



Workforce and Talent Development Board (WTDB)

AGENDA

December 6th, 2019
12:00 -4:00 PM

Career and Technical Education Center (CTEC)
3501 Portland Road, NE
Salem, Oregon 97301

Adobe Connect, click on this [link](#).
Conference call: 877-810-9415; Access Code 9550046

*Persons wishing to testify during the public comment period should sign up at the meeting.
Times approximate and order of agenda items may vary.*

WTDB Imperatives

- | | |
|---|---|
| 1. Create a Culture of Equitable Prosperity | 4. Identify and Align Strategic Investments |
| 2. Increase Understanding and Utilization of The System | 5. Create a Board Culture that is Resilient, Adaptable and Flexible to a Changing Economy |
| 3. Position Oregon as a National Leader | |

Tour and Working Lunch

12:00	Tour of CTEC: Public/Private Partnership with 98% graduation rate, Video and Game Design Animation, and Drone Technology/Robotics Programs.	Rhonda Rhodes & CTEC Students
12:45	Networking with Partners & Guests	All

Standing Business

1:00	1.0 Preliminary and Organizational Business	
	1.1 Introductions and Opening Remarks	Ken Madden
1:05	2.0 Public Comment	
	<i>Each individual/group will have time limit of three minutes</i>	
1:10	3.0 Consent Agenda	
	ACTION ITEM: Approve WTDB Minutes 09/13/19	
	ACTION ITEM: Approve True-Wage Taskforce Minutes 10/31 & 11/15/19	
	ACTION ITEM: Approve AI Taskforce Minutes 11/6/19	
	ACTION ITEM: Approve Licensing Taskforce Minutes 9/5, 11/12 & 11/18/19	
	ACTION ITEM: Approve Executive Committee Minutes 11/20/19	
	ACTION ITEM: Support for OWP and Equity Action Partners	

Workforce Development System

	4.0 WTDB Leadership	
1:15	4.1 Governor's Education & Workforce Update with Q&A	Lindsey Capps
1:50	4.2 True Wage – ACTION: Approve Final Report	Shari Dunn
2:10	4.3 Licensing Taskforce	Rod Belisle
2:25	4.4 Artificial Intelligence Taskforce	Todd Nell
2:40	4.5 Adult Learning Attainment Committee	Karen Humelbaugh

Promising Practices

	5.0 Youth Programs	
2:50	5.1 New America and Partnership to Advance Youth Apprenticeship (PAYA)	Brent Parton & Travis Reiman
3:10	5.2 In 4 All	Elaine Philippi
3:30	5.3 Northwest STEM Hub	Myronda Schiding

Other Business

3:50	6.0 Local Workforce Boards	
	6.1 Designations	Karen Humelbaugh
4:00	Adjourn	



Workforce and Talent Development Board (WTDB)

Member	Title	Organization
Ken Madden, Chair	Owner	Madden Industrial Craftsmen
Anne Mersereau, Vice-Chair	VP, Human Resources, Diversity & Inclusion	Portland General Electric
Brenda Bateman	Interim Director	Business Oregon
Rod Belisle	Director	NECA-IBEW Electrical Training Center
Jana Bitton	Executive Director	Oregon Center for Nursing
Craig Campbell	Executive Director	Oregon Manufacturing Innovation Center
Ben Cannon	Executive Director	Higher Education Coordinating Commission
Lindsey Capps	Education Policy Advisor	Office of Governor Kate Brown
Jody Christensen	Regional Solutions: Mid-Valley Region	Office Governor Kate Brown
Lauren Corbett	Senior Recruiter	Adidas
Bridget Dazey	Executive Director	Clackamas Workforce Partnership (CWP)
Michael Dembrow	Senator	SD-23 Portland
Patty Dorroh	County Commissioner	Harney County
Shari Dunn	Executive Director	Dress for Success
Kay Erickson	Director	Oregon Employment Department
Tony Frazier	Executive Director	KROC Center
Dan Haun	Director	DHS-Self Sufficiency
Douglas Hunt	County Commissioner	Lincoln County
Alex Lemieux	General Manager	Reser's Fine Foods
Julie Lewis	Vice Principal of People	Pacificorp
Mark Mitsui	President	Portland Community College
Soundharya Nagasubramanian	Director of Software & Systems Architecture	Welch-Allyn
Corey Nicholson	AFSCME Organizing Director	Oregon AFL-CIO
Marc Overbeck	Director	Primary Care Office
Keith Ozols	Director	Office of Vocational Rehabilitation
Dwain Panian	Union Representative	IAM&AW District W24
Sabrina Parsons	Chief Executive Officer	Palo Alto Software
Frederick Pool	Director	Qorvo
Debbie Radie	Director	Boardman Foods
Cathy Reynolds	Director, Employment Strategy and Workforce Planning	Legacy Health
Rhonda Rhodes	Principal	CTEC: Career & Technical Education Center
Melinda Rogers	Vice President, Chief HR & Diversity Officer	NW Natural
Jimmy Swanson	Employment Recruiter	Swanson Group Sales
Kim Thatcher	Senator	Oregon State Legislature
KS Venkatraman	Director	Nvidia Corp
Chelsea Watson	Field & Research Director	Oregon AFL-CIO
Staff:	Title	Organization
Sydney King	Board Administrator	Office of Workforce Investments
Clay Martin	WTDB Initiatives Analyst	WTDB
Todd Nell	Director	WTDB

Workforce & Talent Development Board

Members:

KEN MADDEN, *Chair*
ANNE MERSEREAU, *Vice-Chair*
JENN BAKER
ROD BELISLE
JANA BITTON
BEN CANNON
JODY CHRISTENSEN
BRIDGET DAZEY
MICHAEL DEMBROW
PATTY DORROH
SHARI DUNN
KAY ERICKSON
TONY FRAZIER
CHRIS HARDER
DAN HAUN
DOUGLAS HUNT
MARK MITSUI
SOUNDHARYA NAGASUBRAMANIAN
COREY NICHOLSON
MARC OVERBECK
KEITH OZOLS
SABRINA PARSONS
FRED POOL
DEBBIE RADIE
CATHY REYNOLDS
KIM THATCHER
KS VENKATRAMAN
CHELSEA WATSON

WTDB Staff

JENNIFER DENNING
SYDNEY KING
CLAY MARTIN
TODD NELL

September 13, 2019

12:00pm – 4:00pm

Portland Community College, Sylvania, Room CC233
12000 SW 49th Ave,
Portland, OR 97219

To listen, call: 877-810-9415 Access Code 9550046

MEETING MINUTES

Members Present:	Ken Madden (Chair), Anne Mersereau (Vice-Chair), Jenn Baker, Rod Belisle, Jana Bitton, Ben Cannon, Jody Christensen, Bridget Dazey, Michael Dembrow, Patty Dorroh, Shari Dunn, Kay Erickson (phone), Tony Frazier, Chris Harder, Douglas Hunt, Mark Mitsui, Soundharya Nagasubramanian, Corey Nicholson, Keith Ozols, Fred Pool, Debbie Radie, Dan Haun (phone), Cathy Reynolds, KS Venkatraman, Chelsea Watson
Others (by phone):	Nick Beleiciks, Sarah Cunningham, Andrea Fogue, Gail Krumenauer, Heather Lindsey, Kurt Tackman
Technical Advisors and Staff Present:	Karen Humelbaugh (phone), Sydney King, Clay Martin, Todd Nell

Standing Business

1.0 Preliminary and Organizational Business

- 1.1 Chair Madden facilitated introductions of new and existing board members.

2.0 Public Comment

Each Individual/Group will have a time limit of three minutes

- 2.1 Public Comment: None

3.0 Consent Agenda

- 3.1 **ACTION ITEM:** Chair Madden moved for June 2019's Draft Minutes to be approved. Vice-Chair Anne Mersereau motioned, Keith Ozols seconded. Motion passed.

Workforce & Talent Development Board

March 8th 2019 MINUTES (continued)

Strategic Leadership

Members:

KEN MADDEN, *Chair*
ANNE MERSEREAU, *Vice-Chair*
JENN BAKER
ROD BELISLE
JANA BITTON
BEN CANNON
JODY CHRISTENSEN
BRIDGET DAZEY
MICHAEL DEMBROW
PATTY DORROH
SHARI DUNN
KAY ERICKSON
TONY FRAZIER
CHRIS HARDER
DAN HAUN
DOUGLAS HUNT
MARK MITSUI
SOUNDHARYA NAGASUBRAMANIAN
COREY NICHOLSON
MARC OVERBECK
KEITH OZOLS
SABRINA PARSONS
FRED POOL
DEBBIE RADIE
CATHY REYNOLDS
KIM THATCHER
KS VENKATRAMAN
CHELSEA WATSON

WTDB Staff

JENNIFER DENNING
SYDNEY KING
CLAY MARTIN
TODD NELL

4.0 High Wage in Oregon

- 4.1 In the interest of time, Director Nell did not provide update as introductions went long.
- 4.2 Coraggio's Linda Favero presented and facilitated discussion on the WTDB Strategic Plan. Favero shared the strategy and engagement process used in development of Strategic Plan. Favero noted plan was broken into three steps: clarity, focus, and action. Vice-Chair, Mersereau presented on vision and mission of the plan. Shari Dunn spoke to position, meaningful work for all Oregonians, aligning public workforce policy and identifying barriers. Barbara Byrd presented on the values called out in plan. Byrd shared reputation section on leading, convening, connecting and accountability.

Mark Mitsui talked about equitable prosperity. Kay Erickson spoke to how the WTDB can increase understanding and utilization of the system. Ben Cannon presented on Oregon as a National Leader, and how to incorporate the 2030 Adult Attainment Goal into the board's work. Karen Humelbaugh spoke on identifying and aligning strategic investments and the importance of public and private partnerships. Dunn discussed how to create a board culture that is resilient, adaptable, and flexible with a changing economy. She noted that the goal is to increase board participation and engagement in meetings.

At the conclusion of presentations on Strategic Plan, discussion ensued. Many commented that they liked the format, brevity and focus of the plan. One suggestion was to assign a board member to each local board, to engage the locals and increase the connectivity. Another suggestion was to quantify local board information and monitor the progress. The board recognized that the plan is ambitious and encouraged to use them as staff.

Keven Dimmick, with Workforce Next, called in and made a public comment asking about Future Ready Oregon. Ben Cannon responded and shared more about the board's role.

ACTION ITEM: Shari moved to approve the 2020-2021 Strategic Plan, Vice-Chair Anne Mersereau seconded. Motion passed.

Workforce & Talent Development Board

March 8th 2019 MINUTES (continued)

Members:

KEN MADDEN, *Chair*
ANNE MERSEREAU, *Vice-Chair*
JENN BAKER
ROD BELISLE
JANA BITTON
BEN CANNON
JODY CHRISTENSEN
BRIDGET DAZEY
MICHAEL DEMBROW
PATTY DORROH
SHARI DUNN
KAY ERICKSON
TONY FRAZIER
CHRIS HARDER
DAN HAUN
DOUGLAS HUNT
MARK MITSUI
SOUNDHARYA NAGASUBRAMANIAN
COREY NICHOLSON
MARC OVERBECK
KEITH OZOLS
SABRINA PARSONS
FRED POOL
DEBBIE RADIE
CATHY REYNOLDS
KIM THATCHER
KS VENKATRAMAN
CHELSEA WATSON

WTDB Staff

JENNIFER DENNING
SYDNEY KING
CLAY MARTIN
TODD NELL

5.0 Taskforce Updates

- 5.1 Shari Dunn reported that the True-Wage Taskforce will not reset or replace the minimum wage or high wage definitions in place, but illuminate the true cost of self-sufficiency. Student loan payments, child care, the real cost of food, rent, utilities, etc. are important topics in conversations of their work. The taskforce continues to get feedback from companies/organizations, see what other states are doing, analyze the metrics, and propose solutions.
- 5.2 The Licensing Taskforce has narrowed their scope per Rod Belisle. They are focusing on the high-demand jobs with licensing requirements. The Oregon Employment Department's Research Division will be doing some work to narrow things down. They also recognize the difference between licensed and certified in particular occupations.
- 5.3 Venkat presented on the Artificial Intelligence Taskforce. He mentioned that Oregon aspires to be a national leader per the Strategic Plan and can do so in part through the AI Taskforce. Venkat noted that there will be a meeting next week to recruit more members onto the taskforce, and the first meeting of the AI Taskforce will be in November.

Systems Implementation

6.0 Investments in Oregonians – Local Workforce Boards

- 7.1 Andrew McGough presented on the Future of Work and noted that people's jobs are at risk of automation and gaps will be created. McGough noted that in Oregon, 26 counties are distressed economically. McGough provided some policy recommendations and opportunities.
- 7.2 Karen Humelbaugh went over Local Board Designations and how WTDB plays a role. Two counties are considering reconfiguration of boundary line definitions. Humelbaugh noted the complexity of the conversation that requires multiple layers of stakeholders and partners be consulted to potentially reach agreements.

8.0 Adjourn

Chair Madden adjourned the meeting at 4:02pm.

Docket Item: 4.1 Governor’s Education and Workforce Update

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

WTDB Imperatives:



Summary:

Oregon’s Workforce Development and Education systems help to close the gap between the skills that Oregon’s workers have and the skills Oregon’s growing businesses need. Oregon is committed to building inclusive systems and infrastructure to support individual engagement, continuous lifelong learning, and high quality employment.

Many of the critical skills needed include emotional intelligence, adaptability, resilience, understanding and interpreting data, analysis mindset, social and diversity awareness, digital fluency, entrepreneurial mindset, communication, collaborative problem solving, resourcefulness and responsibility for continuous learning, and self-awareness.

Pulling from the WTDB 2018 Talent Assessment, about half of employers report a shortage of occupational skills required for specific occupations—with problem solving and critical thinking at the top of the list. Other findings surfaced and were outlined in the Talent Assessment.

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

December 6, 2019

Docket Item 4.1

Employers signaled a high demand for engineers, skilled tradespeople, and project managers. Employers recruit out-of-state to meet talent needs. Interpersonal skills are lacking while also growing in importance. Modest wage growth tempers declarations of widespread skill shortfalls. Populations that remain outside the labor force, late in this economic expansion, warrant priority consideration under the adult learning attainment goal. Employer forecasts of talent needs are common, short-term, and largely unshared amongst employers. Employers report progress on strengthening the talent supply chain through externships, internships, apprenticeships, and reinvigorated career-technical education programs. What more can we do to meet these challenges and expand on the successes?

In the midst of the longest economic boom period in history, many have been left behind and continue to struggle to find jobs that pay a living wage, and to find affordable housing, daycare and transportation. We must find solutions to these issues, and clearly part of the answer is about closing the skills gap. Leaving your home, community or state, should not be the only path to a good job and a “better” future for an individual or family.

Programs continue to be developed and initiatives implemented that create more equitable options for youth and adults that enable them to see and access opportunities that match their interests, are available in their communities and are supported with local education and work-based learning strategies. These opportunities will ensure that traditionally underserved people and populations are able to move to a place of affordability, access and outcomes through supports for individuals, families and communities, in partnership with businesses.

Docket Material:

None.

Staff Recommendation:

Informational only. No action needed.



Docket Item: 4.2 True-Wage Taskforce

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

The current economic boom has resulted in record levels of employment and “good times” for numerous Oregonians, yet for way too many they have been left behind and struggle with the affordability of daily life. Solutions must be found. The True-Wage Taskforce has sought to better understand and inform such solutions. Over the past several months, members of the Taskforce have pivoted from a potential redefinition of High-Wage to a focus on this notion of True-Wage. Housing, Childcare, Healthcare, Student Debt and Transportation Costs are clearly significant issues that impact True-Wage solutions. How much money is really left at the end of the month after these continuously rising costs are paid?

The group has reviewed, discussed and strategized on information and data provided by numerous sources including the Oregon Employment Department, the Department of Housing and Urban Development, other state's best practices, Work Systems on the Prosperity Planner, Lane Workforce Partnership on the Alice Report, the Department of Education's Early Learning Division, and many others. The goal of the taskforce work has been to identify barriers and ultimately provide recommendations in the final report to the WTDB on potential solutions that aspire to increase systems and resource alignment while concurrently meeting the imperatives of our 2020-2021 WTDB Strategic Plan as shown in the image above. True wage is not yet specifically defined, but will be as it is the focus of a related WTDB Initiative called out in the WTDB Strategic Plan. The taskforce and its report address many of the issues and provide some potential solutions, but more work must be done.

Docket Material:

Power Point Presentation: True-Wage Taskforce
True-Wage Report

Staff Recommendation:

Approve True-Wage Taskforce Final Report

WTDB True Wage Taskforce Final Report

December 6, 2019

Background:

The Oregon Workforce and Talent Development Board (WTDB) works to align workforce, education, and economic development services and investments around priorities that will ensure equitable prosperity for all Oregonians. A key concern for these efforts is the focus of limited public resources on occupations that are both important to the Oregon economy and result in at least self-sufficient compensation and benefits directly or over time through a career pathway. True wage is a wage that meets or surpasses the threshold of self-sufficiency in all regions of the state and for all family types. Self-sufficiency is realized when there is no reliance on public benefits and where reasonable living expenses (e.g. housing transportation, child care, etc.) are affordable. True wage is not yet specifically defined but will be the focus of a related WTDB Initiative as a part of the 2019-2021 WTDB Strategic Plan.

