to-Work movement, which will take someone from no experience, to job-ready, to a rewarding career - all without a degree and zero experience. The rules are all changing. You just don't need a Computer Science degree any more to get an amazing job in the tech industry."

Code Oregon will use Treehouse to teach people in-demand skills in web design, app design and programming. Worksystems will sponsor and distribute 10,000 Treehouse online learning accounts to help area residents' learn coding languages such as HTML, CSS, JavaScript, PHP and Ruby, and development for iOS, Android and WordPress. Top students will be identified and receive additional career services, mentoring and training from Worksystems to be vetted as job-ready. With the goal of connecting job-ready students with leading tech companies, Code Oregon will host a fall 2014 job fair.

"Code Oregon will establish Oregon as a software talent capital and create a more vibrant and diverse technology workforce by helping anyone become a successful computer programmer," said Andrew McGough, Executive Director of Worksystems. "We are excited to create a prototype that can be scaled across the state and country to reboot depressed economies and provide a career path to high-wage jobs."

For more information about Code Oregon visit www.codeoregon.org. For more information about Treehouse's Code-to-Work initiative at www.teamtreehouse.com.

About Treehouse

The Treehouse mission is to bring affordable technology education to people everywhere, in order to help them achieve their dreams and change the world. As members of the Treehouse community, students can learn to build websites, create iPhone and Android apps, build web apps with Ruby on Rails and PHP, learn about user experience, how to start a business, and much more. Through 1000+ video tutorials, quizzes, and code challenges created by expert teachers, students can learn to code in languages like Objective-C, HTML, CSS, PHP, Ruby, JavaScript and SQL.

For more information, visit www.teamtreehouse.com

About Worksystems

Worksystems is a 501(c)3 non-profit organization that pursues and invests resources to improve the quality of the workforce in the City of Portland, Multnomah and Washington Counties. We design and coordinate workforce development programs and services delivered through a network of local partners to help youth and adults get the skills, training, and education they need to go to work or to advance in their careers and ensure that businesses have the skilled people they need to compete and grow.

For more information, visit www.worksystems.org

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IN SESSION

WITH THE GED® PROGRAM

Hear from graduates who passed the 2014 GED® test

It's graduation season! And to help celebrate the success of our students, we're sharing the stories of some of our favorite 2014 graduates. Read on to hear their inspirational stories and don't forget to [ask your graduates to share their GED® success stories, too.](#)



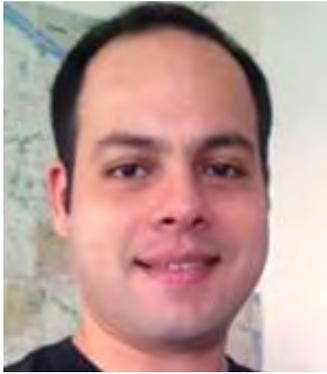
Sergio S., Texas

At 52 years old, Sergio S. lost his job and was in desperate need of finding work to support his family. Aware of the reality of today's job market, he knew he needed to earn his GED® credential. With a positive mindset and great determination, Sergio started preparing for the 2014 GED® test with GED Ready™. **"I followed instructions in given areas where I needed to improve, and here I am, enjoying my accomplishment."** Now that he's earned his GED® credential - and received an Honors Score in Social Studies - he's confident there's a brighter future in store for him.



Sarah V., Arkansas

Sarah V. was almost discouraged from taking the GED® test because she heard that the new tests were extremely hard. She counted on the guidance and support of her local adult education program to help her prepare for the test - as well as a lot of practice tests. **"My advice for anyone who is interested in getting their diploma is to take as many practice tests as possible."** Now that she's passed, Sarah is excited to start college in the fall at Cossatot Community College UA. She hopes to get her LPN license and transition into their RN program.



Dery B., Virginia

Dery B. enjoyed school and learning, but lost his motivation after some family complications and an out-of-state move in 10th grade. At the age of 30, he realized he was missing out on many opportunities and wanted to go to college - but first he needed his GED® credential. Dery attended in-person classes at a local education center and used MyGED™ to get ready for the test. What are Dery's plans now that he's passed the test? **"College! College! College! I can't think of anything else."** He hopes to earn his degree and become a web developer.



Ashley W., Maryland

Ashley W. wanted to earn her GED® credential not just for herself, but to show her daughter the importance of education. Currently a medical assistant, she loves working in the medical field and wanted to further her career. She depended on the online resources and study books she purchased - as well as her positive mindset - to help her pass the test. Now that she's earned her GED® credential, she plans to go to college and realize her dream of becoming a physician's assistant. Ashley encourages others to go for their dreams, too. **"Anybody can succeed if they put their mind to it!"**

Know a graduate with an inspirational story? [Forward them this survey](#) to complete and they may be featured in an upcoming email.

This message was sent to teresa.alonsoleon@state.or.us from:

GED Testing Service | 1155 Connecticut Ave, NW | Washington, DC 20036



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