



# Oregon Workforce and Talent Development Board (WTDB)

## Members

**Ken Madden**, Chair, Owner, Madden Industrial Craftsman

**Elana Pirtle-Guiney**, Workforce and Labor Policy Advisor, Office of the Governor

**Ben Cannon**, Executive Director, HECC

**Kim Thatcher**, Senator, Oregon Legislature, Dist. 13

**Sabrina Parsons**, CEO, Palo Alto Software

**Chris Harder**, Director, Business Oregon

**Cathy Reynolds**, Employment Strategy and Workforce Planning Director, Legacy Health System

**Joe Weber**, Global Director of Sales, ESCO

**Fred Pool**, Director of Advanced Technologies Integration, Qorvo

**Ali O'Neill**, Owner, O'Neill Construction Group

**Michael Dembrow**, Senator, Oregon Legislature, Dist. 23

**Barbara Byrd**, Secretary-Treasurer Oregon AFL-CIO

**Paul Holvey**, Representative, Oregon Legislature, Dist. 8

**Shari Dunn**, Executive Director, Dress for Success

**Douglas Hunt**, Lincoln County Commissioner

**Anne Mersereau**, Vice President Human Resources, Diversity & Inclusion, Portland General Electric

**Tony Rost**, Chief Technology Officer, Metal Toad

**Kay Erickson**, Director, Oregon Employment Department

**Rod Belisle**, Executive Director, NECA/IBEW Electrical Training Center

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**Mark Mitsui**, President, Portland Community College

**Soundharya Nagasubramanian**, Director, R&D, Beaverton Site Executive, Welch Allyn

**Matt Millard**, OHSU-AFSCME

**Debbie Radie**, Vice President, Operations, Boardman Foods

**Jeffrey Krolick**, Options for Southern Oregon, Inc.

**Keith Ozols**, Interim Director, Vocational Rehab, DHS

**KS Venkatraman**, Nvidia Corporation

**Kristina Payne**, Executive Director, Lane Workforce Partnership

**Technical Advisors**

**Karen Humelbaugh**, Director, Office of Workforce Investments, HECC

**Jim Pfarrer**, Director, Workforce Operations Division, Oregon Employment Department

**Dacia Johnson**, Executive Director, Commission for the Blind

**Dan Haun**, Deputy Director, Self Sufficiency, DHS

**Pete Karpa**, Deputy Director, Vocational Rehabilitation, DHS

**Staff**

**Todd Nell**, Director, WTDB, Office of Workforce Investments

**Clay Martin**, WTDB and Workforce Analyst, Office of Workforce Investments

**Jennifer Denning**, Program Analyst, Office of Workforce Investments

**Stephanie Solomon**, Office of Workforce Investments

**December 14, 2018**

1:00 P.M. – 4:00 P.M.

**Chemeketa Center for Business and Industry**  
626 High St NE, Salem, OR 97301

Call In: **877-810-9415**, Access Code: **9550046**

## AGENDA

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

<b>1:00</b>	<b>1.0</b>	<b>Call to Order and Opening Remarks</b>	
	1.1	<i>Welcome and New Members</i>	Chair Madden
	1.2	<i>Leadership, Membership and Recruiting</i>	
<b>1:05</b>	<b>2.0</b>	<b>Consent Agenda</b>	
	2.1	<i>Approve June 2018 WTDB minutes</i>	
	2.2	<i>Approve August 2018 Executive Committee minutes</i>	
	2.3	<i>Approve September 2018 WTDB minutes</i>	
	2.4	<i>Approve November 2018 Executive Committee minutes</i>	
<b>1:10</b>	<b>3.0</b>	<b>Public Comment</b>	
		<i>Time limit: 3 minutes each individual or group</i>	
<b>1:15</b>	<b>4.0</b>	<b>Workforce Investments</b>	
	4.1	<i>Strategic Innovation Grants</i>	Karen Humelbaugh, Director Office of Workforce Investments
<b>1:35</b>	<b>5.0</b>	<b>Workforce Programs</b>	
	5.1	<i>OSU Extension Service</i>	Lindsey Shirley, OSU Extension
<b>1:55</b>	<b>6.0</b>	<b>Education Attainment Goal</b>	
	6.1	<b>ACTION ITEM:</b> <i>Approve Education Attainment Goal for Adult Oregonians</i>	HECC Staff
<b>2:00</b>	<b>7.0</b>	<b>Governor's Workforce Updates</b>	
	7.1	<i>Workforce Updates and Budget</i>	Governor's Office
	7.2	<i>Workforce Policy Paper</i>	
<b>2:30</b>		<b>Break</b>	
<b>2:45</b>	<b>8.0</b>	<b>Ethics Training</b>	Monica Walker, DAS Training
<b>3:45</b>	<b>9.0</b>	<b>Workforce Systems Alignment</b>	
	9.1	<i>STEM Investment Council</i>	Todd Nell
	9.2	<i>Western Pathways Conference</i>	
<b>3:55</b>	<b>10.0</b>	<b>Committee Updates</b>	
	10.1	<i>Executive Committee</i>	Chair Madden
<b>4:00</b>		<b>Adjourn</b>	



# Oregon Workforce and Talent Development Board (WTDB)

June 8, 2018

11:00 A.M. – 1:00 P.M. *Working Lunch (Room B112)*  
1:00 P.M. – 4:00 P.M. *Business Meeting (Rooms B117-119)*

Oregon Convention Center  
777 NE Martin Luther King Jr Blvd  
Portland, OR 97232

## Members

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## Technical Advisors

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**Jennifer Denning**, Program Analyst, WTDB

**Kelly Zinck**, Program Analyst, WTDB

## MEETING MINUTES

**Members Present:** Ken Madden, Chair; Frank Wall, Vice Chair; Elana Pirtle-Guiney; Ben Cannon; Kim Thatcher; Cathy Reynolds; Ali O'Neill; Michael Dembrow; Barbara Byrd; Shari Dunn; Doug Hunt; Anne Mersereau; Kay Erickson; Patty Dorroh; Mark Mitsui; Soundharya Nagasubramanian; Debbie Radie; Jeffrey Krolick; Trina Lee; Gary Brown; Kristina Payne.

**Members Excused:** Chris Harder; Joe Weber; Paul Holvey; Tony Rost; Rod Belisle; Matt Millard.

**Technical Advisors and Staff Present:** Karen Humelbaugh; Todd Nell; Clay Martin; Kelly Zinck.

## [Agenda and Materials Packet](#)<sup>1</sup>

### 1.0 Call to Order and Opening Remarks

Chair Madden called the meeting to order at 1:26 P.M., provided an overview of the agenda, and facilitated an introduction of board members.

### 2.0 Consent Agenda

2.1 Approve March 2017 WTDB minutes

2.2 Approve May 2018 Exec. Committee minutes

2.3 Approve WTDB Bylaws

#### ACTION ITEM

Motion: Frank Wall moved to approve the consent agenda, 2.1 thru 2.3; Doug Hunt seconded the motion. Chair Madden called for a voice vote and the motion was approved unanimously.

### 3.0 Public Comment

None.

### 4.0 Future Ready: A Plan for Oregon's Future

Elana Pirtle-Guiney, Workforce and Labor Policy Advisor to Governor Brown, provided an overview of the Governor's [Future Ready Oregon](#) initiative. Discussion included wrap around services, career connected learning local programs, and the importance of partnerships between businesses and school districts.

### 6.0 Talent Summit, Talent Assessment, and WTDB Strategic Plan

*(agenda item taken out of order)*

Ben Cannon, Executive Director of the Higher Education Coordinating Commission, provided an overview of the [Oregon Talent Summit](#) held on

<sup>1</sup>All materials can be found at <http://www.oregon.gov/WorkforceBoard/boardmeetingsandevents/Pages/boardmeetings.aspx>.  
If you are unable to read the materials, please contact HECC\_WTDB@oregon.gov.



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May 11, 2018. The Talent Summit convened leaders from business, workforce and talent development, higher education, K-12, and other key stakeholders to strategize how the education and training system can better provide training in a flexible, dynamic, and technical way. The importance of career connected learning at all levels, including connecting learning with current or future work, was another theme of the summit.

### 5.0 Industry Sector Partnerships

*(agenda item taken out of order)*

Kyle Stevens, Program Manager at the Southwestern Oregon Workforce Investment Board (SOWIB); Heather Ficht, Executive Director of East Cascades Works; and Kim Parker-Llerenas, Executive Director at Willamette Workforce Partnership led a panel discussion of industry sector partnerships in their respective areas of the state. Updates included expanding target sectors, barriers to convening businesses together, and launching medical and technology apprenticeships. The panelists also discussed strategies they use to maintain industry engagement, what resources the state could provide to support sector partnerships at the local level, and what the board could do to support this work.

### 7.0 Workforce System Budget Review

Karen Humelbaugh, Director of the Office of Workforce Investments at the Higher Education Coordinating Commission; provided an overview of the Workforce Innovation and Opportunity Act (WIOA) components and the WIOA Title 1B draft allocations for the 2018 Program Year. While listed on the agenda as an action item, this material was not presented to the board for action.

### 8.0 Overview of Oregon Employment Department Research Projects

Bob Uhlenkott, Research Director with the Oregon Employment Department (OED), presented an overview of upcoming research projects from the Oregon Employment Department, highlighting national long-term projections, Oregon long-term employment projections, and OED research publications forthcoming in the next few months.

### 9.0 Committee Updates

9.1 Executive Committee

### Adjourn

Chair Madden adjourned the meeting at 3:50pm.