The WTDB originally began a discussion of true wage because the current definition of “high-wage jobs”, a common reference point in labor market data and reports, does not always meet the threshold of self-sufficiency especially for all regions of the state and for all family types. The True Wage Task Force reviewed how the current definition of high-wage occupations was used by workforce partners, state agencies, and compared that definition to what is used in other states. The board found that most of the states used a similar definition of high wage.

The Taskforce also explored how concepts of self-sufficiency have been measured in Oregon. These measures focus on identifying a spectrum of thresholds which describe what income level it takes for a household to be self-sufficient. Finally, the Taskforce also reviewed information about the state’s childcare market, housing market, and student loan debt from postsecondary education.

Defining a true wage is a complicated endeavor. It includes analysis of the compensation and benefits for many different occupations compared with a broad analysis of cost-of-living components in all regions of the state and for all family types. This report helps to define the problem and provide some related data and analysis. The True Wage Taskforce recommends that the work continue as outlined in the Recommendations.

Recommendations:

An important purpose of the Workforce Innovation and Opportunity Act (WIOA) is to improve the quality and labor market relevance of workforce investment, education, and economic development efforts to provide America’s workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America’s employers with the skilled workers that employers need to succeed in a

global economy. The outcome of economic self-sufficiency for participants is mentioned many times in WIOA. Work to define and apply true wage levels to workforce, education, and economic development investments is consistent with this purpose.

The concept of true wage and/or employment that results in self-sufficiency is important to the work of the WTDB as well. Of key importance, is the focus of limited public resources on occupations that are both important to the Oregon economy and result in at least self-sufficient compensation and benefits, directly or over time, through a career pathway. The True Wage Task Force believes that the work that has been initiated should be continued and makes the following recommendations to the full Board based on the data gathered and reviewed and the discussions in Task Force meetings:

1. **True Wage** – Continue to develop the definition of “true wage”. Explore potential investment in and the potential for enhancement of the Prosperity Planner developed by Dr. Diana Pearce of the University of Washington's School of Social Work and managed by Worksystems, Inc. This is consistent with the 2020-2021 WTDB Strategic Plan Initiative to “create a true wage calculator indexed by region.”
2. **Build Awareness** – Provide the community, workers, and employers a better understanding of the true cost of self-sufficiency for all counties in Oregon by expanding access to information through additional and/or expanded online resources and through the development of specific employer resources regarding ways they can help address current and future self-sufficiency challenges
3. **Child Care** – Develop policy and investment recommendations to the Governor and legislature focused on implementing a public-private pilot to expand access to affordable, quality child care for the workforce. One potential example is a public-private child care co-op.
4. **Housing** – Develop policy and investment recommendations to the Governor and legislature focused on workforce housing without negatively impacting affordable housing resources for low-income individuals. This is particularly important because there is no state-level, coordinating body focused on workforce housing.

Subject to approval by the WTDB, these recommendations will be executed by staff with accountability provided by the WTDB Executive Committee.

Related Data:

Child Care

Housing

Student Loan Debt

Self-Sufficiency Measures

Definition of High Wage

Access to Benefits

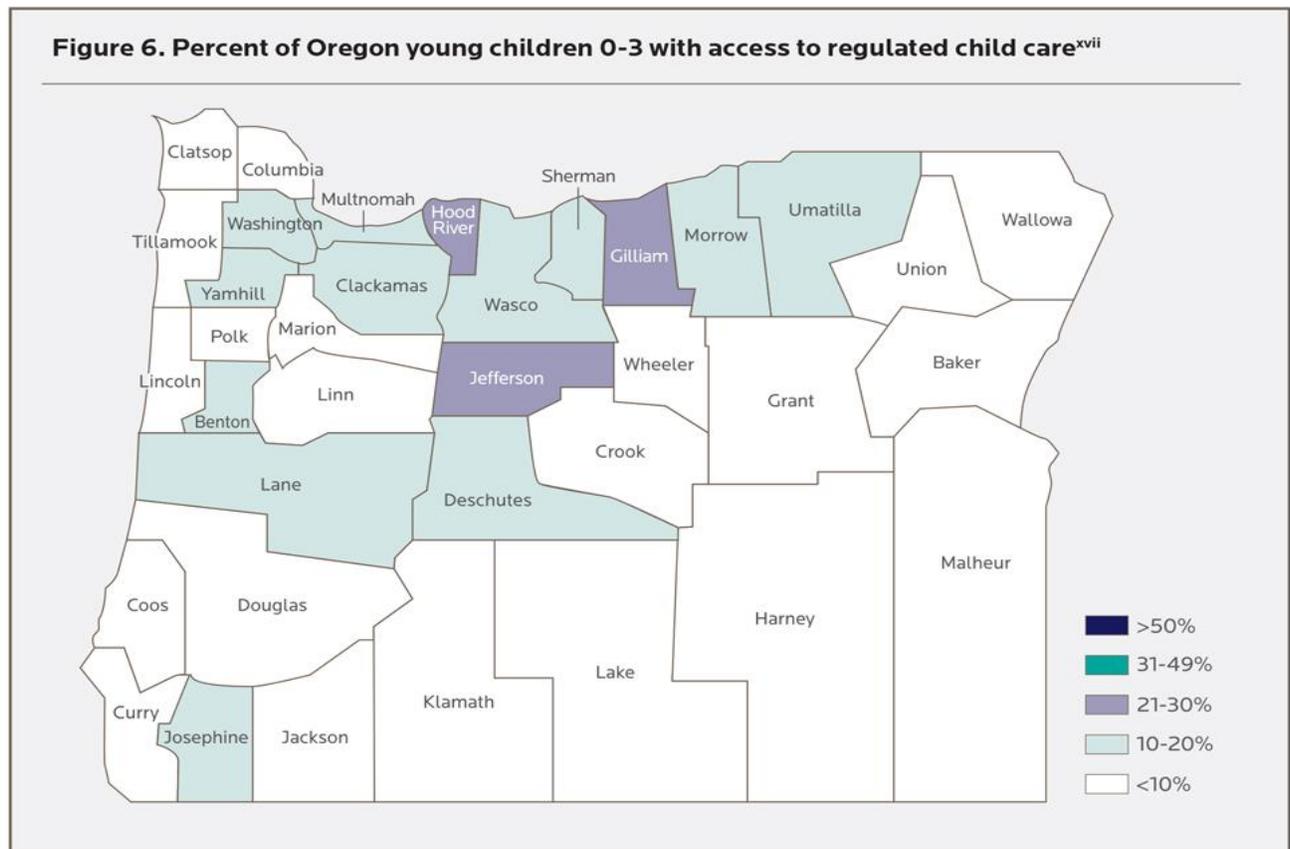
Child Care:

Oregon is experiencing a true crisis in infant and toddler child care. The three pillars of child care:

- Affordability and Access
- Supply
- Quality

The reality of childcare in Oregon:

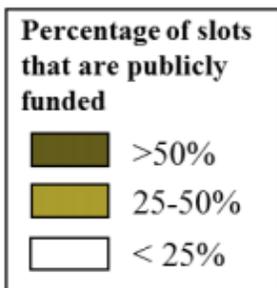
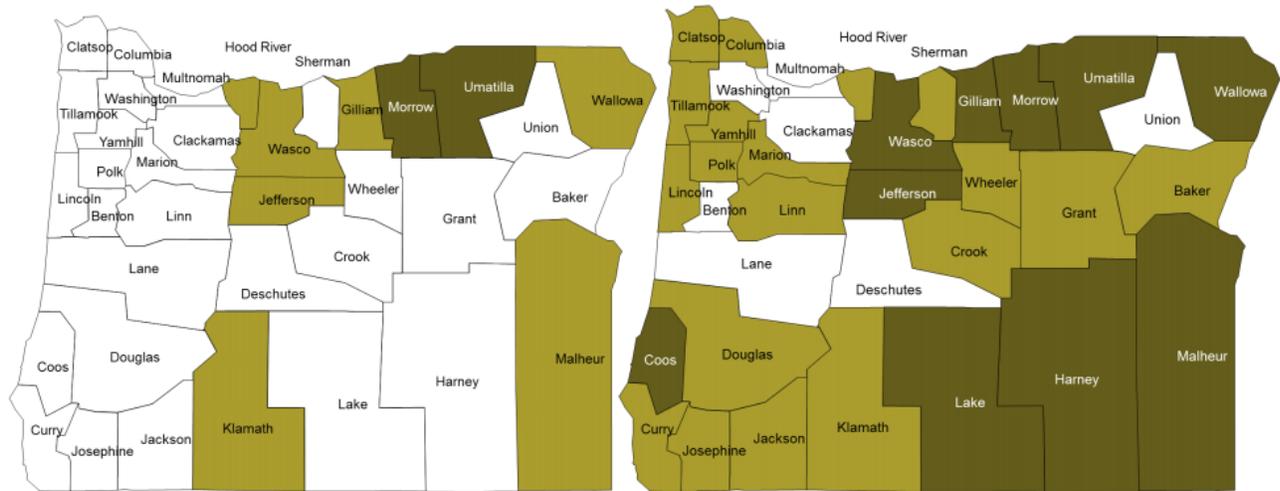
- Costs too much for parents
- Even when parents can afford it, they cannot find it
- Pay for workers is low and turnover is high
- Quality of care is often low



The crisis in supply is more extreme for infants and toddlers:

- There are 8 infants and toddlers for each child care slot
- There are 3 preschool-age children for each child care slot

Public investment impacts the supply of childcare.



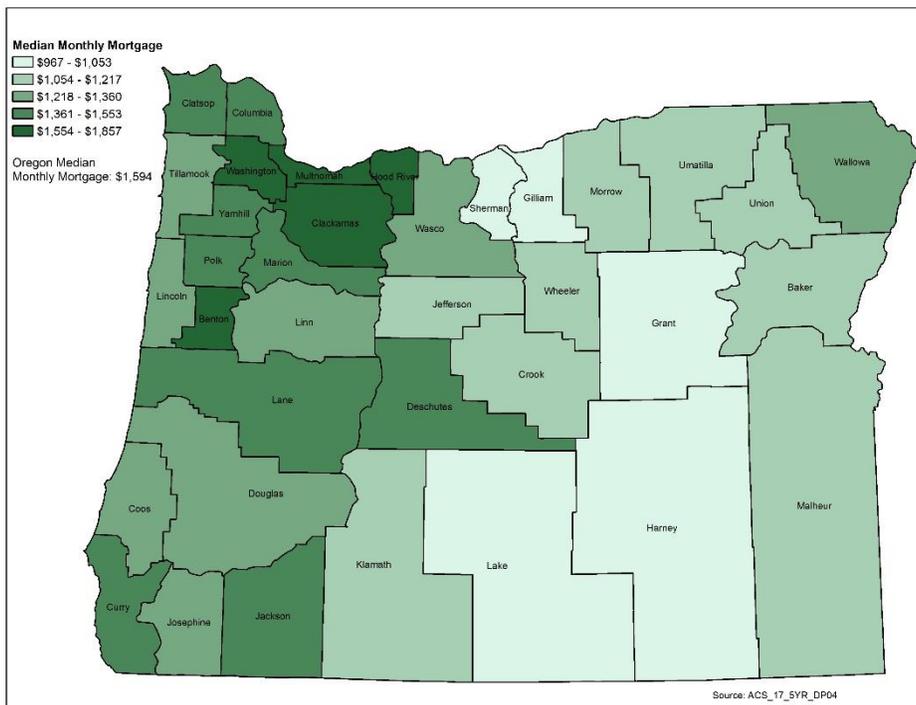
Public investment also impacts the quality of childcare.

To complement the quality strategies that exist in communities currently, to stabilize and increase quality of existing care, and to help expand family choice, the Early Learning Division is piloting a set of supply and quality building strategies. The infant-toddler quality initiative will utilize Child Care and Development Block Grant (CCDBG) funds to provide an opportunity for Oregon to launch a pilot of quality infant-toddler early education programs. This infant-toddler initiative is targeted to serve low-income families in communities struggling to find and keep high quality care for infants and toddlers. The pilot is to develop and refine strategies that build a supply of infant and toddler care.

Housing:

You don't have to look hard to see how the cost of housing has increased significantly over the years. A Zillow search in the Salem area can show examples of housing values increasing 72 percent over the past decade, racing past the steady pace of inflation.

According to the US Census Bureau, the median home mortgage in Oregon was \$1,594 per month in 2017. The median monthly rent for Oregon was \$988 per month. A consistent income difference exists between homeowners and renters. Home owners typically have a larger income level, and a smaller percentage of that income is dedicated to housing costs. About half of all renters dedicate more than 30 percent of their family income to rent. By contrast, only twenty six percent of home owners do the same.

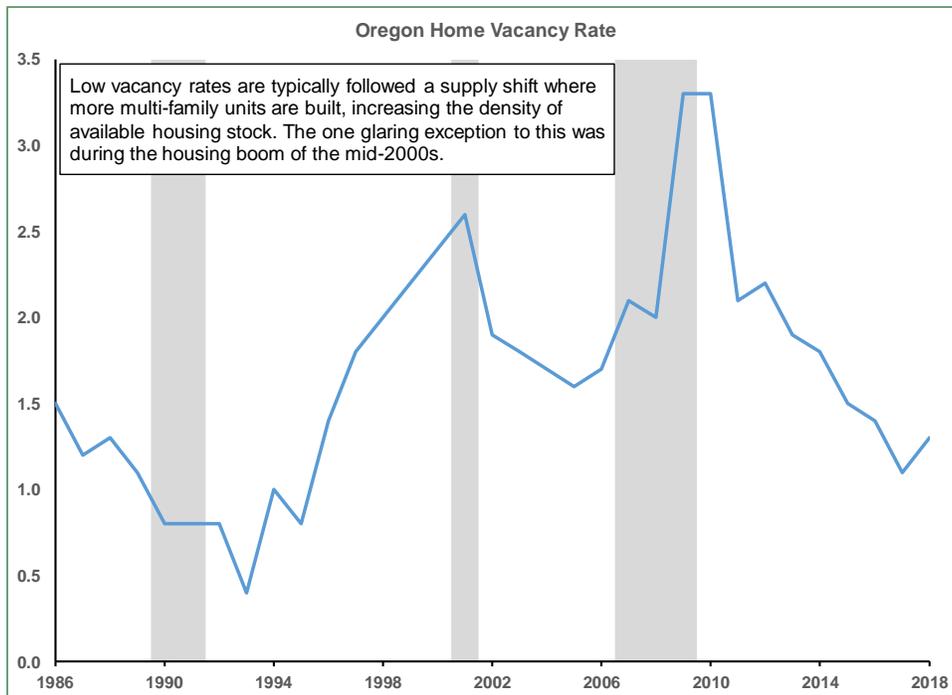


Source: US Census Bureau, American Community Survey

According to the US Census American Community Survey the median household income for a home owner is just over \$72,000 per year. The median household income for renters is just about half of that, coming in just over \$36,000 per year.

Supply

There are two major aspects impacting the supply of housing, and the increasing prices seen in today's market; the availability of vacant houses for sale, and the rate of new houses being built in Oregon. Home vacancy rates are low compared to the last twenty five years, so supply of available housing is limited.



Source: U.S. Census Bureau, Home Vacancy Rate for Oregon [ORHVAC], retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/ORHVAC>, August 21, 2019.

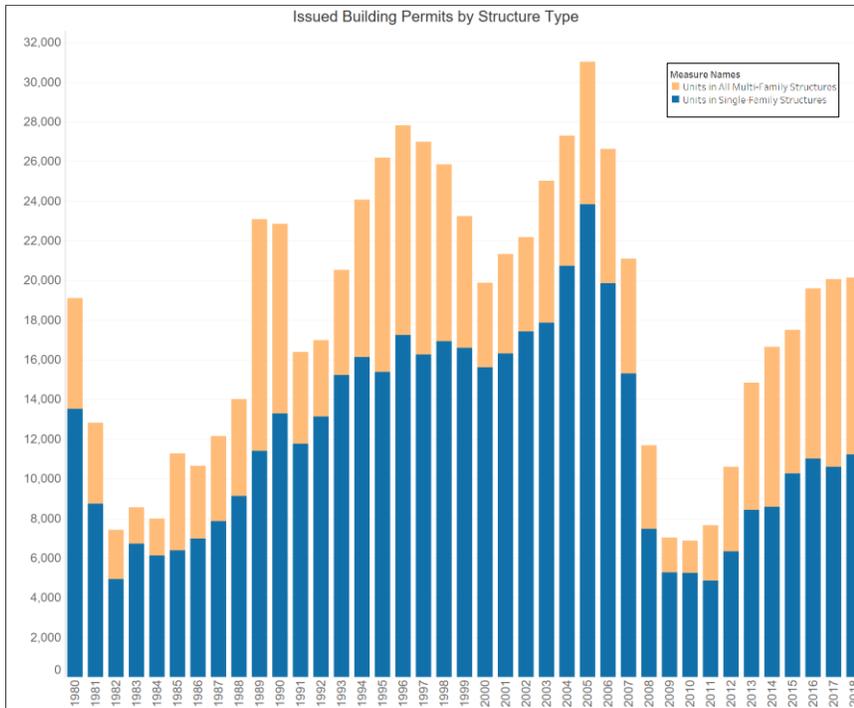
When the country has entered into a national recession home vacancy rates typically trend upwards. At the peak of the Great Recession states like Nevada had an annual vacancy rate near 5 percent. In Oregon, the vacancy rate peaked to just above 3 percent.

As the economy recovers families develop confidence in their ability to sustain or grow their income, they are willing to take on new debts and in many circumstances that means buying or changing homes.

We also see a shift in the type of residential construction that occurs during and after recessions. Since the 1980's most permits for residential construction were issued for single-family homes. During times of economic expansion the relative number of multi-family units increase, likely influenced by increase in population, as new families migrated into the state.

This relative increase in multi-family unit construction may also contribute to an observation from the Department of Housing and Urban Development that saw the home ownership rate decline since 2000 for Parts of the Portland Metro area.

According to a 2018 HUD report, the homeownership rate for Clackamas, Columbia, and Multnomah counties decreased from about 62 percent in 2000 to about 59 percent in 2017. Homeownership rates stayed about the same for Washington and Yamhill counties, while the Vancouver area had a slight decline from 67.4 percent to 66.6 percent.



Source: US Census Bureau, Building Permits Survey

Home Ownership

Home ownership across demographic groups is also a consideration. Communities with historically lower median household incomes make up a disproportionately smaller share of home ownership in Oregon. African American and Hispanic families make up about 12 percent of the state’s population, but make up about 9 percent of home ownership.

Oregon Home Ownership Rates for Selected Demographics

Category	Number of Households	Home Ownership Rate	Median Household Income
Total Number of Households	1,571,631	62%	\$56,119
White	1,392,298	64%	\$57,026
Hispanic or Latino	129,029	41%	\$44,944
Asian	55,062	59%	\$72,402
Black or African American	25,782	32%	\$33,143
American Indian or Alaskan Native	4,018	45%	\$45,149

Source: US Census, American Community Survey 2017 5-year estimates.

Home ownership rates for disabled Oregonians is not readily available from the US Census, but it would be expected to be lower than the state average because the median wage for disable Oregonians is about 30 percent less than the statewide personal median wage estimated by the US Census Bureau.

Student Loan Debt:

One of the aspects of self-sufficiency that the task force wanted to examine was that of student debt. The self-sufficiency reports reviewed by the task force do not include student debt as an essential cost for families. However, it's expected that many Oregonians completing a post-secondary program would accumulate some form of student debt as they continue their education.

To look at what that debt load looks like, the task force examined nationally reported data of student debt and Pell grant use amongst the state's public community colleges and universities.

Oregon Public College and University Net Cost and Median Debt, 2017

Institution name	Average net price	Share of undergraduates who receive a Pell Grant	Median debt for students who have completed	Median Monthly Debt Payments (Over 10 Years)
Western Oregon University	\$16,875	44%	\$24,955	\$265
Oregon State University	\$20,493	26%	\$23,393	\$249
Oregon State University-Cascades Campus	\$15,150	51%	\$23,393	\$249
Oregon Institute of Technology	\$17,041	25%	\$22,875	\$243
Eastern Oregon University	\$14,578	45%	\$22,107	\$235
Portland State University	\$13,008	38%	\$21,969	\$234
Southern Oregon University	\$9,164	32%	\$21,313	\$227
University of Oregon	\$15,693	25%	\$20,500	\$218
Central Oregon Community College	\$9,735	37%	\$19,066	\$203
Rogue Community College	\$7,823	49%	\$18,202	\$194
Klamath Community College	\$5,441	51%	\$15,456	\$164
Portland Community College	\$9,095	36%	\$15,412	\$164
Oregon Coast Community College	\$5,935	37%	\$15,412	\$164
Chemeketa Community College	\$6,258	37%	\$14,750	\$157
Blue Mountain Community College	\$10,630	36%	\$14,679	\$156
Treasure Valley Community College	\$10,399	47%	\$13,938	\$148
Lane Community College	\$7,286	38%	\$13,504	\$144
Clackamas Community College	\$5,846	27%	\$13,101	\$139
Linn-Benton Community College	\$8,404	27%	\$13,044	\$139
Oregon Health & Science University	-	34%	\$12,557	\$133
Southwestern Oregon Community College	\$9,457	35%	\$12,000	\$128
Mt Hood Community College	\$7,793	27%	\$11,669	\$124
Columbia Gorge Community College	\$8,358	38%	\$11,650	\$124
Clatsop Community College	\$10,121	32%	\$9,334	\$99
Umpqua Community College	\$8,064	42%	\$8,543	\$91
Tillamook Bay Community College	\$5,036	64%	-s-	-

Source: U.S. Department of Education, <https://collegescorecard.ed.gov/data/>

Note: "-" denotes that data is unavailable, "-s-" denotes data is suppressed for privacy

Postsecondary institutions serve a wide range of students. Their ability to pay for their education is based on a number of different factors.

Some students may qualify for Federal and state financial aid, be awarded scholarships based on academic success, be able to work while they go to school, have family resources contribute to tuition costs. Many students take on some form of debt to make of the difference in their costs and what these other resources can provide.

The level of student debt incurred at different education institutions can vary significantly. We generally see students that participate in undergraduate and graduate level studies incur larger debt loads than those

completing a two-year program. We also see a strong, positive correlation between the average student debt load and the percentage of students qualifying for Pell Grants.

**Net Cost and Median Student Debt for Selected Private Institutions,
Oregon 2017**

	Average net price	Share of undergraduates who receive a Pell Grant	Median debt for students who have completed	Median Monthly Debt Payments (Over 10 Years)
Pacific Northwest College of Art	\$32,541	42%	\$27,000	\$287
Pacific University	\$29,902	31%	\$27,000	\$287
New Hope Christian College-Eugene	\$19,019	63%	\$26,500	\$282
Oregon College of Art and Craft	\$26,654	52%	\$26,500	\$282
Willamette University	\$28,327	22%	\$26,371	\$280
Warner Pacific University	\$22,440	52%	\$25,922	\$276
Warner Pacific University Professional and Graduate Studies	\$19,227	37%	\$25,922	\$276
Linfield College-McMinnville Campus	\$27,254	26%	\$25,000	\$266
Linfield College-School of Nursing	-	27%	\$25,000	\$266
Corban University	\$24,491	32%	\$24,994	\$266
University of Portland	\$35,329	16%	\$24,897	\$265
Lewis & Clark College	\$34,838	18%	\$24,144	\$257
Concordia University-Portland	\$21,765	38%	\$23,054	\$245
George Fox University	\$28,366	31%	\$23,000	\$245
Northwest Christian University	\$19,277	43%	\$22,500	\$239
Multnomah University	\$24,630	56%	\$20,875	\$222
Reed College	\$31,815	16%	\$16,000	\$170
University of Phoenix-Oregon	-	41%	\$31,977	\$340
American College of Healthcare Sciences	\$21,146	39%	\$30,500	\$324
Sumner College	\$18,606	51%	\$16,500	\$175
Pioneer Pacific College	\$21,713	51%	\$16,340	\$174
Paul Mitchell the School-Portland	\$14,893	52%	\$16,167	\$172
Phagans School of Hair Design-Portland	\$8,839	76%	\$14,750	\$157
Phagans School of Hair Design	\$9,107	67%	\$14,029	\$149
Northwest College-Beaverton	\$15,393	67%	\$13,250	\$141
Northwest College-Clackamas	\$13,910	57%	\$13,250	\$141
Northwest College-Hillsboro	\$15,924	74%	\$13,250	\$141
Northwest College-Eugene	\$14,832	59%	\$13,250	\$141
Northwest College-Tualatin	\$18,453	52%	\$13,250	\$141
Northwest College-Medford	\$15,151	61%	\$13,250	\$141
Phagans Beauty College	\$8,387	76%	\$11,805	\$125
Aveda Institute-Portland	\$12,004	43%	\$10,556	\$112
College of Hair Design Careers	\$8,899	55%	\$10,511	\$112
Concorde Career College-Portland	\$22,394	51%	\$9,500	\$101
Carrington College-Portland	\$18,937	72%	\$9,500	\$101
Institute of Technology	\$26,694	63%	\$9,500	\$101

Source: U.S. Department of Education, <https://collegescorecard.ed.gov/data/>

Note: "-" denotes that data is unavailable, "-s-" denotes data is suppressed for privacy

Self-Sufficiency Measures:

The Taskforce looked at three different self-sufficiency measures. The first was a report developed by the University of Washington on behalf of Worksystems Inc. The second was a self-sufficiency tool developed by the Massachusetts Institute of Technology (MIT). Finally, they looked at the ALICE Report, a tool developed for the United Way to estimate families who were living above the poverty rate, but were vulnerable to income shocks.

Self-sufficiency is the point where a household can support itself without the need of public support to meet the needs for food, housing, or other monthly costs. What constitutes self-sufficiency varies significantly due to who lives in the home, whether you have one or two income providers, and where you live in Oregon.

For instance, according to the University of Washington a single adult living in Multnomah County could meet their self-sufficiency threshold by holding a job paying over \$12.01 per hour. By contrast, a single parent with two children may need to have an income greater than \$31 per hour just to cover additional housing, food, and childcare costs.

Oregon Self-Sufficiency Standard

The Taskforce wanted to find a way to understand what it cost for families to support themselves and how it compared to what is defined as the high-wage. The measures of self-sufficiency the taskforce looked at all attempted to categorize major costs we would expect families would need to cover on a regular basis.

- Can a family provider keep a roof over their family's head?
- Will there be enough food this month?
- Is there enough gas in the car to get to work?

The University of Washington published a county-based report in 2017 that attempted to outline the expected costs.

The report is similar to other self-sufficiency measures because it is based on a number of different sources of information. Much of the underlying data comes from either the US Census Bureau's American Community Survey and report data from the US Department of Housing and Urban Development.

TABLE 1. The Self-Sufficiency Standard for Select Family Types*
 Multnomah County, OR 2017

	1 ADULT	1 ADULT 1 PRESCHOOLER	1 ADULT 1 PRESCHOOLER 1 SCHOOL-AGE	2 ADULTS 1 PRESCHOOLER 1 SCHOOL-AGE
MONTHLY COSTS				
Housing	\$1,023	\$1,206	\$1,206	\$1,206
Child Care	\$0	\$1,126	\$1,807	\$1,807
Food	\$275	\$417	\$628	\$863
Transportation	\$100	\$100	\$100	\$200
Health Care	\$129	\$350	\$372	\$433
Miscellaneous	\$153	\$320	\$411	\$451
Taxes	\$1,023	\$1,206	\$1,206	\$1,206
OR Working Families Tax Credit (-)	\$0	\$0	\$0	(\$72)
Earned Income Tax Credit (-)	\$0	\$0	\$0	\$0
Child Care Tax Credit (-)	\$0	(\$50)	(\$100)	(\$100)
Child Tax Credit (-)	\$0	(\$83)	(\$167)	(\$167)
SELF-SUFFICIENCY WAGE				
Hourly**	\$12.01	\$24.86	\$31.57	\$16.75 <i>per adult</i>
Monthly	\$2,113	\$4,376	\$5,557	\$5,895
Annual	\$25,360	\$52,510	\$66,685	\$70,744
Emergency Savings Fund	\$26	\$76	\$183	\$47

* The Standard is calculated by adding expenses and taxes and subtracting tax credits. The "Taxes" row includes payroll and sales taxes plus income taxes.

** The hourly wage is calculated by dividing the monthly wage by 176 hours (8 hours per day times 22 days per month). The hourly wage for families with two adults represents the hourly wage that each adult would need to earn, while the monthly and annual wages represent both parents' wages combined.

Note: Totals may not add exactly due to rounding.

Source: The Self-Sufficiency Standard for Oregon 2017, University of Washington

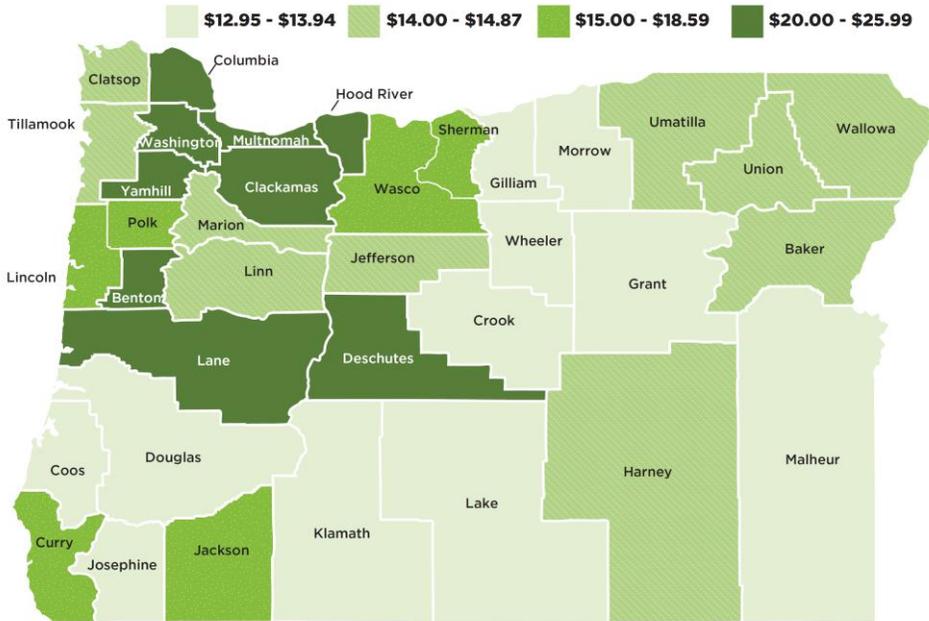
For the basis of single adult estimates the report assumed that a single adult would need a one-bedroom apartment. Other self-sufficiency measures use alternate housing standards like a studio apartment.

Households with children have a significant higher self-sufficiency threshold because of significant cost increases in housing, food, and especially child care. In order to be self-sufficient in Multnomah County, to be at the point you do not need any form of public assistance to get by, a single adult needs to make \$12.01 per hour and work full time. By contrast, a single adult with two children would have to earn \$31.57 per hour just to cover the expected costs.

The Self-Sufficiency Standard is significantly higher than the official poverty measure because includes a wider set of assumed costs. For a family of 4, the official Federal poverty measure covers about 30 percent of the costs estimated by the Oregon Self-Sufficiency Standard and other measures the task force looked at.

Self-sufficiency standards can vary greatly across the state. The Portland metro area, I-5 corridor, and Bend typically have the highest costs of living. Areas like South Central and Eastern Oregon typically have lower self-sufficiency thresholds.

Self-Sufficiency Standard for One Adult, One Preschooler



Source: *The Self Sufficiency Standard for Oregon 2017*, University of Washington

The areas with the highest self-sufficiency thresholds are typically areas with the highest population densities. Costs like housing, child care and healthcare all tend to be higher where more families are competing for the same access to schools, child care, and other services.

Some costs in rural communities can be more than in urban areas. For instance, transportation costs in Multnomah County are estimated to be far less than Harney or Crook County because of access to a robust public transit system.

MIT Living Wage Calculator

One national measure of the true cost of self-sufficiency was developed by the Department of Urban Studies and Planning at the Massachusetts Institute of Technology (MIT). The living wage calculator is available for all 50 states and covers all the counties in Oregon. Similar to the University of Washington's report, the living wage calculator limits its scope to essential costs. It excludes some things that would seem reasonable for most American families to have, such as pre-prepared meals and eating at restaurants.

The MIT living wage calculator makes estimates for 12 different household types, making assumptions on the number, and age of any children in the household. The calculator also assumes a single adult is renting a studio apartment.

**Selected Households from the MIT Living Wage Calculator
Multnomah County**

Hourly Wages	1 Adult	2 Adults			
		1 Adult 1 Child	1 Adult (1 Working) 2 Children	1 Adult 1 Child	2 Adults 2 Children
Living Wage	\$14.59	\$27.46	\$33.35	\$26.06	\$18.15
Poverty Wage	\$5.84	\$7.91	\$9.99	\$9.99	\$6.03
Typical Monthly Expenses					
Food	\$298	\$439	\$661	\$680	\$878
Child Care	\$0	\$558	\$1,048	\$0	\$1,048
Medical	\$167	\$527	\$498	\$498	\$505
Housing	\$1,026	\$1,330	\$1,330	\$1,330	\$1,330
Transportation	\$351	\$639	\$751	\$751	\$869
Other	\$248	\$413	\$448	\$448	\$522
Required monthly income after taxes	\$2,089	\$3,904	\$4,735	\$3,707	\$5,150
Monthly taxes	\$440	\$856	\$1,047	\$811	\$1,142
Required Monthly income before taxes	\$2,529	\$4,760	\$5,782	\$4,517	\$6,292

Source: MIT Wage Calculator developed by Dr. Amy Glasmeier, Department of Urban Studies and Planning
<http://livingwage.mit.edu/counties/41051>

The MIT calculator estimates a threshold that is higher than the Oregon Self-Sufficiency standard. For instance, the MIT living wage for a single adult in Multnomah County is \$14.59 per hour, \$2.58 more than the Oregon Self-sufficiency standard had calculated. This is primarily driven by the assumption of the MIT calculator that households in the metro area would still use a car as their primary means of transportation.

While there are differences in how these two measures calculate a self-sufficiency threshold, the overall story across different geographical areas and household compositions is same.