## Oregon Workforce Talent Development Board (WTDB) Executive Committee

### Members

**Ken Madden, Chair**, VP Sales and Marketing, Madden Industrial Craftsmen, Inc.

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**Barbara Byrd**, Secretary Treasurer, AFL-CIO

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**Shari Dunn**, Executive Director, Dress for Success Oregon

**Anne Mersereau**, VP Human Resources, Diversity & Inclusion, PGE

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**Soundharya Nagasubramanian**, Director, Software Architecture and Cybersecurity, Welch Allyn

**Elana Pirtle-Guiney**, Labor and Workforce Policy Advisor, Governor Kate Brown's Office

**Joe Weber**, Global Director of Sales, ESCO

### Non-Voting Members

**Ben Cannon**, Executive Director, HECC

**Kay Erickson**, Director, Oregon Employment Dept.

**Karen Humelbaugh**, Director, Office of Workforce Investments, HECC

**Karen Litvin**, CEO, Oregon Workforce Partnership

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**Kelly Zinck**, Program Analyst, WTDB

**August 8, 2018**

1:30 P.M. – 3:00 P.M.  
Madden Industrial Craftsmen  
1800 NW 169th Place  
Suite A200  
Beaverton, Oregon 97006

### MEETING MINUTES

**Members Present:** Ken Madden, Barbara Byrd, Anne Mersereau, Patty Dorroh, Soundharya Nagasubramanian, Karen Litvin, Shari Dunn, and Elana Pirtle-Guiney.

**Members Excused:** Joe Weber and Frank Wall

**Non-Voting Members and Staff Present:** Clay Martin, Kurt Tackman, Shalee Hodgson, Kay Erickson, Karen Humelbaugh, Jennifer Denning, Todd Nell and Karen Litvin.

### Agenda<sup>1</sup>

#### **1.0 Ken Madden**

Ken Madden opened the discussion and shared information about his place of business and some conversations he'd had with OSU Extension Service.

#### **2.0 Call to Order**

Chair Madden then called the meeting to order at 1:43 pm and provided an overview of the agenda.

#### **3.0 Public Comment**

None

#### **4.0 Updates and Discussion**

Shalee Hodgson gave an overview and update on the Governor's Future Ready Oregon initiative and on the Local Board Assessments.

Todd Nell gave an overview of Adult Education Attainment Goal and timeline for completion of the work. Todd also led recap of previous board meeting session led by Greg Bell, the upcoming strategic planning work, and shared information on JP Morgan Chase work nationally with youth through their foundation. Todd suggested possible funding opportunities may exist from Chase for LWDBs. Todd also provided an update on the Talent Assessment work.

<sup>1</sup>All meeting materials can be found at: <http://www.oregon.gov/owib/committees/Pages/ExecutiveCommittee.aspx>.  
If you are unable to read the materials, please contact [jennifer.l.denning@oregon.gov](mailto:jennifer.l.denning@oregon.gov).



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Shari Dunn and Kay Erickson addressed merits of hiring dedicated consultant to lead strategic planning. Barbara Byrd suggested internal staff could lead. Shari and Patty Dorroh stated that they liked the shorter, road map approach to strategic plan. Committee agreed to leaner road map strategy likely using preferred vendor(s) on statewide price agreement list.

Shari also suggested Todd reach out to Wells Fargo to present at Luncheon Series or at WTDB meeting. Shari discussed Dress for Success working with Ryan Carson and Tree House on training her women customers including guaranteed jobs when completed. It was unanimous decision Ryan be asked to present at board meeting or luncheon series.

Kurt Tackman provided an update on the OWI policy/guidelines related to Transfer of Funds.

### 5.0 Upcoming Events

Todd Nell provided updates on World Forestry Summit, October 2018, Healthcare Summit, November 2018, Talent Summit, April/May 2019 And Western Pathways Conference, May 2019.

### 6.0 Membership Opportunities

Ken Madden talked about opportunity to partner at local board level with OSU Extension Service. The extension service is involved in workforce development activities. Ken advised he would be meeting with extension leadership soon.

Ken also recommended that the board invite the new Oregon Commissioner of Labor & Industries, Val Hoyle, to become a member of the WTDB. Ken will work with Todd to craft invite letter in Dec/Jan.

### 7.0 Other Business

Barbara Byrd and Elana discussed Local Liaisons group that had met historically. Recommended that they start meeting 30-60 minutes before WTDB quarterly board meetings to provide more accessibility to local boards and ask for more accountability.

Ken provided information from the NGA on immigration reform.

### Adjourn

Chair Madden adjourned the meeting at 3:02 pm.



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**Kelly Zinck**, Program Analyst, WTDB

# Oregon Workforce and Talent Development Board (WTDB)

**September 14, 2018**

1:00 P.M. – 4:00 P.M. *Board Meeting*

Sentinel Hotel

Renaissance Room

614 SW 11<sup>th</sup> Ave

Portland, OR 97205

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

## MEETING MINUTES

**Members Present:** Ken Madden, Chair; Cathy Reynolds; Ali O'Neill; Shari Dunn; Kay Erickson; Rod Belisle; Patty Dorroh; Mark Mitsui; Soundharya Nagasubramanian; Debbie Radie (phone); Jeffrey Krolick; Trina Lee; Gary Brown; Kristina Payne.

**Members Excused:** Frank Wall, Vice Chair; Elana Pirtle-Guiney; Ben Cannon; Kim Thatcher; Chris Harder; Michael Dembrow; Barbara Byrd; Joe Weber; Paul Holvey; Doug Hunt; Anne Mersereau; Tony Rost; Matt Millard.

**Technical Advisors and Staff Present:** Karen Humelbaugh; Todd Nell; Clay Martin; Jennifer Denning; Kelly Zinck.

## [Agenda and Materials Packet<sup>1</sup>](#)

### 1.0 Call to Order and Opening Remarks

Chair Madden called the meeting to order at 1:19 P.M., provided an overview of the agenda, and facilitated an introduction of board members. Madden informed attendees that he and others presented upstairs at the Portland Business Journal Event just prior to the board meeting as reason for late start.

### 2.0 Consent Agenda

2.1 Approve June 2018 WTDB minutes

2.2 Approve August 2018 Exec. Committee minutes

Agenda items 2.1 and 2.2 were carried over to the December 2018 meeting since a quorum was not present at the September meeting.

### 3.0 Public Comment

None.

### 5.0 Oregon's Current Workforce Gaps and Future Workforce Needs (agenda item taken out of order)

Nick Beleiciks, State Employment Economist at the Oregon Employment Department; Gail Krumenauer, Senior Economic Analyst at the Oregon Employment Department; and Jason Payton, Occupational Economist at the Oregon Employment Department; presented on Oregon's current workforce gaps and the future workforce needs by industry and occupation.

### 4.0 Future Ready: A Plan for Oregon's Future

Shalee Hodgson, Future Ready Oregon Initiative Manager with the

<sup>1</sup>All materials can be found at <http://www.oregon.gov/WorkforceBoard/boardmeetingsandevents/Pages/boardmeetings.aspx>.

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# Oregon Workforce and Talent Development Board (WTDB)

Office of Governor Kate Brown, provided an overview of the [Future Ready Oregon](#) initiative and the recent Future Ready Oregon Summits.

## 6.0 Oregon Talent Assessment

*(agenda item taken out of order)*

John Tapogna, President of ECONorthwest, presented an overview of the Oregon Talent Assessment before the board for approval.

### 6.1 Approve Oregon Talent Assessment ACTION ITEM

Motion: Ali O'Neill moved to approve the Oregon Talent Assessment via electronic vote since a quorum was not present at the September meeting; Shari Dunn seconded the motion. Discussion included how the assessment will inform the board strategic planning process, which will inform the state planning process and, in turn, the local workforce board plan modifications. An electronic voting process was used to give all members, present and not, the opportunity to weigh in. The motion passed. Board staff documented this voting process.

## 7.0 Workforce Programs

### 7.1 Treehouse

Ryan Carson, CEO and Founder of Treehouse, presented on the Treehouse training program and partnerships with community based organizations and employers willing to hire students with trained hard and soft skills.

### 7.2 Oregon Supported Employment Center for Excellence

Chrystal McMahon, Director of the [Oregon Supported Employment Center for Excellence](#) (OSECE), presented on OSECE's principles, training, and employment programs.

## 8.0 Committee Updates

### 8.1 Executive Committee

## 9.0 2018 National Governor's Association

## 10.0 Upcoming Events

## Adjourn

Chair Madden adjourned the meeting at 4:02pm.



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**Jennifer Denning, Program Analyst**, WTDB

**November 14, 2018**

1:30 P.M. – 3:00 P.M.  
Oregon Employment Department  
875 Union St. NE  
Dave Pleasant Room  
Salem, Oregon 97311

### MEETING MINUTES

**Members Present:** Ken Madden, Via Phone: Barbara Byrd, Anne Mersereau, Shari Dunn, Matt Millard, Marc Goldberg (for Mark Mitsui), Elana Pirtle-Guiney

**Members Excused:** Patty Dorroh, Soudharya Nagasubramanian, Joe Weber, Ben Cannon

**Non-Voting Members and Staff Present:** Clay Martin, Kay Erickson, Karen Humelbaugh, Jennifer Denning, Jordana Barclay and Karen Litvin

### Agenda<sup>1</sup>

#### Call to Order

Chair Madden called the meeting to order at 1:34pm.

#### Consent Agenda

The minutes from August 8 Executive Meeting were approved.

#### Public Comment

None

#### Governor's Office Update

Elana noted that the current focus is on working through the governor's budget and finalizing work that will occur during the 2019 session. There is a focus on work-based learning and ensuring that Oregonians are job ready. Elana announced that she is moving into a new role in the governor's office and will keep the board updated on further staffing news.