**Selected Households from the MIT Living Wage Calculator
Marion County**

Hourly Wages	1 Adult	2 Adults			
		1 Adult 1 Child	1 Adult (1 Working) 2 Children	1 Adult 1 Child	2 Adults 2 Children
Living Wage	\$11.75	\$24.54	\$30.44	\$23.14	\$16.69
Poverty Wage	\$5.84	\$7.91	\$9.99	\$9.99	\$6.03
Typical Monthly Expenses					
Food	\$298	\$439	\$661	\$680	\$878
Child Care	\$0	\$558	\$1,048	\$0	\$1,048
Medical	\$167	\$527	\$498	\$498	\$505
Housing	\$594	\$886	\$886	\$886	\$886
Transportation	\$351	\$639	\$751	\$751	\$869
Other	\$248	\$413	\$448	\$448	\$522
Required monthly income after taxes	\$1,657	\$3,460	\$4,291	\$3,263	\$4,706
Monthly taxes	\$380	\$794	\$985	\$749	\$1,080
Required Monthly income before taxes	\$2,037	\$4,254	\$5,276	\$4,011	\$5,786

Source: MIT Wage Calculator developed by Dr. Amy Glasmeier, Department of Urban Studies and Planning
<http://livingwage.mit.edu/counties/41047>

The MIT Living wage calculator estimates that a single adult in Multnomah County would need to earn about 24 percent more than a single adult in Marion County in order to not need some form of public assistance. In a similar fashion, the University of Washington Report estimates that same individual in Multnomah County would have to earn 27 percent more than an individual in Marion County. While there is some variance in the numbers, the overall story that differences in the housing costs between Multnomah and Marion County increase the self-sufficiency threshold significantly.

Alice Report

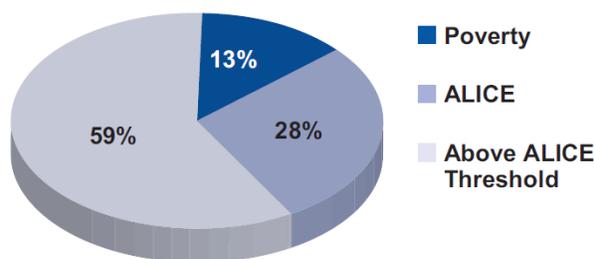
The United Way has also developed a measure of self-sufficiency and need through its ALICE report. ALICE refers to the families in Oregon that are asset limited, income constrained, and employed. The report uses similar sources of information as the Oregon Self-Sufficiency Standard and the MIT Living Wage Calculator. While the ALICE report provides a similar measure of self-sufficiency the report takes an additional step to estimate how many families live above the poverty line, but to a level where they would fit the ALICE definition.

Oregon Average – 2016		
	SINGLE ADULT	2 ADULTS, 1 INFANT, 1 PRESCHOOLER
Monthly Costs		
Housing	\$535	\$789
Child Care	\$-	\$1,142
Food	\$177	\$586
Transportation	\$338	\$676
Health Care	\$196	\$728
Technology	\$55	\$75
Miscellaneous	\$162	\$473
Taxes	\$319	\$738
Monthly Total	\$1,782	\$5,207
ANNUAL TOTAL	\$21,384	\$62,484
Hourly Wage*	\$10.69	\$31.24

*Full-time wage required to support this budget
Source: American Community Survey; U.S. Department of Housing and Urban Development; U.S. Department of Agriculture; Bureau of Labor Statistics; Internal Revenue Service, and Oregon Childcare Aware, 2016

Source: United Way, 2018 Oregon ALICE Report

According to the report, about 13 percent of Oregon families lived below the poverty line, while another 28 percent of families lived below the ALICE threshold for self-sufficiency.



Source: United Way, 2018 Oregon ALICE Report

This ratio of families who meet the United Way’s definition of ALICE can vary significantly from one county to another. In Benton County, 22 percent of families meet the definition of ALICE, while in Josephine County that ratio may be closer to 38 percent.

One of the key findings of the report highlighted that the income an individual makes is tied to the size of the company they work for. This was a similar finding to the 2018 Oregon Benefits report, which showed access to paid benefits also depended on the size of the business an individual worked for.

According to the Alice Report, the average worker employed by a large firm makes 73 percent more than the average workers employed by a business that has fewer than 20 employees.

Employment by Firm Size With Average Annual Wages, Oregon, 2016



Source: U.S. Census; Quarterly Workforce Indicators, 2016

Source: United Way, 2018 ALICE Report

Definition of High Wage:

In 2007, the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB – now the WTDB), Oregon Department of Education, and other partners, developed definitions for high-wage, high-skill, and high-demand occupations.

The current definition of a high-wage occupation is any occupation whose median wage is greater than the median wage for all occupations in a designated area. High wage occupations are identified for the state, all workforce areas, and several sub-state regions.

Current High Wage Thresholds, by Area		
Area	2018 Hourly Median Wage	2018 Median Annual Wage
Oregon	\$19.09	\$39,707
Portland Tri County	\$21.36	\$44,429
Mid Valley	\$18.18	\$37,814
Northwest	\$17.35	\$36,088
Lane	\$17.80	\$37,024
Southwestern	\$16.53	\$34,382
Rogue Valley	\$16.43	\$34,174
East Cascades	\$17.33	\$36,046
Columbia Gorge	\$16.81	\$34,965
Central Oregon	\$17.58	\$36,566
South Central	\$16.95	\$35,256
Eastern Oregon	\$16.36	\$34,029
Columbia Basin	\$16.22	\$33,738
Eastern Six	\$16.48	\$34,278

Source: Oregon Employment Department, Occupation Employment Statistics

The current definition of a high-wage occupation depends on the regions and the typical wages paid in that area. For an area like Lane County, a high-wage occupation is one whose median wage is greater than \$17.80 per hour. In the Portland Tri-County area that threshold is much larger, where the occupation median wage has to be greater than \$21.36 in order to be considered a high-wage occupation.

Any agency requesting employment information from the Employment Department for high-wage occupations would receive information based on the current definition. There are several agencies that use the current definition of high wage in the application of programs.

The Oregon Employment Department

The Workforce and Economic Research Division provides labor market information to Oregonians, ranging from students and jobseekers, to local governments and education administrators.

The Research Division calculates high wage occupations based on the current definition. It uses the result of that analysis to report out labor market information in products and tools found on www.QualityInfo.org. The result of the analysis is found in a number of products:

- Careers Explorer offers high-wage filters to narrow lists of occupational information.
- High-wage, High Demand tables are published and provided to education partners including Oregon community colleges.
- High-wage occupations are identified in the Occupation for Prioritization tool. This tool was developed for workforce and education partners to consider local area workforce and training needs.
- High-wage occupations are identified for data requests and related flags are used to parse occupational wage information and long-term projections as needed.

The Department of Education

The Department of Education was one of the partners that adopted the high wage definition in 2007. References to high wage are commonly found in legislative statute, and the current definition has officially been written into administrative rules (ORS 581-017-0287, 581-017-0466). These rules primarily related to Career Technical Education, STEM initiatives and approval for CTE programs.

Business Oregon

Business Oregon does use employee wages as a qualifying measure for some of its programs. However, the agency does not define high wage for this purpose. Instead, the agency uses average wage estimates based on the Quarterly Census of Employment and Wages (QCEW). QCEW summarizes employment and wage records in the state to estimate averages at the county level. Most of the related programs that use average wage are covered by ORS 285A, 285B, and 285C. There was legislation in the 2019 session, House Bill 2053, which would clarify how Business Oregon gets average wage information from the Employment Department..

Department of Consumer & Business Services

The department does not have a definition of high wage in related rules or statutes. However, they do use an average weekly wage measure in the administration of workers compensation insurance. The average weekly wage they use is based on data from the Employment Department's Quarterly Census of Employment and Wages program.

Bureau of Labor and Industries

The Bureau does not have a definition of high wage in statute or rule. The Bureau does use wage thresholds in the administration of minimum wage and prevailing wage law.

The state has three minimum wages, whose current and future levels are defined by statute.



The best way to see how effective the high-wage definition is would be to compare the Oregon definition with what other states define as high wage. To that end, the task force asked the Employment Department to collect information about how other states define high-wage occupations.

How do other states define high-wage occupations?

Research Director Bob Uhlenkott reached out to state labor market information providers to see how other states define high-wage occupations. Most states that had a definition of high wage used a statistical measure like median or average wage. Pennsylvania did use an alternative measure called self-sufficiency wage, which used the Federal poverty threshold as a factor to identify high priority occupations.

Alaska

They do not have an official definition. Their staff did caution against using a measure other than “higher-than average,” because the use of an alternative percentile (25th, 75th, 90th) would be artificially technical.

California

California did not have an official definition of high-wage occupations. When they provided measures of “good paying jobs” they compared wages found in specific areas because of the relative nature of pay and cost of living.

Michigan

Similar to Oregon, high-wage occupations are based on the statewide median wage in Michigan.

Nebraska

The state probably has one of the most complex ways of defining high wage. They generate a regional score for each occupation based off of its estimated wage distribution, and how it compared to the

regional wage distribution. The comparison generates a high-wage score. If that score meets the necessary threshold it is considered high-wage.

Nevada

They have two statutory thresholds that both use state average wages. In one case a high wage occupation is equal to or greater than the average wage, as calculated by the Quarterly Census of Employment and Wages (QCEW). A high-wage occupation may also be 110 percent of the average wage calculated by QCEW.

Pennsylvania

They define a “self-sustaining wage” criteria for high priority occupations. They define the wage as 200 percent above the Federal poverty rate for a one adult, one child household. In 2018 that threshold was \$34,616.

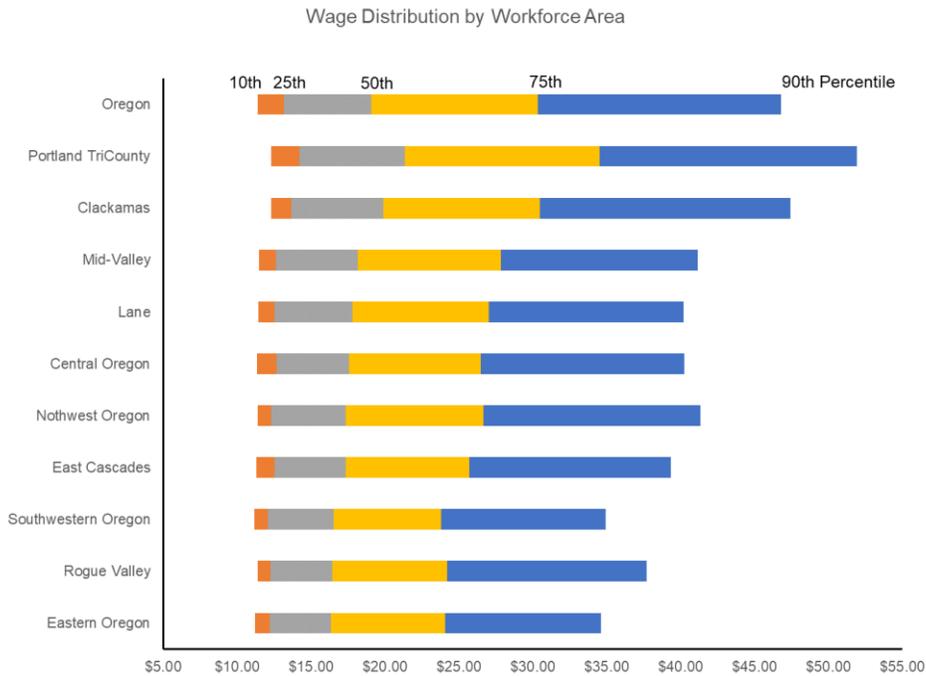
Vermont

They mostly use the median wage to define high wage. They did say one program in the state used \$20 dollars as high wage.

Strengths and challenges of using the definition

While we often see wage information reported as an average wage, or median wage, it is important to understand that workers are paid a range of wages based on experience, productivity, or the relative wages in their industry.

While the wage that identifies an occupation as high-wage may appear low, the reality is many Oregonians working in that career can earn much more. For instance, a wholesale manufacturing sales representative in Lane County has a median wage just over \$26 per hour. That qualifies it as a high-wage occupation in that area. For some families that may not be enough to support themselves. But, if you consider that nearly half of these representatives earn between \$26 and \$50 dollars an hour there are positions in that career that could support a larger family.



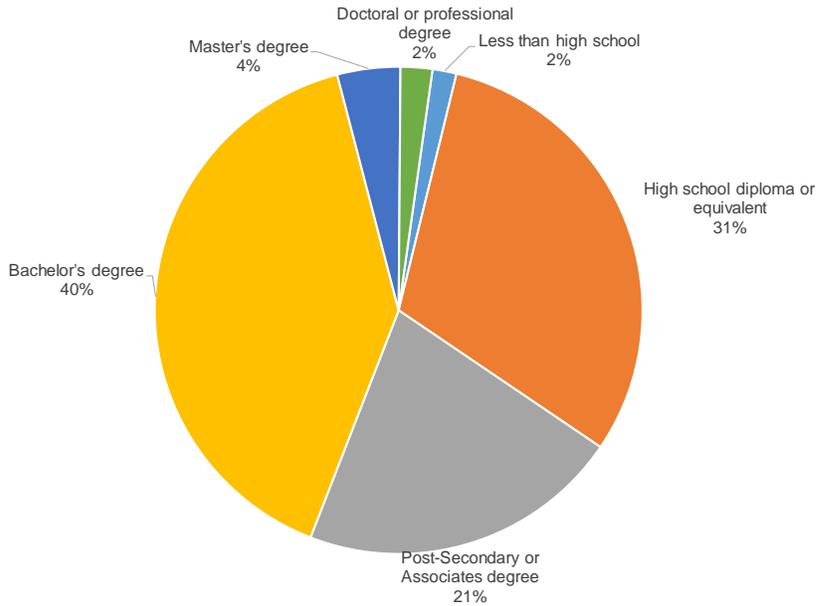
Source: Oregon Employment Department, Oregon Wage Information 2018

With hundreds of careers the workforce system could support, trying to down select from those options to meet workforce goals and resources can be daunting.

The workforce system and its partners put enormous effort in providing Oregonians a pathway to a better future. They do through training programs, postsecondary degree and credentialing efforts like National Career Readiness Certification. Because of the nature of many of the programs, there is an expectation that these training opportunities are completed in one to two years. The high wage definition helps identify the pools of careers that fit those requirements.

High-wage occupations accounted for about 46 percent of estimated employment in 2017, and about 37 percent of projected job openings between 2017 and 2027. The following chart shows the distribution of projected openings by typical entry level education. Nearly 70 percent of job openings in high-wage occupations require some type of education above a high school diploma. By contrast, 94 percent of projected job openings in occupations that were not considered to be a high-wage occupation required a high school diploma or less.

Projected High-Wage Job Openings 2017-2027,
By Typical Entry-Level Education



Source: Oregon Employment Department, 2017-2027 Occupation Projections

The definition of high-wage occupations uses one value to determine if an occupation fits the criteria. We know that the occupation may pay a high wage, but we don't know if that is a high wage to a family of four, or student graduating from college with thousands of dollars in debt. The current high wage definition provides a mechanism to the workforce system to identify careers the system is well equipped to impact and support. However, there is a clear dissonance between what we say is a high wage, and whether an Oregon family can truly support itself with those wages. Simply focusing on wages does not account for the importance of other benefits provided from employment.

Access to Benefits:

Released in January 2019, the Oregon Benefits Survey Report sheds light on the extent that Oregonians have access to additional benefits through their employer. Wages are only a portion of a worker's total compensation and access to benefits can vary depending on the type of work you do, where you live, and the size of business you work for.

Among firms with less than 10 payroll employees, one-third (33%) offered health benefits, while 26 percent offered retirement benefits. More than one-third offered paid holidays (36%) and annual pay raises (35%). Meanwhile, 87 percent of firms with at least 50 employees offered health benefits, and 77 percent offered retirement benefits. Paid holidays (74%) and annual pay raises (69%) were also more widespread.

**Share of Employers Offering Selected Benefits by Size Class
Size Class of Employees in All Oregon Locations**



Source: Oregon Employment Department, Oregon Benefits Survey 2019

Employers reported that insurance premiums averaged \$828 per month for individual plans and \$1,291 for family plans in June 2018. Their contributions accounted for the majority of the cost. On average, employers paid 88 percent of individual plan premiums, and 62 percent of family plan premiums.

The Oregon Benefits Survey also asked employers to describe the most important way health benefit costs affected their business or workforce in the past year. “High costs” accounted for two-thirds (67%) of all responses provided. An additional 5 percent of employer responses specifically cited increasing health benefit costs as taking money they would have otherwise given to employees in the form of wage increases. One response succinctly

described this tradeoff: “Increasing costs have led to higher premiums, which so far, the company has absorbed in lieu of wage increases.”

Many employers also noted positive aspects of providing health benefits. One out of 10 responses explained how offering health benefits improved the ability to hire and retain workers.

Employers that provided retirement benefits also wrote open-ended responses about the most important way offering those benefits affected their business or workforce over the past year. More than one-fifth (22%) of respondents cited worker hiring and retention advantages related to their retirement offerings. One employer elaborated on this by explaining, “Retirement benefits and the company match are another tool to attract potential workers in a tight labor

It's clear from the benefits report that total compensation is directly impacted by who you work for, where you work, and what industry you work for. Access to benefits directly impacts whether high wages truly support Oregon families, or if they are going to struggle.

Selected References:

Glasmier, Amy; MIT Living Wage Calculator; Department of Urban Studies and Planning, generated by Jason Payton, <https://livingwage.mit.edu/>; (August 2019).

Hoopes, Stephanie; ALICE: A Study in Financial Hardship; United Way, <https://www.unitedforalice.org/all-reports>, (September 2018).

Pearce, Diana; The Self-Sufficiency Standard for Oregon 2017; University of Washington Center for Women's Welfare, <http://www.selfsufficiencystandard.org/Oregon>; (January 2018).