#### Updates and Discussion

##### Adult Education Attainment Goal

Karen H. notified the committee that the HECC Commission approved the adult attainment goal at their November 8 meeting. The goal is:

*Oregon anticipates more than 120,000 additional jobs requiring post-*

<sup>1</sup>All meeting materials can be found at: <http://www.oregon.gov/owib/committees/Pages/ExecutiveCommittee.aspx>.  
If you are unable to read the materials, please contact [jennifer.l.denning@oregon.gov](mailto:jennifer.l.denning@oregon.gov).



## Oregon Workforce Talent Development Board (WTDB) Executive Committee

### Members

**Ken Madden, Chair**, VP Sales and Marketing, Madden Industrial Craftsmen, Inc.

**Barbara Byrd**, Secretary Treasurer, AFL-CIO

**Patty Dorroh**, Harney County Commissioner

**Shari Dunn**, Executive Director, Dress for Success Oregon

**Anne Mersereau**, VP Human Resources, Diversity & Inclusion, PGE

**Matt Millard**, AFSCME, System Application Analyst, Oregon Health and Science University

**Mark Mitsui**, President PCC

**Soundharya Nagasubramanian**, Director, Software Architecture and Cybersecurity, Welch Allyn

**Elana Pirtle-Guiney**, Labor and Workforce Policy Advisor, Governor Kate Brown's Office

**Joe Weber**, Global Director of Sales, ESCO

### Non-Voting Members

**Ben Cannon**, Executive Director, HECC

**Kay Erickson**, Director, Oregon Employment Dept.

**Karen Humelbaugh**, Director, Office of Workforce Investments, HECC

**Karen Litvin**, CEO, Oregon Workforce Partnership

### Staff

**Todd Nell**, Executive Director, WTDB

**Clay Martin**, WTDB and WF Analyst, WTDB

**Jennifer Denning**, Program Analyst, WTDB

*secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade.*

Karen noted that the board will receive updates on this as work is done to define how this will be counted and tracked.

### Healthcare Conference

Jordana Barclay gave an overview of the conference stating that there were 150 attendees including individuals from healthcare, government and education. Overall, attendees gave positive reviews and the best reviews came from the healthcare audience.

### Strategic Planning

Clay gave an update on the current plan for the strategic planning process. The WTDB will be hiring a consultant who will facilitate the planning process. The request for proposals is almost complete and the goal is to solicit proposals in early December. The consultant will engage board members in the process in hopes to have a completed plan by June. It was noted that the first cycle of industry engagement related to the strategic planning has been completed.

### Innovation Grants

Karen H. gave a quick overview of the purpose of the innovation grants explaining that they originated from HB3437 during the 2017 legislative session. The legislation called for competitively funding innovative projects across the state and the Local Workforce Development Boards (LWDBs) were invited to apply for funds. In total, \$900,000 was awarded for 10 projects. Not all LWDBs were funded and some boards received more than one grant. There will be a larger conversation around the procurement process at the December meeting.

### December Meeting

The December 14 full board meeting agenda was reviewed. Topics will include the governor's policy paper, ethics training for board members, strategic planning update and board membership.

### Board Membership

Ken announced that that vice-chair Frank Wall has resigned from the committee and that he has made a recommendation to the governor's office for a new vice-chair. There are additional applications waiting for approval, including one senate approval. Ken asked the members to let he



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**Jennifer Denning**, Program Analyst, WTDB

and Todd know if they know of any potential members.

### Other Business

There was a brief discussion about the request from the September board meeting to create a high wage definition and level for Oregon. Kay stated that the Employment Department can determine the definition and level. It was suggested that the level mirror the minimum wage rates that are county based.

### Adjourn

Chair Madden adjourned the meeting at 2:49pm.



**Docket Item:**

*Workforce Investments, Strategic Innovation Grants*

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*In August, the WTDB requested proposals from local workforce boards to provide education, training, and work experience opportunities to students, unemployed workers, and incumbent workers to support priorities and strategies developed by industry sector partnerships. Priorities for these grant awards include: Participants who are low income as defined by the US Department of Labor including recipients of Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF); Participants who are traditionally under served including, but not limited to, communities of color; Projects serving rural areas; Projects that develop effective (validated through employer assessment, feedback and data) essential employability (soft) skills solutions.*



**Docket Materials:**

- *Requests for Proposals*
- *High-Level Scoring Matrix*
- *Detailed Scoring Matrix*
- *Scores and Awards Matrix*
- *Clackamas Workforce Partnership Letter*

**Staff Recommendation:**

*Informational item only*

# **Request for Proposals to Local Workforce Boards**

All-

The WTDB is seeking proposals from local workforce boards to provide education, training, and work experience opportunities to students and unemployed and incumbent workers to support priorities and strategies developed by industry sector partnerships.

## Scope, Schedule and Budget

- Education and training must be focused on the acquisition of in-demand skills and credentials identified and prioritized by the sector partnership and must incorporate work experience opportunities such as internships, apprenticeships, work-based learning, on-the-job training efforts, and others.
- The term of each Agreement will be through June 30, 2019.
- HECC anticipates awarding Grant Agreements at a minimum amount of \$50,000 and a maximum of \$300,000 each.

## Eligible Projects and Expenses

Projects are defined by the industry sector partnership. Eligible expenses are used to reimburse costs for students and unemployed and incumbent workers (participants) including, but not limited to, the following:

- Tuition, fees, supplies (uniforms, tools, books) for Skill Development including, but not limited to, skill upgrades, retraining, and occupational skills training leading to industry-recognized and post-secondary credentials through an accredited postsecondary institution.
- Regular wages and supplies (uniforms, tools, books) for Work-Based Learning including, but not limited to, on-the-job training (OJT), apprenticeship, work experiences, and internships.
- Eligible expenses can also be used to reimburse an accredited postsecondary institution for costs for the development of curriculum and training programs to meet the needs of the industry sector partnership as long as at least one cohort of participants are trained as a result of the curriculum and training program developed. All (100%) participants must receive education, training, and work experience prioritized by the industry sector partnership.

## Priorities

Through the evaluation and award of grants, the WTDB seeks to address:

Participants who are low income as defined by the US Department of Labor including recipients of Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF);

- Participants who are traditionally underserved including, but not limited to communities of color;
- Projects serving rural areas.
- Projects that develop effective (validated through employer assessment, feedback and data) essential employability (soft) skills solutions.

Applications intending to be evaluated against these priorities must provide a description of the strategies to address them and the expected outcome of implementing these strategies.

As per ORS 418.663, projects cannot displace currently employed workers, impair existing contracts, substitute jobs, or replace laid off workers.

## Timeline

**We will be conducting our first review of applications in two weeks. So, please submit your proposal by August 27<sup>th</sup>, 2018.**

## WTDB Strategic Innovation Grants

The WTDB is seeking strategic and innovative proposals from local workforce boards to provide education, training, and work experience opportunities to students and unemployed and incumbent workers to support priorities and strategies developed by industry sector partnerships.

Evaluation Categories	Possible Points
Proposed project is strategic and innovative. The project supports goals in the local or regional strategic plan and is not the same programming that currently exists.	10
Education and training focused on acquisition of in-demand skills and credentials identified and prioritized by the sector partnership.	20
Demonstration of a connection to career connected learning: including internships, apprenticeships, on-the-job training and, other work-based strategies.	15
Budget	5
Prioritization of focus populations (communities of color, rural communities and those experiencing generational or continual poverty)	10
Leverages other Government Funds (example SNAP)	5
Leverages Private Sector/Non-Government Funds	10
Leverages resources long term to reduce duplication of services (this can include cross-regional projects that reduce administration)	10
Overall potential impact (ie: credentials, jobs, wages, curriculum, employer satisfaction data, etc.)	15
<b>Total Points</b>	<b>100</b>

# WTDB Strategic Innovation Grants

**Reviewer Name:**

**Board:**

**Project:**

Evaluation Categories	Possible Points	Points Awarded
<p>A. Proposed project is strategic and innovative. The project supports goals in the local or regional strategic plan and is not the same programming that currently exists.</p>	10	
<p><i>A Scoring:</i>            0 - Did not include this component</p> <p>5 - Proposed project is missing one or more of the required components. As an example, the project may be strategic but it isn't clear which goals it supports or the idea is innovative, but the project is already being implemented and therefore is the same programming that currently exists.</p> <p>10- Proposed project is strategic and innovative. The project supports goals in the local or regional strategic plan and is not the same programming that currently exists.</p>		
<p>B. Education and training focused on acquisition of in-demand skills and credentials identified and prioritized by the sector partnership.</p>	20	
<p><i>B Scoring:</i>            0 - Did not include this component</p> <p>10 - Proposed project is missing one or more of the required components or is not clearly described. For example, the project focuses on in-demand skills and credentials but they are not credential/skills prioritized by the sector partnerships.</p> <p>20 - Proposed project clearly defines how acquisition</p>		

of in-demand skills and credentials will occur, and how it was prioritized by the sector partnership.		
C. Demonstration of a connection to career connected learning: including internships, apprenticeships, on-the-job training and, other work-based strategies.	15	
<p><i>C Scoring:</i></p> <p>0 - Did not include this component</p> <p>7 - Proposed project does not clearly demonstrate or describe a connection to career connected learning. As an example, the project may be strategic but it isn't clear which goals it supports or the idea is innovative, but the project is already being implemented and therefore is the same programming that currently exists.</p> <p>15- Proposed project accurately demonstrates a connection to career connected learning that is explained clearly.</p>		
D. Budget	5	
<p><i>D Scoring:</i></p> <p>0 - Did not include this component</p> <p>3 – Project budget included but costs are not clearly outlined and/or reasonable.</p> <p>5- Project budget costs are clearly outlined, reasonable and fair.</p>		
E. Prioritization of focus populations (communities of color, rural communities and those experiencing generational or continual poverty)	10	
<p><i>E Scoring:</i></p> <p>0 - Did not include this component</p> <p>5 - Proposed project does not substantively prioritize</p>		