U.S. Census Bureau; American Community Survey, 2017 American Community Survey 5-Year Estimates, Table B18140; generated by Jason Payton; using American FactFinder; <<http://factfinder.census.gov>>; (22 August 2019).

U.S. Census Bureau; American Community Survey, 2017 American Community Survey 5-Year Estimates, Table B25003A-B25003I; generated by Jason Payton; using American FactFinder; <<http://factfinder.census.gov>>; (22 August 2019).

U.S. Census Bureau; American Community Survey, 2017 American Community Survey 5-Year Estimates, Table DP04; generated by Jason Payton; using American FactFinder; <<http://factfinder.census.gov>>; (22 August 2019).

U.S. Census Bureau; American Community Survey, 2017 American Community Survey 5-Year Estimates, Table S1903; generated by Jason Payton; using American FactFinder; <<http://factfinder.census.gov>>; (22 August 2019).

U.S. Census Bureau; Building Permits Survey, retrieved from SOCDs, HUD Office of Policy Development and Research; <https://socds.huduser.gov/permits/index.html>; (21 August, 2019).

U.S. Census Bureau; Home Vacancy Rate for Oregon [ORHVAC]; retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/ORHVAC>; 21 August, 2019.

U.S. Department of Education; College Scorecard; data downloaded by Jason Payton, <https://collegescorecard.ed.gov/data/>; 23 August 2019.

U.S. Department of Education; Institute of Education Sciences, National Center for Education Statistics.

U.S. Department of Housing and Urban Development; Comprehensive Housing Market Analysis Salem, OR; Office of Policy Development and Research, https://www.huduser.gov/portal/ushmc/chma_archive.html; (1 November 2018).

U.S. Department of Housing and Urban Development; Comprehensive Housing Market Analysis Portland, OR; Office of Policy Development and Research, https://www.huduser.gov/portal/ushmc/chma_archive.html; (1 September 2018).

Zillow; Home Listings and Sales; Zillow Group Inc, <https://www.zillow.com/research/data/>; (2019).

Docket Item: 4.3 Licensing Taskforce

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

Occupational licensure is a form of government regulation that requires a worker to hold a credential to practice or operate in a certain occupation. Licensing laws were created with the intent to protect public health and safety. Today, nearly 25% of all employed Americans have an occupational license, up from 5% in the early 1950s. To receive an occupational license, applicants are often required to meet specific criteria in the form of education or training, fees and testing. These requirements vary from state to state and can create barriers and challenges for workers who are entering the labor market or moving across states lines.

Increasingly, states are taking action to reduce barriers to entering licensed occupations and to increase portability and reciprocity of licenses across states. The WTDB Licensing Taskforce has been reviewing data and other information to better understand what strategies and action, if

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

December 6, 2019

Docket Item 4.3

any, might make sense in Oregon around licensing. Data compiled by Oregon's Secretary of State, the Oregon Employment Department Research Division and information from other states has been reviewed and analyzed. Additional work remains for the taskforce to fully understand employer and business needs in order to deliver the Final Report at the March 2020 WTDB meeting.

Docket Material:

Power Point Presentation: Licensing Taskforce

Staff Recommendation:

This is an informational item. No action is required.



Licensing Taskforce

Career Technical Education Center (CTEC)

Chair, Rod Belisle

Executive Director, NECA-IBEW
Electrical Training Center

December 6, 2019

WTDB Licensing Taskforce 2020-2021 Strategic Plan

Imperative: Increase Understanding/Utilization of System

- Objective: Increase awareness (individual, employer, stakeholder/organization, and local board).
- Objective: Increase Utilization by Workers and Employers.
- Initiative: Coordinate and streamline our System so Job Seekers and Employers Find What They Need More Efficiently.

Imperative: Identify and Align Strategic Investments

- Objective: Increase Public-Private Partnerships.
- Initiative: Identify All Resources Available In The System, Including Those That Support Underrepresented Populations And Align For Greater Results.

WTDB Licensing Taskforce

- Identified strategy/plan for research led by OED Research Division at September kick off meeting.
- Key sectors, high-demand jobs, employer demand, education and training, BOLI and apprenticeship and licensure reciprocity.
- Consulted with leadership from Arizona on Universal Licensing Legislation.
- Survey in development to send to employers and businesses to better understand specific needs around licensing barriers and opportunities.

Licensing Taskforce:

- Survey will go out in next two weeks.
- On schedule to complete and meet deliverable of Final Report for March 13, 2020 WTDB Board Meeting.

Docket Item: 4.4 Artificial Intelligence Taskforce

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

Based on the current economic landscape, the increasing pace of new technology, and talent development that is needed in the AI disciplines, work in the development of formal AI education and training programs in Oregon has become a priority for the board.

The Artificial Intelligence Taskforce is responsible for discussing, researching and understanding the unique challenges and opportunities related to education and training in Artificial Intelligence in Oregon. This critical work will include economic and societal implications to ensure rapid innovations in AI benefit Oregonians as fully as possible. The group will be making prioritized recommendations that prepare Oregon for the transition to AI regarding effective strategies, including policies to address challenges or opportunities based on available data, research, analysis and best practices. The taskforce will be submitting a draft report for review and discussion at the WTDB June 2020 full-board meeting. The Final Report will be completed by August 2020 and submitted for approval at the September 2020 WTDB full-board meeting that includes recommendations on benchmarks, funding, redeployment strategies and schedules.

Docket Material:

None

Staff Recommendation:

This is an informational item. No action is required.

Docket Item: 4.5 Adult Learning Attainment Committee (ALAC)

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school. Part of this vision includes the important work occurring in the Adult Learner Advisory Committee (ALAC).

The ALAC is a joint initiative co-chaired by the HECC and WTDB. The purpose of the committee is to develop strategies and disseminate best practices regarding how adults gain skills outside the traditional P-20 education system. The committee also develops strategies and disseminates best practices addressing education and training attainment gaps among minority, low-income, and rural adult Oregonians. It serves as an advisory group to connect and align multiple adult attainment efforts within the HECC (e.g. TIE Partnership Grant). The ALAC investigates and

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

December 6, 2019

Docket Item 4.5

provides recommendations regarding the definition of “credential of value” and develops and maintains a list of Oregon credentials of value. And, ALAC is responsible for evaluating progress toward achievement of and recommend investments to facilitate achievement of the Adult Attainment Goal.

Currently, the ALAC has only met once. Their second meeting will occur on Tuesday, December 17, 2019 from 11:00 am – 2:00 pm in Portland. The primary focus of this meeting will be a discussion of credentials of value with representatives of the National Skills Coalition a broad-based coalition working toward a vision of an America that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper.

Docket Material:

None.

Staff Recommendation:

This is an informational item. No action is required.



Docket Item: 5.1 New America and Partnership to Advance Youth Apprenticeship (PAYA)

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

New America is committed to renewing American politics, prosperity, and purpose in the Digital Age. They generate big ideas, bridge the gap between technology and policy, and curate broad public conversation. New America combines the best of a policy research institute, technology laboratory, public forum, media platform, and a venture capital fund for ideas. They are a distinctive community of thinkers, writers, researchers, technologists, and community activists who believe deeply in the possibility of American renewal.

New America's Education Policy program uses original research and policy analysis to help solve the nation's critical education problems, serving as a trusted source of objective analysis and innovative ideas for policymakers, educators, and the public at large.

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

December 6, 2019

Docket Item 5.1

U.S. policymakers have been fascinated by European youth apprenticeship systems for decades. They are widely credited for the enviably low youth unemployment rates and globally competitive firms in countries like Germany and Switzerland. But what exactly does youth apprenticeship look like in an American context? And what would it take to really build out an Oregon youth apprenticeship system?

Docket Material:

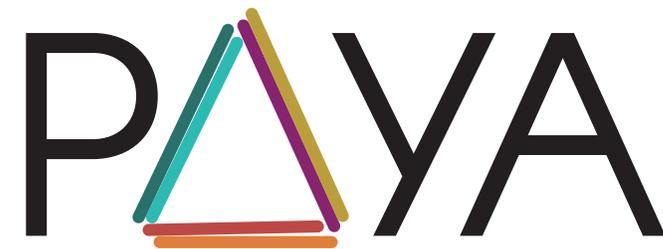
Power Point Presentation: Youth Apprenticeship in America Today

Staff Recommendation:

This is an informational item. No action is required.

YOUTH APPRENTICESHIP IN AMERICA TODAY

SALEM, OR
DECEMBER 6, 2019



PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP





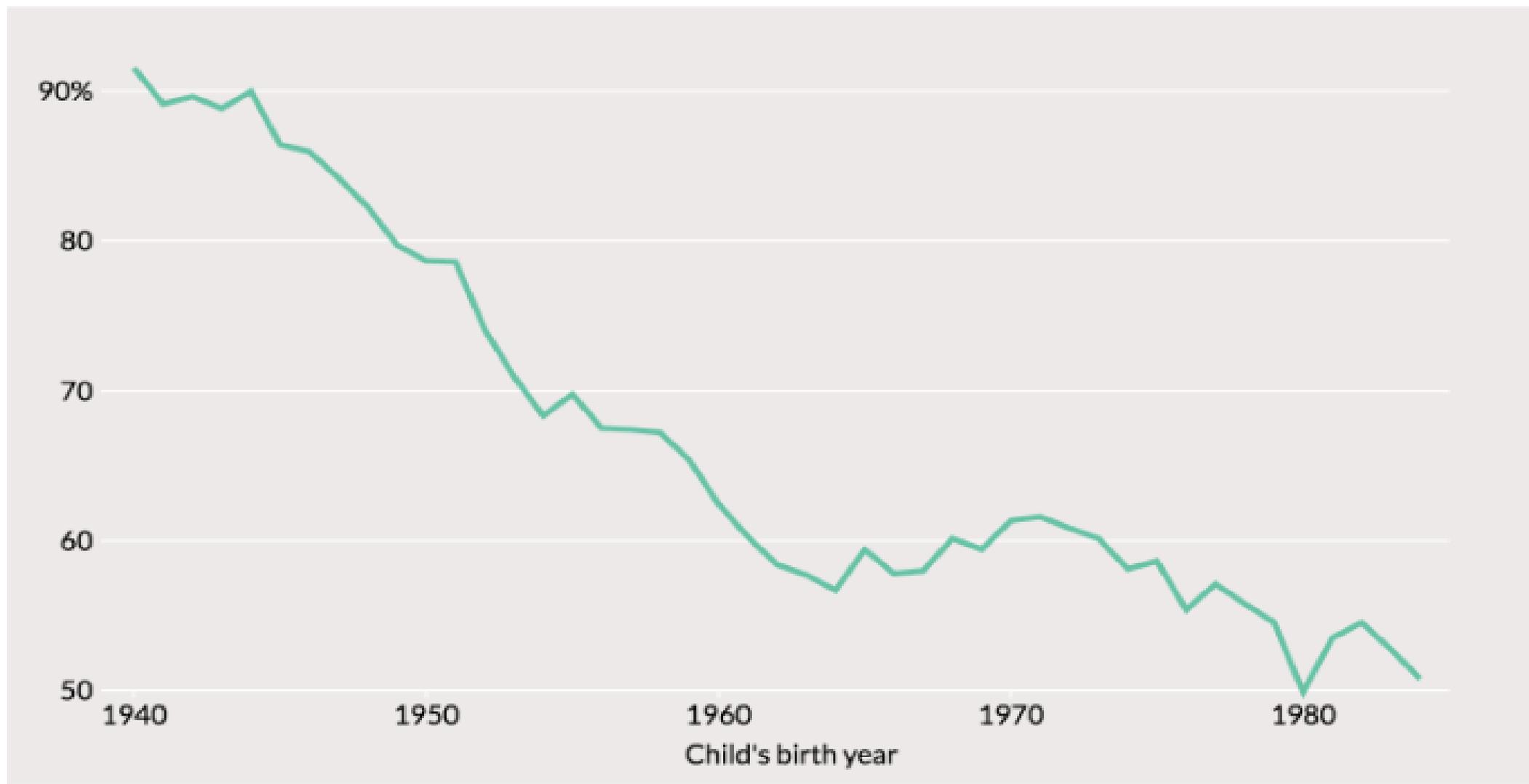
EDUCATION POLICY

WHAT IS NEW AMERICA?

- **Nonpartisan research organization** headquartered Washington, DC
- **Education Policy Program** includes PreK-12, Higher Education, and Center on Education and Skills at New America (CESNA) teams
 - **Research, analyze and communicate** education and workforce policy trends & challenges
 - **Engage with policymakers** to develop policy solutions
 - **Elevate work of “doers” and support dissemination** of good practice and innovative approaches

Fraction of children earning more than their parents, by child's birth year

Percent of children earning more than their parents, 1940-1984



Source: Raj Chetty, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, and Jimmy Narang. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940," 2016, Cambridge, MA: National Bureau of Economic Research working paper no. 22910.



**PATHWAYS TO
HIGH-QUALITY JOBS
FOR YOUNG ADULTS**



October 2018

B | Metropolitan Policy Program
at BROOKINGS

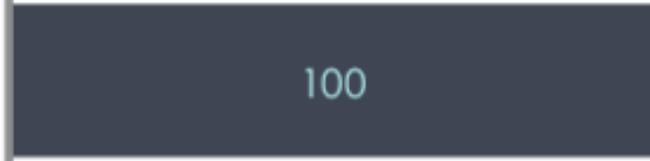
Child **TRENDS**

What determines if youth land good jobs and careers?

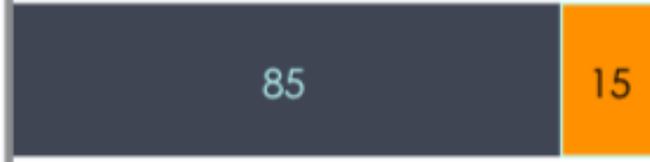
- Attaining a postsecondary credential
- Participating in Work-based learning
- Gaining work experience



Students start high school



Students reach graduation



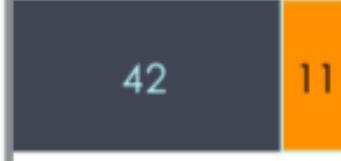
Do not



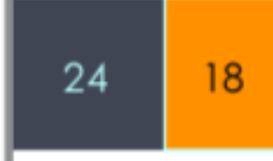
Enroll in college



Return for a second year



Receive a post-secondary degree¹



THE SYSTEM ONLY WORKS FOR 24% OF STUDENTS

¹ Certificate, associates or bachelor's degree within 150% of allotted time
SOURCE: The National Center for Higher Education Management Systems and U.S. Department of Education's National Center for Education Statistics

Balancing Work and Learning

IMPLICATIONS FOR LOW-INCOME STUDENTS



ANTHONY P. CARNEVALE
NICOLE SMITH
2018

SPRINGFIELD UNIVERSITY
Center
on Education
and the Workforce
McCann School of Public Policy

Higher-income working learners are more likely to work in jobs tied to their fields of study

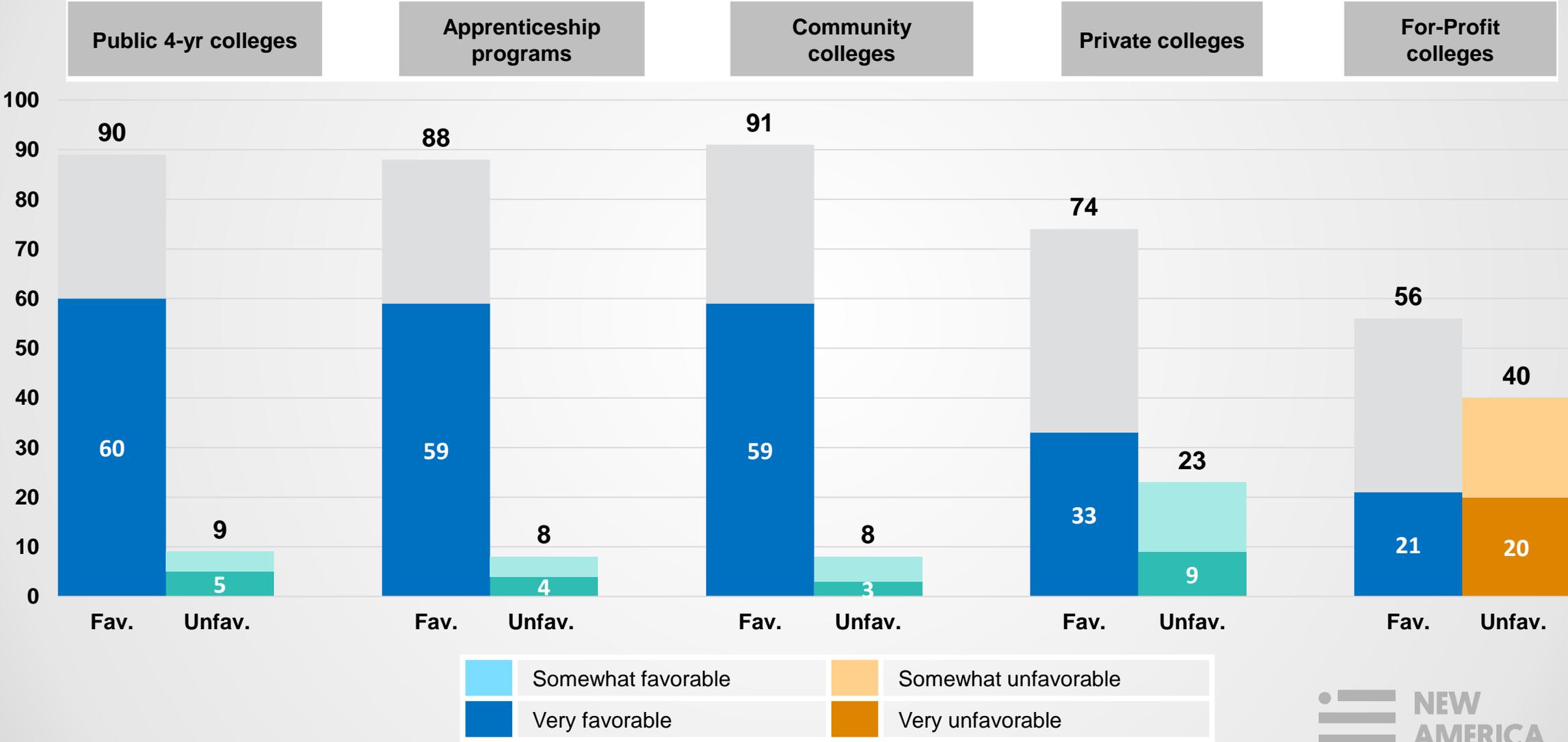
- Higher-income working learners have access to more lucrative jobs related to their fields of study.
- 14 percent of higher-income working learners work in professional fields such as STEM, business, or healthcare, compared to only 6 percent of low-income students.
- Low-income working learners are more likely to work in food service, sales, and administrative support jobs.