<p>focus populations. As an example, the project may be indicate the focus, but does not clearly describe it or indicate specific populations targeted.</p> <p>10- Proposed project clearly describes its focus populations and how the project prioritizes them.</p>		
<p>F. Leverages other Government Funds (example SNAP)</p>	5	
<p><i>F Scoring:</i>  0 - Did not include this component</p> <p>3 – Project includes leveraged Government funds but it is not clearly described and/or reasonable.</p> <p>5- Project clearly describes how other government funds are leveraged.</p>		
<p>G. Leverages Private Sector/Non-Government Funds</p>	10	
<p><i>G Scoring:</i>  0 - Did not include this component</p> <p>5 – Project includes leveraged Private Sector/Non-Government funds but it is not clearly described and/or reasonable.</p> <p>10 - Project clearly describes how Private Sector/Non-Government funds are leveraged.</p>		
<p>H. Leverages resources long term to reduce duplication of services (this can include cross-regional projects that reduce administration)</p>	10	
<p><i>H Scoring:</i>  0 - Did not include this component</p> <p>5 –Proposed project is missing one or more of the required components. For example, it describes leveraging resources, but does not address how reducing duplication of services.</p>		

10 – Proposed project clearly describes how resources are leveraged long term to reduce duplication of services.		
I. Overall potential impact (ie: credentials, jobs, wages, curriculum, employer satisfaction data, etc.)	15	
<i>I Scoring:</i> 0 - Did not include this component.  7 –Proposed project is missing one or more of the required components. For example, it does not address an impact of the implemented project.  15 – Proposed project clearly describes and demonstrates a strong potential impact and the components are clearly identified.		
<b>Total Points</b>	<b>100</b>	

**Strategic Innovation Grants**  
**Scores and Awards Matrix**  
Oregon Workforce Investments (OWI)  
Workforce and Talent Development Board (WTDB)

<b>Proposal</b>	<b>Amount</b>	<b>Average Score (no high/ no low)</b>
WSI Immigrant Nursing	\$ 100,000	81
Rogue CPT	\$ 75,000	78
Eastern GED	\$ 90,000	76
SOWIB Nurse Faculty	\$ 77,220	75
WSI SNAP Youth WEX	\$ 100,000	75
WSI Sector Bridge	\$ 110,000	75
EC Works	\$ 147,000*	75
RWP Caregivers	\$ 72,000	75
SOWIB Surg Tech	\$ 54,175	74
RWP Mechatronics	\$ 50,000	74
Lane Training Fund	\$ 120,000	70
NOW Adv Textile	\$ 47,273	68
NOW Surg Tech	\$ 32,175	68
WWP Mfg	\$ 22,000	67
Clackamas Incumbent	\$ 126,235	66
WWP Surg Tech	\$ 64,350	66
Clackamas Unemployed	\$ 173,643	60
NOW Truck Driving	\$ 33,000	60
WWP Rethinking Careers	\$ 375,000	49

(\*Multi-project proposal, including four sub-components.)

Wednesday, October 24, 2018

To Whom It May Concern:

We, Clackamas Workforce Partnership (CWP) Board members, would like to extend our appreciation to the Workforce and Talent Development Board (WTDB) for the chance to resource our work in Clackamas County. While our proposals were not selected for this opportunity, we are hopeful more resources will present themselves.

Due to the decision to follow the Continuous Improvement Committee's (CIC) guidance to more expeditiously distribute funding, we ask that the WTDB consider revisiting the robust RFP process and actively seek opportunities for more strategic, sustainable and long-term partnerships across all workforce areas.

To date, CWP and other workforce boards have focused on local efforts to efficiently and effectively serve our core customers – people and business. However, the public workforce system is complex. CWP and local workforce boards are working with numerous partners across multiple systems (education; economic development; criminal justice; early learning; transportation; etc.) to assist in addressing economic demands for today and the future.

The challenges our communities face have significant implications for our economy coupled with an enormous sense of urgency for change and continuous improvement. From state to local boards, there has been a lack of fundamental investment in total workforce systems change. Failing to consider statewide needs and resources has negative impacts on critical services and programs meant to serve our most vulnerable resource - our people.

We whole-heartedly agree that innovation is important, but a broad statement of innovation is subjective. For example, innovation in the metro community is different than innovation in a rural community. Additionally, from this expedited funding process has emerged an immediate need to evaluate current practices, fund and scale as well as a continuous evaluation of best practices, new technologies and opportunities for partnership across all workforce boards.

Can we redesign how we work together so that geography and demographics no longer predict access and quality supports/services? We are asking for stronger collaboration for the allocation of public resources and recognition that our systems and communities are interdependent on one another. **We ask the State Workforce and Talent Development Board be a thought leader and ambassador for stronger system alignment. WTDB should lead an alignment effort with local workforce boards to maximize impact.**

Our role as system leaders is to work together across sectors to close gaps and make goals more attainable for individuals, families, and businesses. Our work does not have to be mutually exclusive. We hope the other private and public volunteers of the Workforce Development system from around the state will join us in this request.

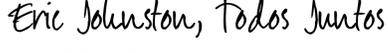
Regards,

Signature Page to Workforce and Talent Development Board (WTDB):

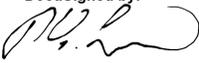
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Eric Johnston, Todos Juntos

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Peter Lund, SuperGenius Studio

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Tina Irvine, Express Employment Professionals

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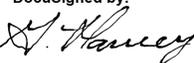
Kristin Buckner, Warn Industries

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David Green, Citizens Bank

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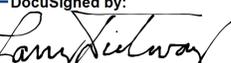
Gordon Harvey, General Sheet Metal

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Selene Andreasen, willamette view

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Larry Didway, Oregon City School District

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Commissioner Martha Schrader

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**Docket Item:**

***Oregon State University Extension Service***

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*The Oregon State University Extension Service engages the people of Oregon with research-based knowledge and education that strengthens communities and economies, sustains natural resources, and promotes healthy families and individuals.*



*Oregon State University Extension is an excellent resource for the expertise and knowledge every Oregonian needs to live healthy lives, nurture Oregon's great ecosystems, and plays a vital role in Oregon's vibrant communities. The OSU Extension Service has been partnering with people in every county and helping them thrive every day for more than 100 years.*

**Docket Materials:**

*Handout*

**Staff Recommendation:**

*Information to spur innovation and partnerships across Oregon.*



**Docket Item:**

***Education Attainment Goal for Adult Oregonians***

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*Oregonians are on pace to earn approximately 200,000 additional degrees, certificates, and credentials by 2030. The goal of increasing credential production by approximately 100,000 is designed to prepare Oregonians for the 120,000 new jobs that are projected to open up in occupations that require postsecondary education or training to be*



*competitive. The most recent projections from the Oregon Employment Department show that over the next decade (2017-2027), over 90 percent of job openings that pay more than \$40,000 per year will require postsecondary education to be competitive. The new adult attainment goal, in conjunction with Oregon's 40-40-20 educational attainment goal for Oregon youth in the educational pipeline, is designed to guide progress in Oregon's educational and workforce systems.*

*The goal is the culmination of a nearly year-long work group process that began following the passage of House Bill 2311 (2017), which directed the HECC and WTDB to establish a statewide educational attainment goal for adult Oregonians. The adult attainment workgroup that developed the goal was chaired by Neil Bryant, chair of the HECC, and by Ken Madden, chair of the WTDB, and included representatives from Oregon public and private institutions, as well as workforce and business partners.*

*The work was informed by the Governor's Future Ready Oregon policy agenda, the recently finalized Oregon Talent Assessment, the Oregon Employment Department projections, industry input at the 2018 Talent Summit, and research and analysis by the HECC and WTDB.*

**Docket Material:**

*Adult Attainment Data Slides*

**Staff Recommendation:**

*Staff recommends adoption of the statewide adult attainment goal: "Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade."*



# Estimating the Adult Attainment Goal

## Meeting of the Higher Education Coordinating Commission

Amy G. Cox

Director, Office of Research and Data

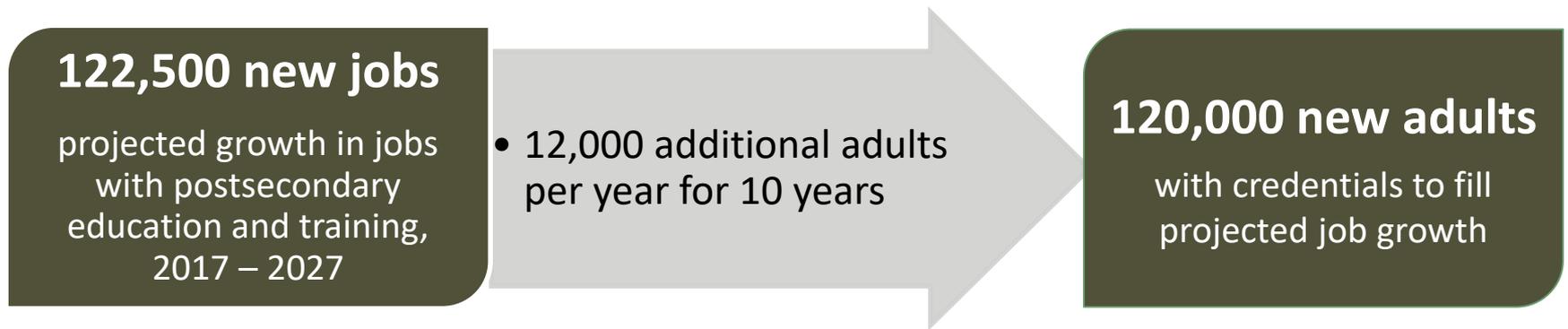
October 10, 2018

# Adult Attainment Goal

By 2030, 300,000 adult Oregonians will earn a new postsecondary credential of value with enough credentials earned by racial/ethnic minority, low-income, and rural Oregonians to reduce attainment gaps by half



# Why a goal of 300,000?



3 Source: HECC analysis of student records.  
<sup>1</sup>Includes an estimate for twelve private institutions that are exempt from state oversight.

# Who are the underrepresented groups?

## Racial/ethnic minority

### Share of adults with any postsecondary credential

Minority groups: 40%  
White: 51%

## Low-income

### Share of adults with any postsecondary credential

Below poverty line: 38%  
At/above poverty line: 56%

## Rural

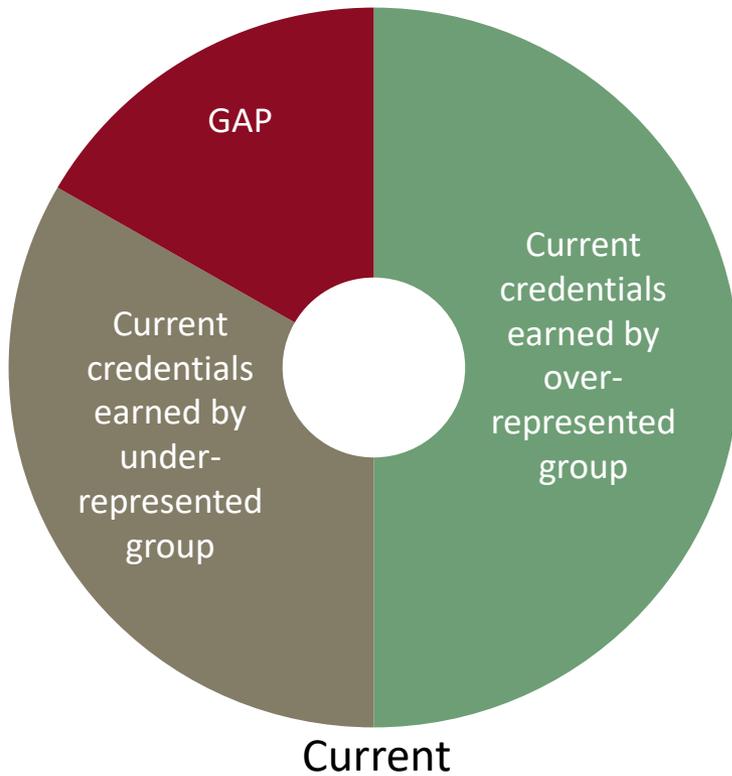
### Share of adults with any postsecondary credential

Rural: 40%  
Urban: 52%

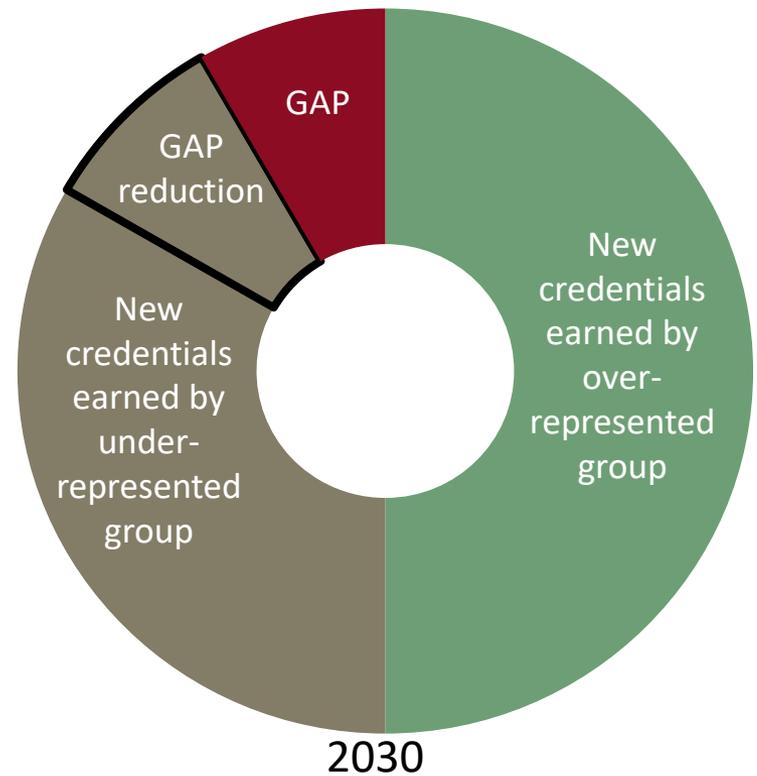
Other possible characteristics include veteran status, immigrant status, sexual orientation, gender, and age. Each of these raises questions.

# Reducing gaps in attainment by half

Credentials awarded currently

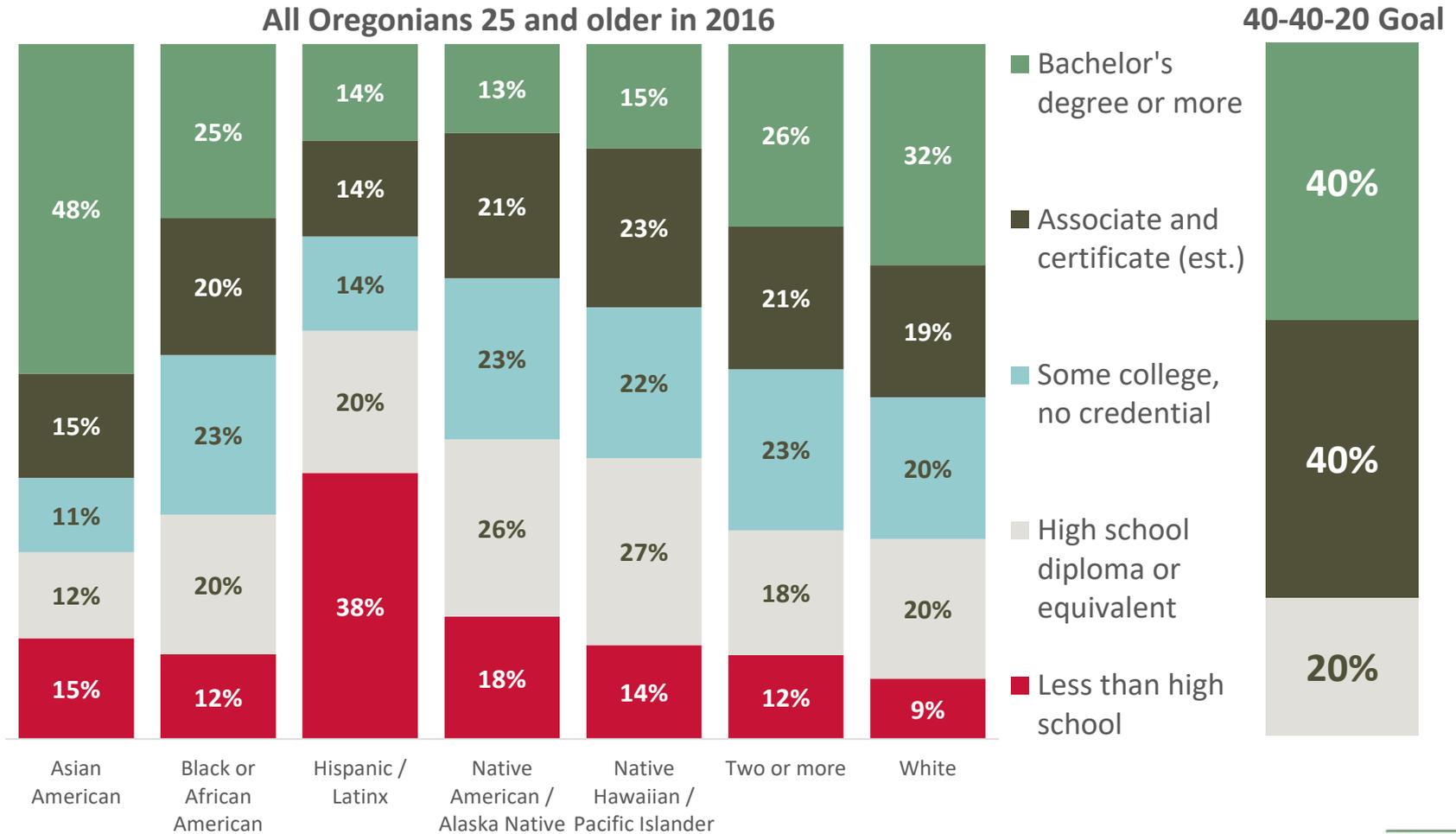


Credentials awarded under goal



Note: Illustrative purposes only.

# Gaps in Oregon educational attainment by race/ethnicity, age 25 and older



Source: American Community Survey data, 5-year and 1-year estimates.