Youth Apprenticeship Research

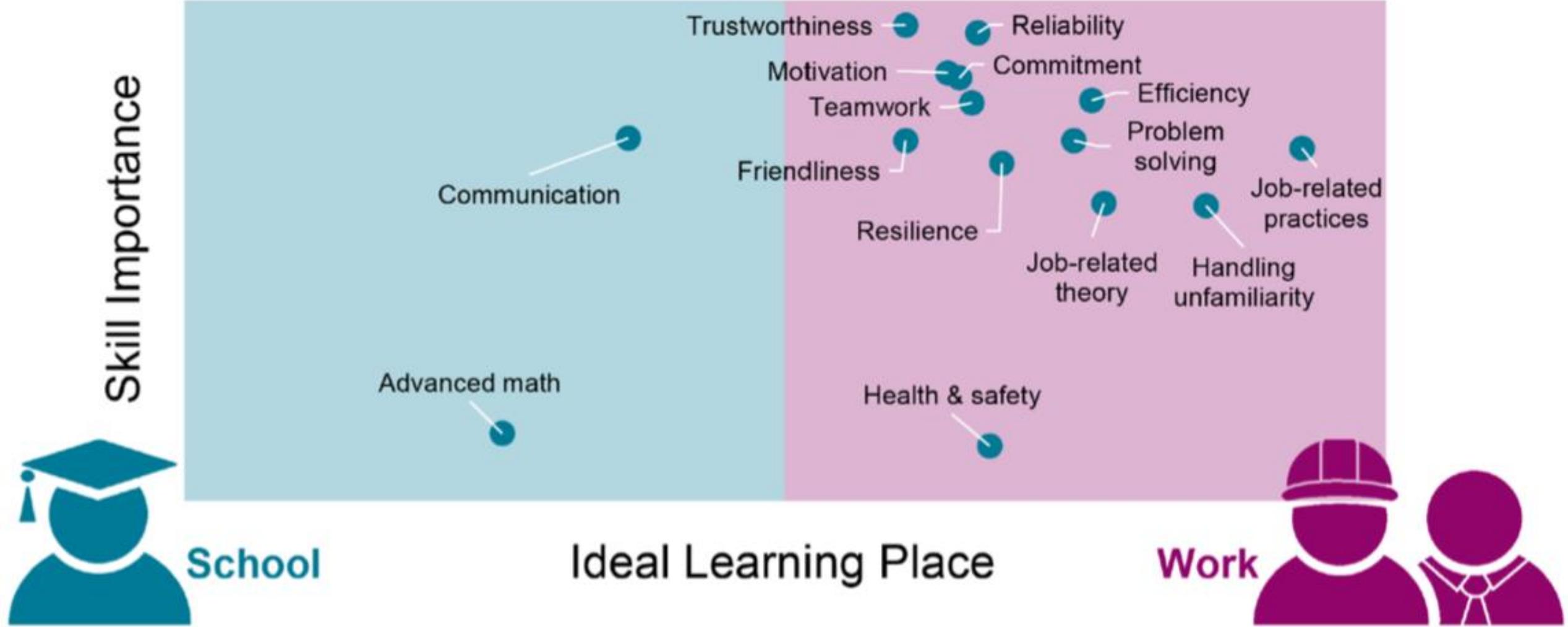


1. Alignment with Education and Workforce Trends
2. Public Openness to Youth Apprenticeship
3. A Diverse National Landscape
4. A History with Lessons to Offer
5. Strategies for Scale

Public Support for Apprenticeship



American companies say key skills best learned at work



Expanding youth apprenticeship is a strategy for building a more inclusive economy by connecting the learning needs of students with the talent needs of industry.

The **Partnership to Advance Youth Apprenticeship (PAYA)** is a multi-year initiative that will support efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth.



PAYA Funding Partners



**Bloomberg
Philanthropies**

ballmer
GROUP

THE ANNIE E. CASEY
FOUNDATION

TheJoyceFoundation

JPMORGAN CHASE & CO.

SIEMENS

Foundation



PAYA National Partners





PAYA's National Principles and Definition for High-Quality Youth Apprenticeship

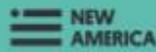
ABOUT THE PARTNERSHIP TO ADVANCE YOUTH APPRENTICESHIP

Youth apprenticeship is a strategy for building a more inclusive economy by creating affordable, reliable, and equitable pathways from high school to good jobs and college degrees. Apprenticeship connects the learning needs of students with the talent needs of industry.

The Partnership to Advance Youth Apprenticeship (PAYA) is a multi-year initiative that will support efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth by:

- Improving public awareness of high-quality youth apprenticeship and advancing understanding of how well such programs serve students, employers, and communities.
- Disseminating better information about the conditions and strategies necessary for success and sustainability of youth apprenticeship partnerships.
- Supporting more high-quality, scalable youth apprenticeship partnerships that better serve participating employers, students, and communities.

New America convenes and mobilizes the expertise, experience, and collective networks of the PAYA National Partners:



NEW AMERICA



So What is a Youth Apprenticeship?

- ✓ **Paid, on-the-job learning** under the supervision of skilled employee mentors
- ✓ Related, **classroom-based** instruction
- ✓ Ongoing assessment against established **skills and competency standards**
- ✓ Culmination in a portable, industry-recognized **credential and college credit**

....Designed for apprentices that at the start of the program are enrolled as high school students.

HIGH SCHOOL

YEAR 1



High school classes
& college courses

Paid on-the-job learning

YEAR 2



High school classes
& college courses

Paid on-the-job learning



HIGH SCHOOL
GRADUATION

YEAR 3

PROGRAM COMPLETION

High school diploma

Transferable college credit and an industry recognized credential

Professional network & mentors

Paid work experience

College courses

Paid on-the-job learning



COLLEGE

CAREER-ORIENTED

Learning is structured around knowledge, skills, and competencies that lead to career with family-supporting wages.

EQUITABLE

Learning is accessible to every student, with targeted supports for those adversely impacted by long-standing inequities in our education system and labor market.

PORTABLE

Learning leads to postsecondary credentials and transferable college credit that expands options for students.

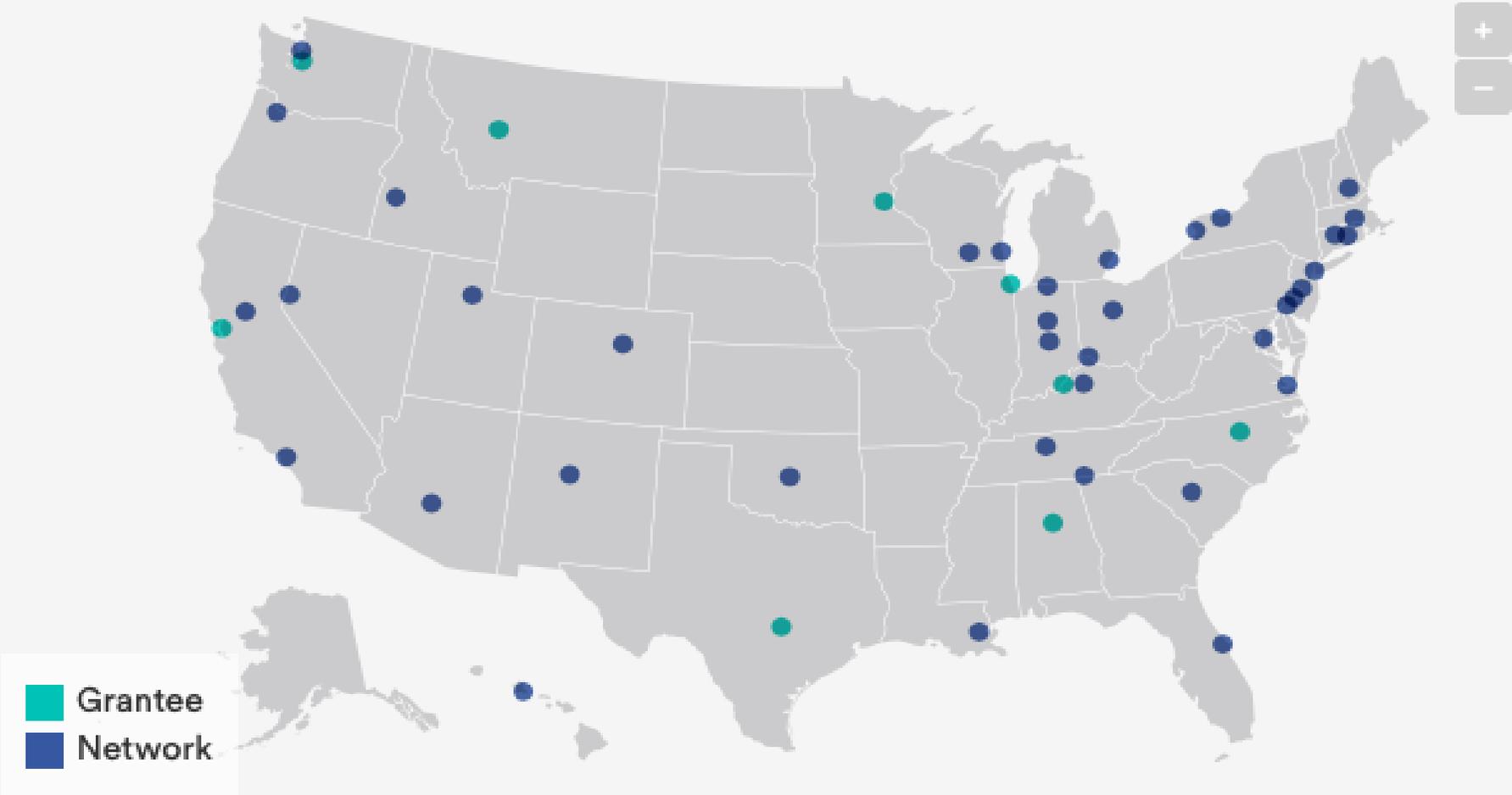
ADAPTABLE

Learning is designed collaboratively to be recognized and valued across an industry or sector.

ACCOUNTABLE

Student, employer, and program outcomes are monitored using transparent metrics to support improvement.

Map of the PAYA Grantees & Network



NEW AMERICA



PATHWAYS	ADVANCED MANUFACTURING 	INFORMATION TECHNOLOGY 	FINANCIAL SERVICES 	BUSINESS OPERATIONS 	HEALTHCARE 	EDUCATION (Pilot in 2019) 
SAMPLE OCCUPATIONS	Production Technician Quality Control Technician Maintenance Technician Logistics Technician CAD Drafter	Computer Technician Software QA Tester Junior Coder	Accounting Clerk Financial Service Representative Underwriting	Project Coordinator	Certified Nursing Assistant (CNA) to Licensed Practical Nurse (LPN) Medical Assistant Healthcare Financial Service Representative	Paraprofessional to Licensed Teacher
SAMPLE EMPLOYERS	  	  University of Colorado Denver  	  	   	  	 

Youth Apprenticeship is a Partnership

- ❑ **Employers** working with education partners to identify skills requirements, build training plans, and deliver paid on-the-job training.
- ❑ **High schools** enabling student participation, on-the-job learning, and postsecondary related instruction, while helping students meet graduation requirements.
- ❑ **Postsecondary institutions** delivering related instruction and assessing learning that leads to postsecondary credit and credential attainment.
- ❑ **An intermediary** coordinates the activity of key partners to support employers and the success of apprentices.



Apprenticeship Carolina

Experience at-a-Glance

Two-year, competency-based Youth Registered Apprenticeship Program

Career Paths: Advanced Manufacturing, Healthcare, Hospitality, Information Technology and Others

Related Instruction Provider: Trident Technical College

Credentials: Diploma, College Credit, National Apprenticeship Certification

Intermediary Capacity: Trident Technical College and Apprenticeship Carolina



**Charleston Regional
Youth Apprenticeships**
AT TRIDENT TECHNICAL COLLEGE

SYSTEM FEATURES

- Program managed by and coordinated by Trident Technical College Staff
- Federally Registered Apprenticeship Program through Apprenticeship Carolina
- Charleston Chamber of Commerce covers cost of tuition

CareerWise Colorado

Experience-at-a-Glance

Three Year Youth Apprenticeship Programs (YA) operated by CareerWise Colorado

Career Paths: Advanced Manufacturing, Business and Financial Services, Information Technology, Healthcare

Related Instruction Provider: Various depending on industry pathway

Credentials: Diploma, at least one industry credential, 30 college credits

Intermediary Capacity: CareerWise CO serves as statewide broker of partnerships between schools and employers

SYSTEM FEATURES

- Non-profit brokers public-private partnerships between schools and employers
- Employers pay fee to CareerWise for tuition and coordination costs
- Philanthropic dollars and initial state investment



Diverse Strategies Share...

- ✓ **Use of a clear framework to guide quality, consistency and scale**
- ✓ **Industry-wide approaches to pathway and program development**
- ✓ **Sustainable financing for related, postsecondary instruction**
- ✓ **Sustainable financing model for intermediary capacity**

More Information (with links)?

- ✓ [Youth Apprenticeship in America Today Report](#)
- ✓ [PAYA Definition and Principles for High-Quality Youth Apprenticeship](#)
- ✓ [PAYA Grant Initiative FAQs](#)
- ✓ [PAYA website with new publications](#)

The screenshot displays the New America website's content for youth apprenticeship. At the top, the navigation bar includes 'NEW AMERICA', 'Programs', 'Publications', 'Events', 'About', and 'Donate'. The main article is titled 'Partnership to Advance Youth Apprenticeship' under the 'Education Policy' category. Below the article title is a sub-navigation bar with 'ABOUT', 'OUR PEOPLE', 'PUBLICATIONS', and 'EVENTS'. The main content area features a large image of a young woman in a blue lab coat working with a microscope. To the right of this image is a text block titled 'The PAYA Network: Mapping the Field of Youth Apprenticeship' with a sub-headline 'The PAYA Network: Mapping the Field of Youth Apprenticeship' and a short paragraph: 'PAYA and its national partners look forward to supporting network members as they build high-quality youth apprenticeship programs.' Below this is a 'Report' link. A grid of smaller content items follows, including: 'INFOGRAPHIC: Visualizing the Youth Apprentice's Journey' (Blog Post), 'Building Community Partnerships for Youth Apprenticeship: A Systems Thinking Approach' (Blog Post), 'The PAYA Grant Initiative: Top 5 Most Frequently Asked Questions' (Blog Post), 'States' Role in Advancing High-Quality Youth Apprenticeship' (Blog Post), 'The What, Why, and How of Degree Apprenticeships' (Videos), and 'PROVIDES MORE OPTIONS' (Video).

Thank You

Reach out:

parton@newamerica.org

Docket Item: 5.2 In 4 All

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

In4All mobilizes community, bringing local businesses and schools together to provide real world, hands-on experiences that expand opportunities for students who are historically underserved to engage in their education and aspire to careers in fields they might not otherwise consider possible.

In4All gives business the opportunity to share their time, expertise and passion with students who are eager to learn what you do. The students benefit greatly by seeing how classroom subjects apply in the real world. And, employer volunteers will have an experience they look forward to sharing with everyone in the company.

Docket Material:

Power Point Presentation: Creating a Future of Limitless Possibilities

Staff Recommendation:

This is an informational item. No action is required.

in
4 ALL

**CREATING A FUTURE OF
LIMITLESS POSSIBILITIES**



MISSION



A FUTURE OF LIMITLESS POSSIBILITIES

In4All mobilizes community, bringing local businesses and schools together to provide real world, hands-on learning experiences that expand opportunities for students who are historically underserved to engage in their education and aspire to careers in fields they might not otherwise consider possible.