# What does it mean to cut racial/ethnic attainment gaps in half?

Number of additional credentials needed per year, beyond current levels, to cut racial/ethnic attainment gaps in half by 2030

Percentage point differences in any postsecondary compared to white population, adults 25+

	Asian American	Black/ African American	Hispanic/ Latinx	Native Am./ Alaska Native	Native Hawaiian/ Pacific Isl.	Two or More	White
Current attainment: Percent with any postsec. credential	63%	45%	28%	34%	38%	47%	51%
All adults in population	110,050	45,746	245,717	28,690	8,739	78,662	2,416,404
Total awards needed to halve gap by 2030	10,760	5,170 + 1,418	19,770 + 28,503	3,320 + 2,468	930 + 568	7,940 + 1,652	150,480
Current credentials awarded per year	1,076	517	1,977	332	93	794	15,480
Additional awards needed per year	--	27% 142	144% 2,850	74% 247	61% 57	21% 165	--
<b>Goal: current + 50% + add'l</b>	<b>1,614</b>	<b>918</b>	<b>5,816</b>	<b>745</b>	<b>197</b>	<b>1,356</b>	<b>19,759</b>

# Using current completions, we can estimate the goal by type of completion...

## Number of current credentials and adult attainment goal, by race/ethnicity and type of credential, adults 25+

Completion	Asian American		Black/African American		Hispanic/Latinx		Native American/Alaska Native		Native Hawaiian/Pacific Islander		Two or More		White	
	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal
Graduate	149	224	54	54	188	282	25	38	5	8	91	137	1,931	2,589
Bachelor's	254	381	105	158	472	708	80	120	20	30	225	338	3,439	4,391
Associate	278	417	175	263	647	971	131	197	28	42	280	420	5,023	6,479
Certificate	361	542	166	249	573	860	88	132	40	60	160	240	4,743	6,185

### Proportions of credential types based on current proportions

Goal for minority groups = current completions plus 50%, plus any additional completions needed to reduce attainment gaps by half

# ...and by educational sector

Number of current credentials and adult attainment goal, by race/ethnicity and educational sector, adults 25+

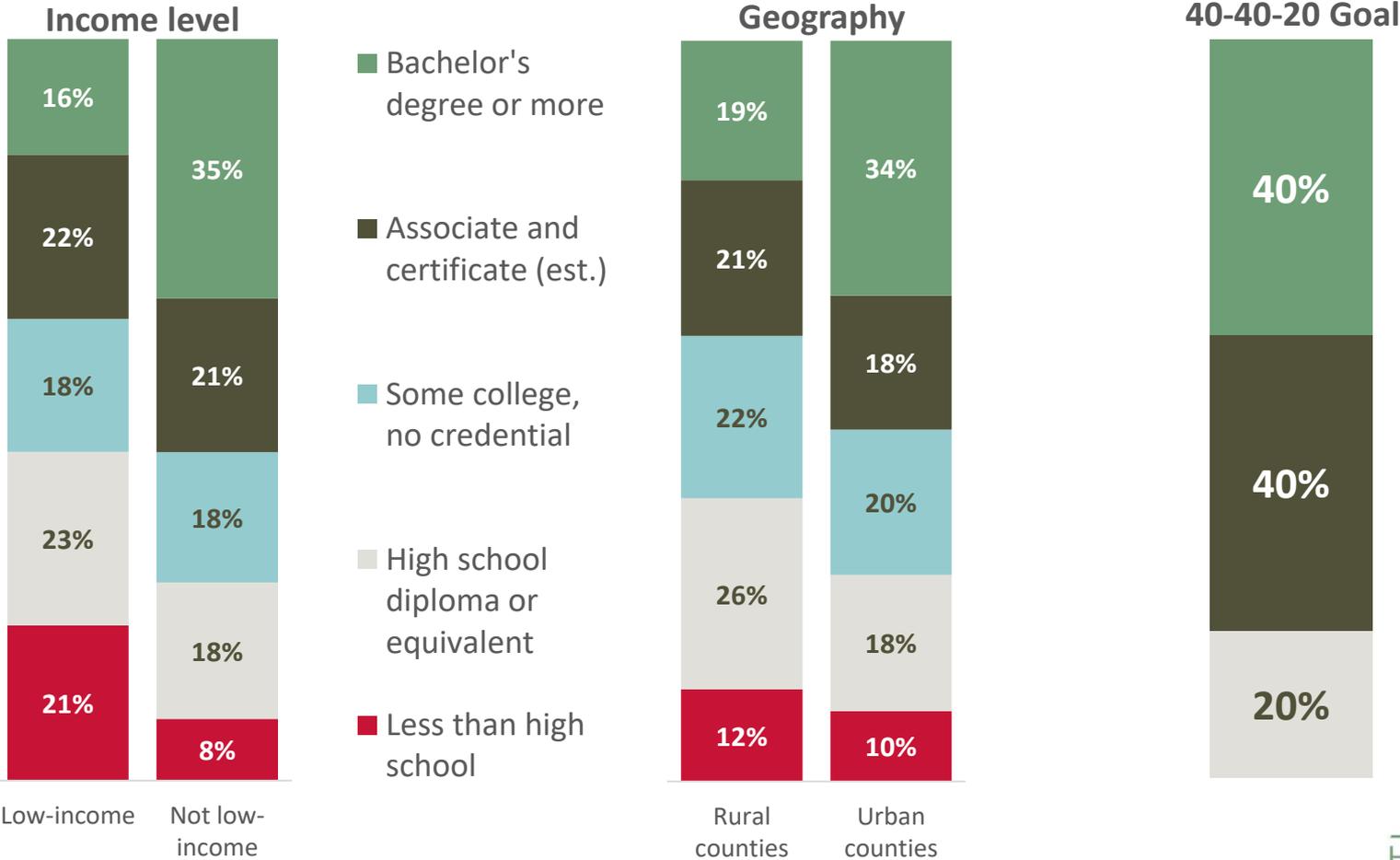
Completion	Asian American		Black/ African American		Hispanic/ Latinx		Native American/ Alaska Native		Native Hawaiian/ Pacific Islander		Two or More		White	
	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal	Curr.	Goal
Public universities	417	626	165	293	736	2,165	104	233	23	49	347	593	5,760	7,371
Community colleges	437	656	262	465	996	2,930	188	422	50	106	413	706	7,599	9,634
Private career schools, other institutions	222	333	90	160	245	7,21	40	90	20	42	34	58	2,481	3,295

Proportions of sectors based on current proportions

Goal for minority groups = current completions plus 50%, plus any additional completions needed to reduce attainment gaps by half

# Gaps in Oregon educational attainment by income and geography, age 25 and older

All Oregonians 25 and older in 2016



Source: American Community Survey data, 5-year and 1-year estimates.

# What does it mean to cut income and geographic attainment gaps in half?

**Number of additional credentials needed per year, beyond current levels, to cut income and geographic gaps in half by 2030**

Percentage point differences in any postsecondary compared to dominant group, adults 25+

	Low-income	Not low income	Rural	Urban
Current attainment: Percent with any postsec. Credential	38%	56%	40%	52.5%
All adults in population	304,022	2,521,138	527,079	2,228,707
Total awards needed to halve gap by 2030	94,340 + 27,514	--	22,510 + 33,206	--
Current credentials awarded per year	9,434	11,928	2,251	15,635
Additional awards needed per year	29% 2,752	--	148% 3,321	--
<b>Goal: current + 50% + additional</b>	<b>16,903</b>	<b>15,140</b>	<b>6,698</b>	<b>20,132</b>

# We can estimate the goal by type of completion...

## Number current credentials and adult attainment goal, by race/ethnicity and type of credential, adults 25+

	Low-income		Not low-income		Rural		Urban	
	Current	Goal	Current	Goal	Current	Goal	Current	Goal
Graduate degrees					235	700	2,093	2,793
Bachelor's degrees	3,366	6,031	1,512	1,512	517	1,539	4,040	5,297
Associate degrees	3,330	5,966	3,557	4,365	745	2,217	4,661	5,893
Certificates	2,645	4,740	4,735	6,331	944	2,809	5,397	6,703

### Proportions of credential types based on current proportions

Goal for underrepresented groups = current completions plus 50%, plus any additional completions needed to reduce attainment gaps by half

# ...and by educational sector

## Number current credentials and adult attainment goal, by race/ethnicity and educational sector, adults 25+

	Low-income		Not low-income		Rural		Urban	
	Current	Goal	Current	Goal	Current	Goal	Current	Goal
Public universities	3,357	6,015	4,152	5,249	811	2,414	6,562	8,646
Community colleges	5,136	9,202	4,851	5,779	1,199	3,568	6,607	8,142
Private career schools, other institutions	941	1,686	2,925	4,114	241	718	2,466	3,343

Proportions of sectors based on current proportions

Goal for underrepresented groups = current completions plus 50%, plus any additional completions needed to reduce attainment gaps by half

# Moving forward

If the Commission adopts the goal, we will track and report progress on an annual basis

- For the state as a whole
- For underrepresented groups
- By type of credential and educational sector

We will update interim annual goals based on guidance from the Commission and progress to date



**Docket Item:**

***Governor's Workforce Updates***

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*Oregon's economy is booming, but not every Oregon family feels this success, particularly in rural parts of the state. The gap between the skills Oregonians have and what growing businesses need is holding Oregonians - and our economy -back. The Governor's Future Ready Oregon policy agenda lays out pathways to: a) ensure every*



*Oregon student graduates high school with a plan for their future, and b) provide opportunities for adult Oregonians to “skill-up” and land a better job, one that local businesses need filled.*

*Future Ready Oregon connects to each of the four goals outlined in the current WTDB Strategic Plan as noted above.*

**Docket Material:**

- *Future Ready Oregon Policy Paper*
- *Workforce Budget*

**Staff Recommendation:**

*Informational item only*



# FACT SHEET: GOVERNOR’S RECOMMENDED BUDGET Higher Education Coordinating Commission 2019-2021

Last updated December 6, 2018

## OVERVIEW

The Oregon Governor’s Recommended Budget (GRB), announced on November 28, 2018, is available below and at [budget.oregon.gov](http://budget.oregon.gov).

- [Turning Point for Oregon’s Future, Governor’s Budget and Policy Agenda](#) (condensed budget summary)
- [Governor’s Recommended Budget](#) (full GRB)

Governor Kate Brown presented her recommendations in the form of a base budget plus an accompanying \$1.9B education investment plan, with plans to work with the Legislature, the business community, and stakeholders to fund the investment plan. The figures for both the full education investment plan and the base budget included in it are summarized here.