THEME



**CHANGING THE NARRATIVE OF OREGON STUDENTS
WHO ARE HISTORICALLY UNDERSERVED**

NEED

OREGON STUDENTS AREN'T GRADUATING

- 33% of elementary students lose interest in math and science
- More than 50% of 8th grade students do not pass the state math standard
- 7,600 students left high school last year without a plan for their future
- 11,000 students won't graduate on time

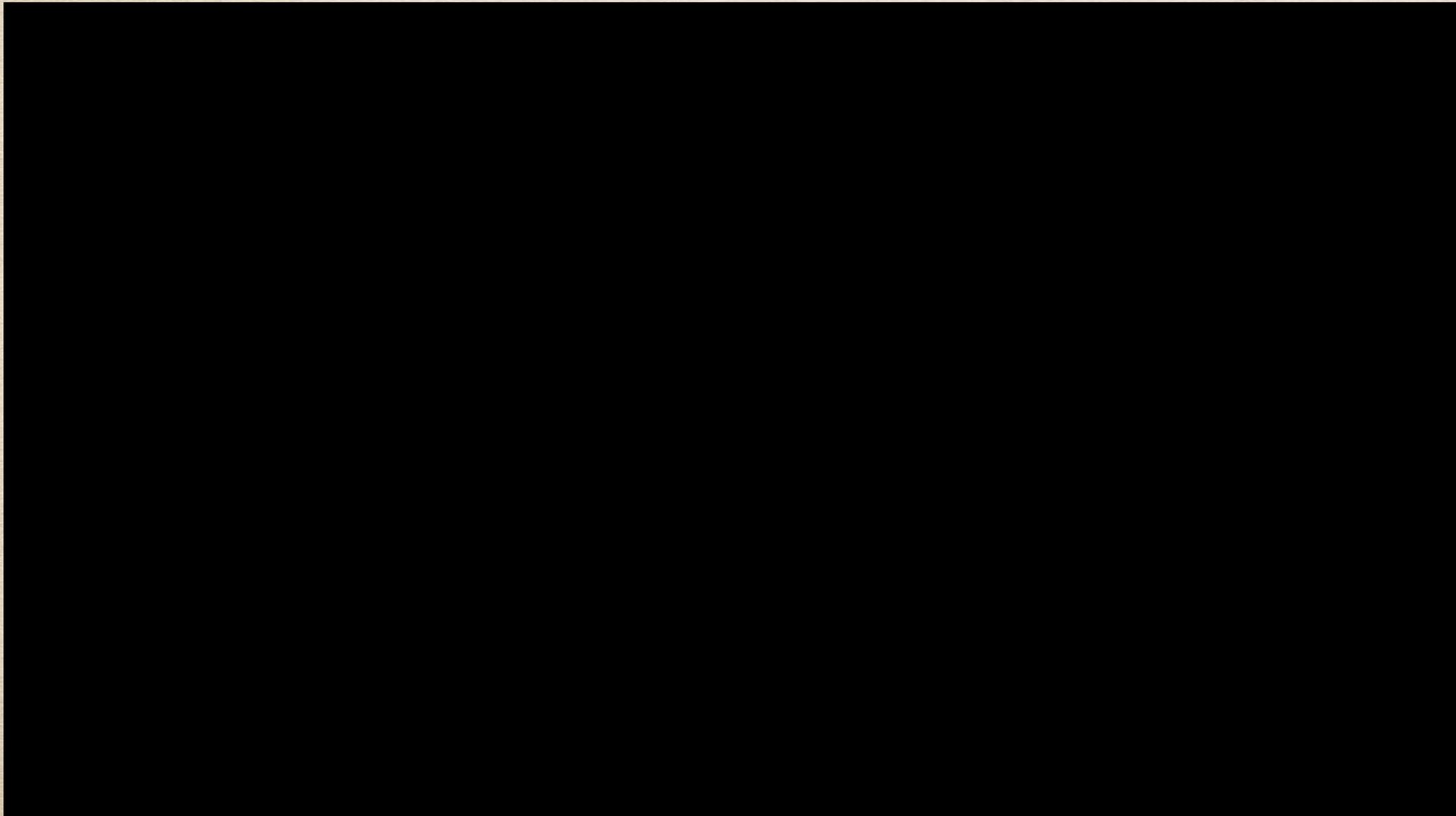




IN4ALL IS HELPING STUDENTS DEVELOP:

- A positive **attitude** toward math, science and STEM careers
- A growth **mindset**
- A **connection** to community
- A sense of **belonging** in school
- A **plan** for their future career

OVERVIEW |



ENGAGEMENT MODEL

The unique In4All engagement model impacts students at multiple points in their K-12 education.

Elementary School

STEM CONNECT™

4th & 5th Grade
Classroom setting
STEM experiences

Middle School

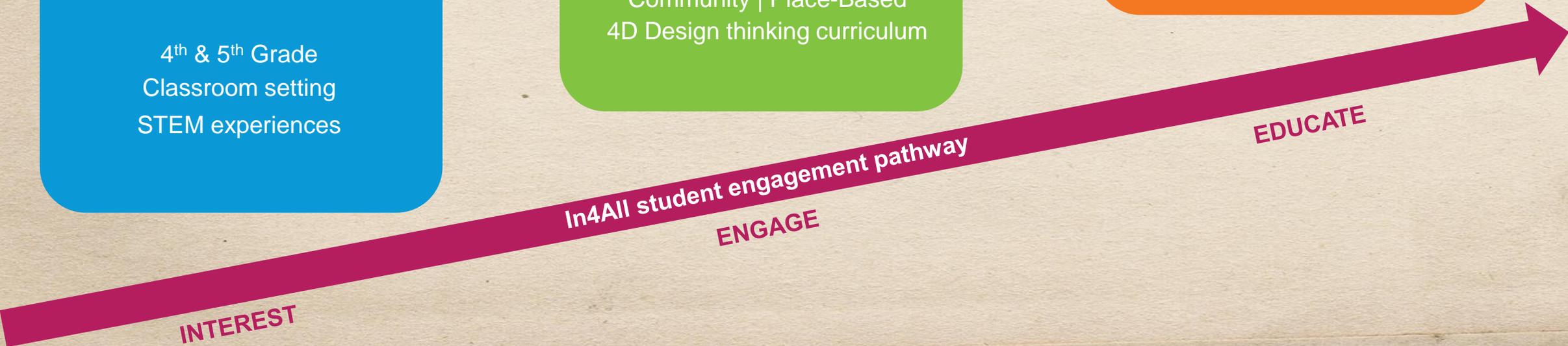
DESIGN THINKING PROGRAM

Classroom setting
Community | Place-Based
4D Design thinking curriculum

High School

WORK EXPERIENCE

11th & 12th Grade
Students & Teachers
Business setting
Paid internships



COMMUNITY PRESENCE

Growth of the elementary school program and the introduction of a middle school program is **expanding our reach.**

Elementary School

4,400 students
400 volunteers, 26 businesses
Greater Portland,
Salem, LaGrande,
LaPine, Bend

Middle School

125 students
15 volunteers, 5 businesses
Greater Portland, Beaverton,
Salem, LaPine

High School

15 students & teachers
5 businesses
Greater Portland



QUALITATIVE SUCCESS

Student feedback tells us we are changing mindsets and creating positive attitudes toward education.

Elementary School

“I didn’t enjoy math but now I love math!”



Middle School

“That failing forward thing – I don’t think that’s just about math. I think that’s about real life.”



High School

“I remember looking around at the people I was working with and thinking, ‘I belong here.’”



INTEREST

In4All student engagement pathway

ENGAGE

EDUCATE



LOOKING AHEAD

- Expand middle school program to serve all upcoming elementary school students
- Expand pilot of high school teacher and student work experiences that builds on our elementary and middle school experiences
- Expand opportunities to engage local companies
- Five Year Goal: A fully implemented K-12 engagement model

SUSTAINABLE PARTNERSHIPS

In4All has forged lasting relationships between businesses and the schools to make an impact in their own community.

First Year

LAM Research/ William Walker Elementary
LAM & AGC / Bridgeport Elementary
Pence Construction / Bush Elementary
Oh! Planning & Design/ George MS
ODOT/ La Pine MS
ODOT/ Ockley Green MS
TBD / Barnes Elementary
Port of Portland / Scott Elementary

1 - 5 Years

PGE / Bridger Elementary
PGE / Bridger MS
Intel / WL Henry Elementary
First Tech / Mooberry Elementary
Digimarc/ Greenway Elementary
Daimler / Faubion Elementary
Black & Veatch / Vose Elementary
Eaton Corp. / Tualatin Elementary
KPFF & ODOT / Chief Joseph Elementary
ODOT/ La Pine Elementary
Acumed / McKinley Elementary
Acumed / Reedville Elementary
The Standard / Creston Elementary
Parametrix / Juniper Elementary

5+ Years

Daimler / Rosa Parks Elementary
Daimler & ODOT/ Boise-Eliot Elementary
IBM / Beaver Acres Elementary
Kaiser/ Alder Elementary Elementary
ODOT / La Pine Elementary
ODOT / Greenwood Elementary
ODOT / Four Corners Elementary
ODOT / Grant Elementary
ODOT / Parrish Middle School
Qorvo / W. Verne McKinney Elementary
Vernier Software & Technology/ Vose Elementary



4535 SW 96th Ave
Beaverton, OR 97005
www.in4all.org

BOARD OF DIRECTORS

Matt Ringer, **Chair**
Cambia Health Solutions

Brian Sica, **Vice Chair**
Beaverton School District

Michael Dennis, **Treasurer**
Bank of America

Kristin Moon, **Secretary**
Portland Public Schools

Isil Cebelli
Daimler Trucks North America

Heidi Dethloff
Digimarc

Scott Fletcher
Lewis & Clark College

Ryan Hoppes
Novus Labs

Grant Kimball
Brand Incite

Dany Madden
IBM

Yesenia Morales
Student

Michael Pranger
Individual Member

Jennifer Robbins
Ladd Acres Elementary School

Robin Farup-Romero
Bush Elementary School

Hank Sigmon
First Tech Credit Union

Rob Walters
Umpqua Bank

Matt Wangler
Ashwood Group

STAFF

Elaine Charpentier Philippi
Executive Director

Matt Gross
Program Manager

Joyce Hays
Operations Manager

Krystal Ngene
*Corporate & Community
Engagement Manager*

Kristin Payne
Program Support

Docket Item: 5.3 Northwest STEM Hub

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

The Northwest STEM Hub works in Tillamook, Columbia, and Clatsop counties to create and elevate STEM opportunities throughout the region. The partnership of K-12 educators, higher education, community-based organizations, families, and industry promotes authentic in-school and out-of-school STEM experiences that ignite students' passions and interests. The Northwest STEM Hub is part of a statewide initiative to strengthen the connection between public education and careers in science, technology, engineering, and math.

STEM learning focuses on the interconnected content areas of science, technology, engineering and math and recognizes the importance of inquiry, investigation and innovation to power our economy and advance our society. We need our future leaders—today's learners—to have the hands-on, real world experiences that will help them develop the skills required to drive and thrive in a strong, information-age economy.

Docket Material:

Power Point Presentation: NW STEM Hub

Staff Recommendation:

This is an informational item. No action is required.

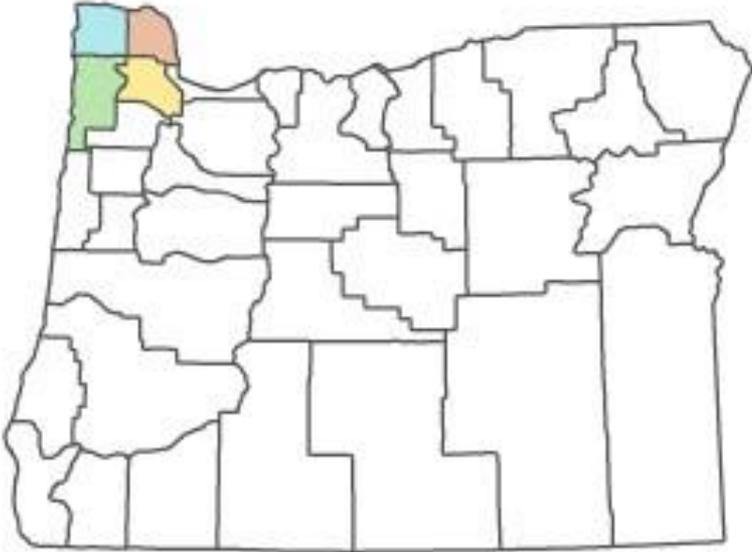
Northwest STEM Hub

Myronda Schiding- Director

<https://nwstem.org/>



NW STEM Hub



- Community Responsive aka “Grass Roots”
- Collective Impact: collaborators, connectors, and intermediaries
- Cross-sector network: over 70 partners, representing over 60 organizations
- Systems alignment
- Equitable access
- Economic prosperity

NW STEM P-20 Programming

- Collaboration with NW Early Learning Hub and CCR&R
- Oregon Science Project
- OMIC Alignment
- Community Innovation Grants
- Career Connected Learning-Regional Works Programs



WTDB Connections

- **Oregon as a national leader**
 - Collaboration and alignment between regional and state partners
 - Worksource and DHS- wrap around services for youth and families
 - WIB- WIOA funding for youth and businesses
 - STEM Investment Council- advocacy and alignment
- **Collaboration and common goals towards systemic change**
 - Increased industry engagement in regional and statewide initiatives
 - Increased public and private partnerships- engagement in Works programs: offering job shadows, paid internships, teacher externships
 - Mutually beneficial initiatives and support
 - Long-term vision and goals
- **Funding incentivized by partnership**
 - Identify champions of collaboration who are biased towards action

Questions?

mschiding@nwresd.k12.or.u

S



Docket Item: 6.0 Local Workforce Board Designations

Our Position is that the Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions.

Imperatives:



Summary:

On October 22, 2014, the Governor, upon recommendation of Oregon’s workforce investment board (then OWIB), designated five new local workforce areas. The process conformed to Section 116 of the Workforce Investment Act (WIA) and aligned with Section 106(b)(4) of the Workforce Innovation and Opportunity Act (WIOA).

On September 13, 2019, WTDB Docket Item 6.2 included information that some county commissioners across the State were discussing the option to (re)designate local workforce development areas.

To date, three counties in Oregon – Morrow, Umatilla, and Benton – have requested to leave their current local workforce development areas. Copies of the requests are included.

Now that some counties have made that request, the next step will be for any newly proposed local workforce areas to submit a request for designation. These requests must include specific

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

December 6, 2019

Docket Item 6.1

analysis and other (economic, demographic, etc.) information pertaining to the proposed new areas. Representatives from the WTDB, HECC/OWI, and the Governor's office will review these responses and determine next steps.

Designating new local workforce development areas occurs when the Governor, after receiving recommendation(s) from the WTDB, submits the proposed boundaries to the US Department of Labor for federal approval. New local workforce development areas will potentially result in the realignment of some county-by-county economic initiatives. Changes to local area boundaries will result in changes to the federal funding received by each local area affected.

If no unexpected delays occur, any new local workforce development areas approved by the Governor would become effective on **July 1, 2021**.

Below is a high level, outline of the process, once the designation request process has started:

The process for designation must include the following:

1. Consultation with the state board;
2. Consultation with chief elected officials;
3. Consideration of comments received through the public comment process, which includes an opportunity for public comment and comment by businesses and representatives of labor organizations;
4. Consideration by the governor of geographic areas served by local education agencies, intermediate education agencies, postsecondary and vocational institutions or schools, and alignment with labor market areas (which could be defined as regional economies); and
5. Consideration by the governor of the distance that individuals must travel to receive services in such local areas and the resources available to effectively administer the activities carried out under WIOA title I.

The role of the WTDB in this process includes:

- Reviewing forwarded designation requests from the Governor
- Determining/evaluating whether there was compelling evidence that a designation would improve a variety of factors
- Providing opportunities for public comment throughout the process
- Make final recommendations to the Governor

Docket Materials:

Designation Requests

LWDA Map

Staff Recommendation:

This is an informational item. No action is required.



Local Workforce Development Area Designation Request Form

Use this form to request any changes to the current Local Workforce Development Areas (local areas) in Oregon.

A completed physical copy, or a scanned copy that includes the requestor's signature, must be submitted to:

Workforce and Labor Policy
c/o GOVERNOR'S OFFICE
900 Court Street NE, Suite 160
Salem, OR 97301
Attn: Policy Advisor

Initiator/Requestor:

- Chief Elected Official(s) [Click here to enter text.](#)
- Oregon Workforce Investment Board (OWIB) [Click here to enter text.](#)

Requested change (please include proposed new boundaries/areas):

[Click here to enter text.](#)

Reason/justification for requested change(s):

[Click here to enter text.](#)

Signature of requestor(s):

George Mundock

Title:

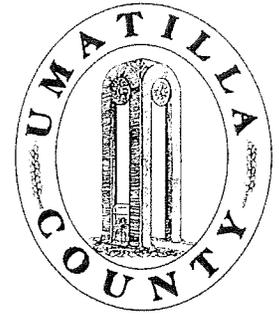
Board Chair

Date:

June 18, 2019

Umatilla County

Board of County Commissioners



George L. Murdock
541-278-6202

William J. Elfering
541-278-6201

John M. Shafer
541-278-6203

June 25, 2019

Requested Change

Umatilla County wishes to be transferred to a new workforce investment board region composed of Umatilla and Morrow Counties. Our new regional office would be housed at the Port of Morrow in Boardman. We are aware that local workforce regions are established to reflect the unique characteristics of the area they serve. We do not believe our region was established using that criteria but rather as a matter of convenience and scale.

Reason/Justification for Requested Change

The current configuration is unwieldy covering more than a third of the entire State of Oregon. A map of the state quickly reflects the fact that most local boards are comprised of a single county or in some cases perhaps two or three counties.

Seeking to have a local board that stretches from the Washington border, along the Idaho border, to the Nevada border overlooks the fundamental purpose of local boards that is to reflect the citizenry and the economy of the area they serve. There are virtually no economic or even social ties between the northern end of the EOWB region and the southern end. Much of the lower half of the region has more ties to Idaho and Nevada. It is almost 400 miles from one end of the EOWB to the other.

We've tried to imagine the response if an attempt were made to put all of the counties between the Columbia River and the California border in a single region which, in the end, would be a smaller area than the current Eastern Oregon Region. Instead, that area includes seven separate regions.

When the region was first formed, Umatilla County sought to be placed in a regional that more accurately reflected the economic character of the county. Instead, in order to create a population base sufficient to support a certain region, Umatilla was arbitrarily placed in the EOWB. There is a clear record of the fact Umatilla County did not wish to be in the EOWB and the EOWB clearly did not want Umatilla County included. This has been documented and the director of the EOWB has a record.

In good faith, Umatilla County sought to provide quality board members to the EOWB. All of our appointed members have resigned citing concerns the EOWB lacks a desire for oversight and is neither transparent nor accountable but simply wants a board that will rubber stamp decisions. These were both major business leaders who have made it clear they would be happy to serve in a new configuration.

In addition, we are deeply concerned about the proportion of the EOWB budget devoted to staff and overhead. It appears the 2019-2020 budget includes yet another new staff position. We believe the resources of a workforce region should be focused on programs, not exorbitant salaries and staffing levels and that our new region could demonstrate that philosophy.

More recently, the contract which was being used to serve Umatilla and Morrow Counties has been transferred to an organization housed with EOWB despite the protests of Umatilla County and the fact there had been no service complaints. In addition, when a recent call for proposals was sent out, the Umatilla County proposal was not funded. Sadly, the criteria for awarding the grants was established after they were received.

While we do not believe we could be successful in attracting major business leaders to EOWB, we are confident we could immediately enlist a large group of business leaders for a region of our own where they would be involved in meaningful participation. At the moment, it appears that participation from major business leaders is dwindling within EOWB.

Umatilla County, like Morrow County, is experiencing rapid economic growth fueled by Amazon and other major enterprises. In addition, while there remains a great deal of wheat production and cattle ranching in the area, precision agriculture has expanded dramatically.

We believe both Umatilla and Morrow Counties have established impressive workforce activities on their own since there has been minimal support from EOWB. Most recently, a two-day workforce summit was held in Pendleton that served 900 participants. The budget for that event was over \$20,000. A grant of \$500 was received from EOWB, but the remaining funds came from local sponsors. The production of the event was entirely done by individuals from Umatilla County.

Moreover, this is only the tip of the iceberg in terms of the workforce efforts being done at the current time by Umatilla and Morrow Counties. Unfortunately, the work is not being done in concert with the Eastern Oregon Workforce Board but rather independently by the two counties due to an almost virtual estrangement from the EOWB. Imagine the possibilities if the proposed new region could become a full partner with the OWIB.

Respectfully submitted,



George Murdock, chair
Umatilla County Board of Commissioners

GM/ms

RECEIVED

JUN 19 2019

THE BOARD OF COMMISSIONERS OF UMATILLA COUNTY

UMATILLA COUNTY
RECORDS

STATE OF OREGON

In the Matter of Support for New Local)
Workforce Development Area for) ORDER NO. BCC2019-053
Morrow and Umatilla Counties)

WHEREAS the Workforce Innovation and Opportunity Act (WIOA) includes the requirement that the Governor designate local workforce development areas to enable receipt of funding under Title I of the WIOA;

WHEREAS WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy;

WHEREAS in 2015, Local Workforce Boards were re-chartered to align federal and state program areas that would better serve Oregon's residents and businesses, and Umatilla County was placed in a Local Workforce Investment Board with Baker, Grant, Harney, Malheur, Morrow, Union and Wallowa Counties, designated Eastern Oregon Workforce Board ("EOWB");

WHEREAS the purpose of a local area is to serve as a jurisdiction for the administration of workforce development activities using Adult, Dislocated Worker, and Youth funds allocated by the State and to coordinate efforts related to the other core programs at a local community level;

WHEREAS the current configuration is unwieldy covering more than a third of the entire State of Oregon and a map of the state quickly reflects the fact that most local boards are comprised of two or three counties and with much smaller land areas;

WHEREAS seeking to have a local board that stretches from the Washington border, along the Idaho border, to the Nevada border overlooks the fundamental purpose of local boards which is to reflect the citizenry and the economy of the area they serve and the fact that there are virtually no economic or even social ties between the northern end of the EOWB region and the southern end;

WHEREAS despite active participation in the EOWB, administration and funding has largely ignored the northeast area of the area and instead focused on issues and situations common to the remainder of the area but not present or applicable to Umatilla or Morrow Counties;

WHEREAS Umatilla County, like Morrow County, is experiencing rapid economic growth fueled by data centers and other major enterprises, and although a great deal of wheat production and cattle ranching remain the area, precision agriculture has expanded dramatically, creating the need for specific workforces in the two county region;

WHEREAS the workforce needs of the region have resulted in the two counties utilizing their own limited funding to address specialized workforce needs and issues, without the assistance of or funding from the EOWB;

WHEREAS the similar workforce needs of Morrow and Umatilla County have resulted in a regional labor market area with citizens working in one county and living in the other county;

WHEREAS a concerted and joint effort of the two counties in one Local Workforce Development Area, would better serve the workforce needs of the area and direct needed resources in a more effective and efficient method to assist job seekers and meet the skilled workforce required of this region.

NOW THEREFORE, THE UMATILLA COUNTY BOARD OF COMMISSIONERS ORDERS THAT:

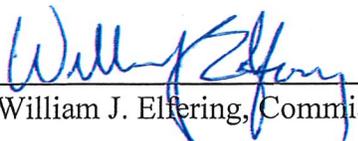
1. Umatilla County will support and participate in a new Local Workforce Development Board that will cover the areas of Morrow and Umatilla Counties.
2. Umatilla County will file a Workforce Development Area designation request form with the Governor's Office for a Morrow-Umatilla Workforce Development Board.

DATED this 19th day of June, 2019.

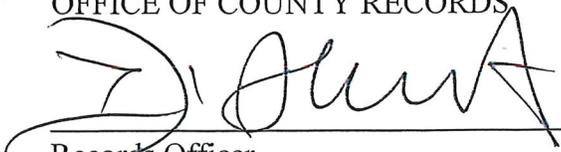
UMATILLA COUNTY BOARD OF COMMISSIONERS


George L. Murdock, Chair


John M. Shafer, Commissioner


William J. Elfering, Commissioner

ATTEST:
OFFICE OF COUNTY RECORDS


Records Officer



**BEFORE THE BOARD OF COMMISSIONERS FOR MORROW
COUNTY, OREGON**

IN THE MATTER OF SUPPORT)
FOR NEW LOCAL WORKFORCE)
DEVELOPMENT AREA FOR) RESOLUTION NO. R-2019-16
MORROW AND UMATILLA)
COUNTIES)

WHEREAS the Workforce Innovation and Opportunity Act (WIOA) includes the requirement that the Governor designate local workforce development areas to enable receipt of funding under Title I of the WIOA;

WHEREAS WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy;

WHEREAS in 2015, Local Workforce Boards were re-chartered to align federal and state program areas that would better serve Oregon's residents and businesses, and Morrow County was placed in a Local Workforce Investment Board with Baker, Grant, Harney, Malheur, Umatilla, Union and Wallowa Counties, designated Eastern Oregon Workforce Board ("EOWB");

WHEREAS the purpose of a local area is to serve as a jurisdiction for the administration of workforce development activities using Adult, Dislocated Worker, and Youth funds allocated by the State and to coordinate efforts related to the other core programs at a local community level;

WHEREAS the current configuration is covering more than a third of the entire State of Oregon and a map of the state quickly reflects the fact that most local boards are comprised of two or three counties and with much smaller land areas;

WHEREAS seeking to have a local board that stretches from the Washington border, along the Idaho border, to the Nevada border overlooks the fundamental purpose of local boards which is to reflect the citizenry and the economy of the area they serve and the fact that there are virtually no economic or even social ties between the northern end of the EOWB region and the southern end;

WHEREAS despite active participation in the EOWB, administration and funding has largely ignored the northeast area of the area and instead focused on issues and situations common to the remainder of the area but not present or applicable to Umatilla or Morrow Counties;

WHEREAS Morrow County, like Umatilla County, is experiencing rapid economic growth fueled by data centers and other major enterprises, and although a great deal of wheat production and cattle ranching remain in the area, precision agriculture has expanded dramatically, creating the need for specific workforces in the two county region;

WHEREAS the workforce needs of the region have resulted in the two counties utilizing their own limited funding to address specialized workforce needs and issues, without the assistance of, or funding from the EOWB;

WHEREAS the similar workforce needs of Morrow and Umatilla County have resulted in a regional labor market area with citizens working in one county and living in the other county;

WHEREAS a concerted and joint effort of the two counties in one Local Workforce Development Area, would better serve the workforce needs of the area and direct needed resources in a more effective and efficient method to assist job seekers and meet the skilled workforce required of this region.

///

///

///

///

///

///

///

///

///

///

**NOW THEREFORE, THE MORROW COUNTY BOARD OF COMMISSIONERS
RESOLVES THAT:**

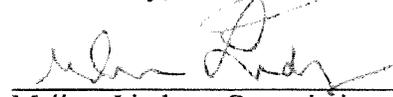
1. Morrow County will support and participate in a new Local Workforce Development Board that will cover the areas of Morrow and Umatilla Counties.
2. Morrow County will work in collaboration with Umatilla County to accomplish the new Local Workforce Development Board.
3. Morrow County will file a Workforce Development Area designation request form with the Governor's Office for a Morrow-Umatilla Workforce Development Board.

Dated this 26th day of June 2019.

**MORROW COUNTY BOARD OF COMMISSIONERS
MORROW COUNTY, OREGON**



Jim Doherty, Chair



Melissa Lindsay, Commissioner



Don Russell, Commissioner

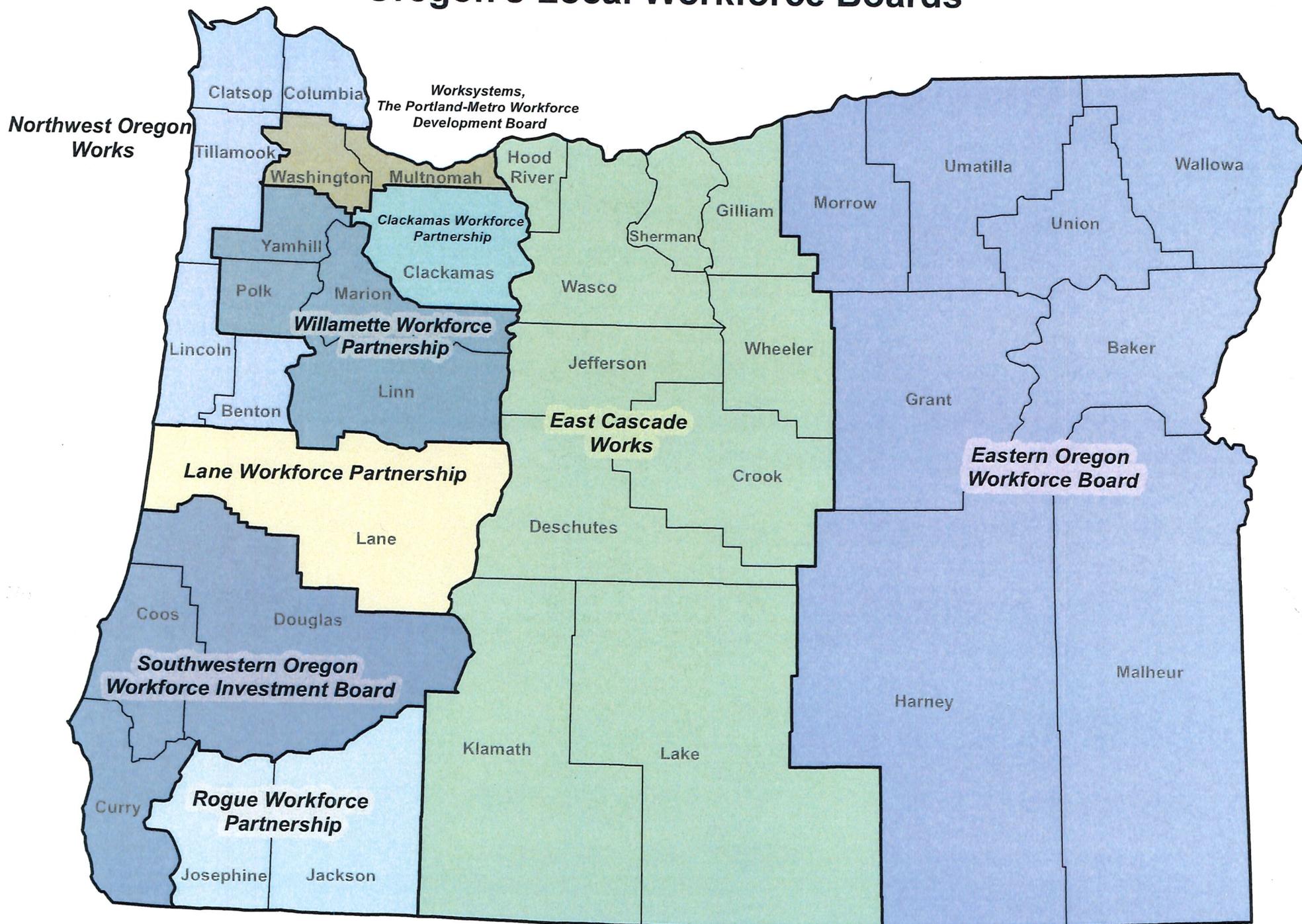
Approved as to Form:



Morrow County Counsel

*Josh Nelsc
056 # 07446*

Oregon's Local Workforce Boards





BOARD OF COMMISSIONERS

205 NW 5th Street
P.O. Box 3020
Corvallis, OR 97339-3020
541-766-6800
FAX 541-766-6893

November 5, 2019

Workforce and Labor Policy
c/o Governor's Office
900 Court Street NE, Suite 160
Salem, OR 97301
Attn: Policy Advisory

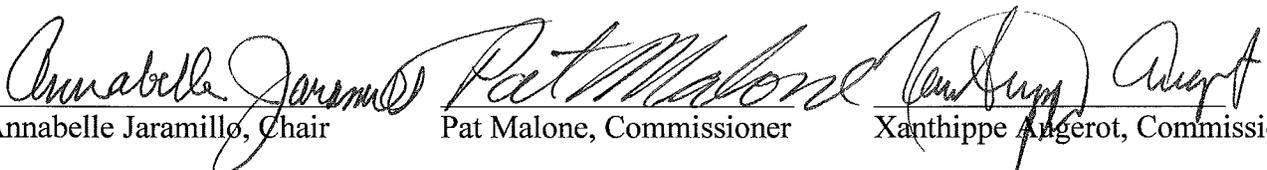
Dear WorkSource Oregon,

The Commissioners of Benton County formally request WorkSource Oregon consider the attached Local Workforce Development Area Designation Request for transfer of Benton County from Northwest Oregon Works (NOW) to Willamette Workforce Partnership (WWP). We believe Benton County's workforce development will best be served by aligning with WWP for its alignment around business sector strategies and geographic continuity. Additionally, we offer the following for your consideration:

- Linn-Benton Community College (LBCC), a cornerstone of workforce development education, training, and programs, lies within WWP. Historically, LBCC and NOW have struggled to find ways to work together. Ideas and conversation regarding healthcare partnerships have languished.
- Benton County businesses have close alignment with the sector strategies of WWP, including transportation, warehousing and distribution, manufacturing and health care. Conversely, NOW's maritime and advanced textiles sectors poorly align with Benton County.
- Benton County's Community Services Consortium, its community action agency, contracts for services to WWP for Linn County today; synergies between the County's poverty alleviation programs and workforce training are better optimized through WWP.
- Benton County's annual average wage more closely aligns with WWP than NOW, another reflection of its sector alignment.
- Benton County's population and community needs differ dramatically from those of coastal communities.

We believe WWP would welcome our participation and represents the best alignment to achieve Benton County and WorkSource Oregon's goals and objectives.

Respectfully,


Annabelle Jaramillo, Chair Pat Malone, Commissioner Xanthippe Angerot, Commissioner



Local Workforce Development Area Designation Request Form

Use this form to request any changes to the current Local Workforce Development Areas (local areas) in Oregon.

A completed physical copy, or a scanned copy that includes the requestor's signature, must be submitted to:

Workforce and Labor Policy
c/o GOVERNOR'S OFFICE
900 Court Street NE, Suite 160
Salem, OR 97301
Attn: Policy Advisor

Initiator/Requestor:

- Commissioners: Annabelle Jaramillo, Pat Malone and Xanthippe Augerot
- Oregon Workforce Investment Board (OWIB) [Click here to enter text.](#)

Requested change (please include proposed new boundaries/areas):

Change from Northwest Oregon Works to Willamette Workforce Partnership

Reason/justification for requested change(s):

Better alignment to achieve Benton County's and WorkSource Oregon's goals and objectives. Please see attached letter for further supporting information.

Signature of requestor(s):

Title:

Date:

Annabelle Jaramillo

Chair

11/5/2019

Pat Malone

Commissioner

11/5/19

Xanthippe Augerot

Commissioner

11/6/19