The Higher Education Coordinating Commission (HECC) budget includes funding for: Oregon’s 17 community colleges; Oregon’s seven public universities and Oregon Health & Science University (OHSU); state financial aid and student access programs; capital bonding authority for the public institutions; Oregon’s 9 Workforce Investment Boards; Oregon Volunteers; Oregon Youth Conservation Corps; and HECC agency operations. The base HECC budget is \$2,722.4M Total Funds, a 9.3 percent decrease from the 2017-19 Legislatively Adopted Budget (LAB). Seventy-one percent of HECC’s overall budget is comprised of General and Lottery Funds (a 0.4 percent increase over the same time period). The Governor’s proposed investment package would add \$583.2M General Fund (GF), a 28.6 percent increase to HECC’s GRB base budget. *Note: This fact sheet focuses primarily on General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor’s Recommended Budget, CSL: Current Service Level.*

### KEY GRB Postsecondary Education Investments

	2017-19 LAB	2019-21 GRB Base Budget	Base Budget Change from 2017-19 LAB	2019-21 GRB including Base and Investment Package	Investment Package Change from 2017-19 LAB
COMMUNITY COLLEGE SUPPORT FUND (CCSF)	\$573.9M GF	\$543.0M GF	-5.4%	\$646.7M GF	12.7%
PUBLIC UNIVERSITY SUPPORT FUND (PUSF)	\$736.9M GF	\$736.9M GF	0%	\$856.9M GF	16.3%
OREGON OPPORTUNITY GRANT (OOG)	\$145.9M \$125.2M GF \$20.7M LF	\$152.0M \$121.3M GF \$30.7M LF	4.2%	\$273.5M GF	87.5%
OREGON PROMISE	\$40.0M GF	\$19.9M GF	-50.2%	\$40.0M GF	0%

## STUDENT SUCCESS AT PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

The GRB with the investment package increases the state investment in public colleges and universities to keep tuition increases below five percent, and promote the ability of campuses to support student success and completion. In addition to the specific investments below, the GRB with the investment package makes a \$15M investment to implement safety recommendations of the Oregon Task Force on School Safety, which was convened after the Umpqua Community College tragedy.

**STATE SUPPORT TO OREGON'S 17 COMMUNITY COLLEGES** funds educational and operational expenses:

- **Community College Support Fund (CCSF):** The GRB with the investment package increases the 2017-2019 LAB level for the CCSF by \$103.7M to \$646.7M, a 12.7 percent increase. The base budget would be \$543M, a 5.4 percent decrease from the 2017-19 LAB.
- **Community College Career and Technical Education (CTE) programs:** The GRB with the investment package includes a \$70M new investment in high-demand programs to double the number of CTE certificate and degrees awarded in next three years. This is a new investment and not included in the GRB base budget.

**STATE SUPPORT TO OREGON'S 7 PUBLIC UNIVERSITIES** funds educational and operational expenses:

- **Public University Support Fund (PUSF):** The GRB with the investment package increases the 2017-19 LAB investment level for the PUSF by \$120M to \$856.9M, a 16.3 percent increase. The GRB base budget is the same as 2017-19 LAB at \$736.9M.

**Other University Funding** supports the diverse missions of the public universities:

- **Public University State Programs:** The GRB with the investment package increases funding for these programs to \$74.8M total, an 85 percent increase from 2017-19 LAB. This includes \$60M in engineering and technology-related investments to the universities (Engineering and Technology Sustaining Funds, or ETSF), a significant increase to expand engineering graduates across Oregon's public universities. The GRB base budget for the State Programs is \$14.8M, a 68 percent decrease, and this GRB base budget discontinues ETSF entirely.
- **The Agricultural Experiment Station, Extension Services, and Forest Research Laboratory:** The GRB base budget for all three programs remains at 2017-19 LAB levels: \$66.1M for Agriculture Experiment Station, \$47.7M for Extension Services, and \$10.2M for the Forest Research Laboratory. The investment package adds an additional \$20M to the three programs.
  - **Measure 99 Outdoor Schools Program** (hosted by OSU Extension Service): The GRB base budget funds the program at \$24M, the same level as 2017-19 for one year of the biennium, while the investment budget provides funding for both years of the biennium.
- **Sports Action Lottery:** The GRB investment package would increase funding to \$14.1M LF for the Sports Action Lottery program, while the base budget eliminates funding for the program, which is dedicated primarily to scholarships for underrepresented and women's intercollegiate athletes and graduate student scholarships.

## FINANCIAL AID AND OUTREACH

**Oregon Opportunity Grant:** The OOG is Oregon's longstanding need-based financial aid program for the lowest-income Oregonians, serving 39,758 students in 2017-18. The OOG supports low-income students and families, including young students and adults, attending eligible public and private Oregon colleges and universities.

- The GRB with the investment package increases OOG funding by \$121.5M GF/LF, increasing the investment by 87.5 percent from 2017-19 LAB levels, with \$20M targeted for students enrolling in a nursing program to incentivize growth in that industry. The new funds are expected to increase the number of students served by approximately 13,000 students and increase the impact of this award by benchmarking it to college costs. Without the investment package, the OOG funding in the base budget is \$152M.

**Oregon Promise:** Oregon Promise: This program provides grants to support most or all tuition at Oregon community colleges for recent high school graduates and GED recipients, supporting college access for families of all income levels. First awarded in 2016, the grant is designed to support students for approximately two years (up to 90 credits), and served 9,530 in 2017-18, and 7,063 in 2016-17.

- The GRB with the investment package continues funding for the Oregon Promise for the biennium at the current 2017-19 LAB level of support of \$40.0M GF for the program. This funding level would maintain support for current Promise recipients as well as provide grants to eligible students graduating in the high school classes of 2019 and 2020. Without the investment package, the GRB base budget funds the Oregon Promise for the first year of the biennium with \$19.9M in funding, then discontinues this program for all students.

**College and Career Navigation:** The GRB investment package supports HECC partnerships with community-based culturally specific organizations, K-12, and higher education institutions to ensure that diverse students across the state receive support to navigate pathways to college. The GRB investment package provides \$2.6M in new funds, while the base budget does not include this funding.

**Oregon National Guard Tuition Assistance Program:** Funding for this program is increased in the GRB base budget from \$2.5M to \$5.19M, enabling HECC to fund the program for both years of the biennium.

## OTHER WORKFORCE INVESTMENTS

**HECC Workforce Investments:** Although HECC- administered workforce investment programs are primarily funded federally, there is a modest state GF investment in the base budget for strategic workforce activities. These activities include locally driven competitiveness strategies, industry engagement, convening, as well as individual work experiences. The GRB includes \$139.7M in Total Funds, an increase of 9.4% from the 2017-19 LAB. An additional \$4.1M GF is provided in the base budget to support these strategic investments in workforce programs.

**Youth Employment:** Supporting HECC’s work to implement the Governor’s Future Ready Oregon initiative, the GRB investment package includes an addition of \$15M to fund the Oregon Youth Employment Program, which will provide Oregonians ages 14-24 with work experiences, including internships, summer jobs and on-the-job training as well as exposure to career information, including required education or training.

## CAPITAL BONDING AUTHORITY

The GRB base budget invests in capital construction to ensure access and capacity to achieve Oregon's long-term education and economic development goals. The total investment in capital bonding for public institutions is \$240.7M, which is 39.3 percent less than the 2017-19 investment.

**University Capital Funding:** The GRB supports six capital construction projects at the public universities, including four new projects and two reauthorizations. This investment totals \$173M in new general obligation bond proceeds, \$80M of which will include state paid debt service and \$93M in projects where debt service will be paid by universities. The GRB includes the HECC’s priority request for a \$65M investment in capital repair and renewal at public universities and funds lower-priority projects at EOU and UO, as well as two reauthorizations at PSU. The Governor recommends reserving an additional \$225M in bonding authorization for the 2020 session in order to permit the HECC to complete its work on a 10-year strategic plan for public university capital.

<b>Oregon Public Universities Capital Projects Proposed</b>				
<b>Institution</b>	<b>Project</b>	<b>XI-Q (state paid)</b>	<b>XI-F (university paid)</b>	<b>Total</b>
All Universities	Capital Improvement and Renewal	\$65M		\$65M
EOU	Residence Hall		\$14M	\$14M
EOU	Inlow Hall Grand Staircase Replacement	\$3M		\$3M
PSU	12th & Market Residence Hall		\$60.5M	\$60.5M
PSU	Land Acquisition for University Center Building		\$15M	\$15M
UO	ShakeAlert & AlertWildfire Seismic Station Installation	\$12M		\$12M
WOU	Valsetz Dining & Auxiliary Services Renovation		\$3.5M	\$3.5M
Total		<b>\$80M</b>	<b>\$93M</b>	<b>\$173M</b>

**Community College Capital Funding:** The GRB supports two new capital construction at Oregon’s community colleges projects (at Central Oregon CC and Klamath CC), as well as reauthorization of seven previously approved projects under the

Article XI-G bond program. These projects also include \$8M in new lottery bond issuance for Blue Mountain CC. The investment totals \$67.7M.

<b>Oregon Community Colleges Capital Projects Proposed</b>				
<b>Institution</b>	<b>Project</b>	<b>XI-G (state paid requiring match)</b>	<b>Lottery Bonds</b>	<b>Total</b>
BMCC	Facility for Agricultural Resource Management	\$5.0M	\$8.0M	\$13.0M
CCC	Marine Science Center Renovation & Expansion	\$8.0M		\$8.0M
COCC	Classroom Building Redmond Campus	\$8M		\$8M
KCC	Apprenticeship and Industrial Trades Center	\$3.9M		\$3.9M
LCC	Health Care Village Facility	\$8M		\$8M
MHCC	Maywood Park Center	\$8M		\$8M
OCCC	Workforce Education & Resiliency Center	\$8M		\$8M
SOCC	Dellwood Hall Remodel & Expansion	\$2.7M		\$2.7M
UCC	Industrial Technology Building	\$8M		\$8M
<b>Total</b>		<b>\$59.7M</b>	<b>\$8M</b>	<b>\$67.7M</b>

## OREGON HEALTH & SCIENCE UNIVERSITY (OHSU)

The GRB is \$74.1M, a decrease of 4.2% from the 2017-19 LAB. The budget provides \$63.1M for education and rural programs, \$8.3M for the Child Development and Rehabilitation Center (CDRC), and \$2.7M for the Oregon Poison Center.

## HECC AGENCY OPERATIONS

The GRB for HECC’s agency office operations supports its work as the statewide coordinating agency for postsecondary education and workforce development, with 125 FTE for 2019-21 funded through state general funds, fees, and federal dollars. HECC Operations was funded at \$24.3M general funds (an increase of 3.4 percent). It provides the HECC agency with necessary new capacity in procurement, internal auditing, and human resources while protecting the agency from cuts to any existing, filled positions.

Oregon Volunteers and the Oregon STEM Council joined HECC midway through the 2017-2019 biennium; the full biennial budget for Oregon Volunteers is included in the HECC GRB, and the STEM Council was not funded.

## PARTNER FUNDING

The GRB includes investments in partner agencies that have implications for the PK-20 education enterprise and progress toward postsecondary education and workforce goals, including investments to improve high school graduation, the creation of a Public University Innovation Fund, scholarships through Scholars for a Healthy Oregon Initiative, OHSU Graduate Medical Education, Measure 98 funding for CTE programming, Regional Promise funding for Accelerated Learning, scholarships for early childhood education educators, and more. HECC will be working with stakeholders and partner agencies—including Oregon Department of Education, Business Oregon, and the Employment Department— on initiatives that have cross-sector impact.



**Docket Item:**

*Ethics Training*

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*The Oregon Government Ethics Commission (OGEC), established by vote of the people in 1974, is a nine-member citizen commission charged with enforcing government ethics laws.*



*Oregon government ethics laws prohibit public officials from using their office or position for personal financial gain, and require public disclosure of economic conflict of interest. The OGEC also enforces state laws that require lobbyists and the entities they represent to register and quarterly report their expenditures. The third area of OGEC jurisdiction is the executive session provisions of public meetings law.*

**Docket Material:**

*Handouts*

**Staff Recommendation:**

*Key Resource item.*

*Please make sure to familiarize yourself with this information. It is important that you understand your roles and responsibilities as member of the Workforce and Talent Development Board as they relate to State Ethics Laws.*

**OREGON  
GOVERNMENT ETHICS  
COMMISSION**



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**GOVERNMENT ETHICS LAWS OVERVIEW**

<p><b>Prohibited Use of Position or Office</b> (ORS 244.040)</p>	<p>Public officials are prohibited from using or attempting to use their public positions to obtain financial benefits for themselves, relatives, household members, or businesses with which any is associated, if the benefit would not be available but for the public official holding the position.</p>
<p><b>Financial Interest in Public Contract</b> (ORS 244.047)</p>	<p>A person who ceases to be a public official may not have a direct beneficial financial interest in a public contract (defined at ORS 279A.010) for two years after the date of its authorization, if the person played a significant role in authorizing (<i>i.e.</i>, selecting, executing, recommending, or approving) that public contract as a public official.</p>
<p><b>Limits to Accepting Gifts</b> (ORS 244.025; see ORS 244.020(10))</p>	<p>Public officials and their relatives are limited to accepting gifts (defined at ORS 244.020(7)) worth no more than an aggregate of \$50 in a given calendar year from any individual source reasonably known to have an economic interest in the public official’s decision-making.</p>
<p><b>Conflicts of Interest</b> (ORS 244.020(1); ORS 244.020(13); ORS 244.120)</p>	<p>When a public official, in an official capacity, is faced with making a decision, recommendation, or other action that “<i>would</i>” or “<i>could</i>” financially affect the official, a relative, or business with which either is associated, the public official is faced with an “<i>actual</i>” or “<i>potential</i>” conflict. A conflicted <i>member of a governing body</i> must provide notice of the conflict by making a public announcement, and if the conflict is “<i>actual</i>” (<i>i.e.</i>, “<i>would</i>” financially affect...) must refrain from participation in the matter. <i>Most other public officials</i> must provide written notice to a supervisor/employer. Either type of notice must state the nature of the conflict. A written notice must additionally request that the supervisor/employer dispose of the matter.</p>
<p><b>Nepotism Prohibitions</b> (ORS 244.177 – 179)</p>	<p>Public officials may not directly – or participate in any interview, discussion, or debate to – appoint, employ, promote, discharge, fire, or demote a relative or household member of the public official. Public officials are also prohibited from supervising relatives and household members.</p>

\* *NOTE: The terms “business”, “business with which the person is associated”, “member of the household”, “public official”, and “relative” are defined at ORS 244.020(2), (3), (11), (15), and (16), respectively.*

**DISCLAIMER:** This document presents a brief overview of the most generally applicable Oregon Government Ethics duties and may not account for all relevant laws, exceptions or circumstances. It is ***intended for use as a training tool only and should not substitute for review of ORS Chapter 244 or consultation with an attorney or the Oregon Government Ethics Commission regarding application of the law in a specific situation.***

## Oregon Government Ethics Commission (OGEC) Resource Chart

<b>TRAINING</b>	In-Person & On-Site	Trainers are available to present training sessions or workshops on government ethics law, lobbying regulations and executive session provisions. You can request this training by calling our office at: 503-378-5105 or by completing a ‘request for training’ on-line at: <a href="https://www.oregon.gov/OGEC/Pages/training_request.aspx">https://www.oregon.gov/OGEC/Pages/training_request.aspx</a>
	Webinars	OGEC offers Adobe Connect Webinars. These 30 to 60 minute trainings are presented live by an OGEC trainer using the internet. We offer several different classes each month or we can also provide customized webinar trainings: <ul style="list-style-type: none"> <li>• Monthly Webinar Calendar (bottom of page): <a href="https://www.oregon.gov/OGEC/Pages/training.aspx">https://www.oregon.gov/OGEC/Pages/training.aspx</a></li> <li>• To register or arrange for customized webinar training please e-mail us at: <a href="mailto:ogec.training@oregon.gov">ogec.training@oregon.gov</a></li> </ul>
	iLearnOregon	These training modules are short, focused and convenient. This training focuses on government ethics law, lobbying regulations and executive session provisions. Anyone with an e-mail address can register to take classes through iLearnOregon, whether you are a public official or a private citizen. iLearnOregon can be accessed via the following links: <ul style="list-style-type: none"> <li>• State employee – <a href="https://www.oregon.gov/OGEC/docs/training/ilearn_new_acct_state_employee_20101130.pdf">https://www.oregon.gov/OGEC/docs/training/ilearn_new_acct_state_employee_20101130.pdf</a></li> <li>• Non-State employee – <a href="https://www.oregon.gov/OGEC/docs/training/ilearn_new_acct_non_state_employee_20101129.pdf">https://www.oregon.gov/OGEC/docs/training/ilearn_new_acct_non_state_employee_20101129.pdf</a></li> </ul>
<b>GUIDANCE</b>	Request Guidance on Ethics Related Issues/Situations	<ul style="list-style-type: none"> <li>• <b>Written</b> – Send requests via e-mail to: <a href="mailto:ogec.mail@oregon.gov">ogec.mail@oregon.gov</a> ; by fax to: 503-373-1456 or by U.S. mail to: 3218 Pringle Road SE, Suite 220, Salem, Oregon 97302-1544</li> <li>• <b>Telephone</b> – 503-378-5105</li> <li>• <b>In-person</b> – By visiting our office at the mailing address listed under “Written” above.</li> </ul>
	Review Previously Issued Guidance	<ul style="list-style-type: none"> <li>• <b>Advice</b> – <a href="https://apps.oregon.gov/OGEC/CMS/Advice">https://apps.oregon.gov/OGEC/CMS/Advice</a></li> <li>• <b>Opinions</b> – <a href="https://www.oregon.gov/OGEC/pages/opinion_category.aspx">https://www.oregon.gov/OGEC/pages/opinion_category.aspx</a></li> </ul>
<b>FORMS &amp; PUBLICATIONS</b>	Guide for Public Officials	Link to Guide and 2015 Supplement: <a href="https://www.oregon.gov/OGEC/Pages/forms_publications.aspx">https://www.oregon.gov/OGEC/Pages/forms_publications.aspx</a>
	Public Records	Public Records Look-up: <a href="https://apps.oregon.gov/OGEC/EFS/Records">https://apps.oregon.gov/OGEC/EFS/Records</a>  To request copies of public records in the custody of the OGEC: <a href="https://www.oregon.gov/OGEC/Pages/public_records.aspx">https://www.oregon.gov/OGEC/Pages/public_records.aspx</a>
	File a Complaint	Complaint form can be accessed via: <a href="https://apps.oregon.gov/OGEC/CMS/complaint">https://apps.oregon.gov/OGEC/CMS/complaint</a>



**Docket Item:**

*Workforce Systems Alignment*

**Strategic Plan Goals:**

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's stated vision, as identified in the [2016-2020 Strategic Plan](#), share the underlying themes of improving equity, efficiency, and accountability to performance and customer needs. With particular attention and priority to communities that are frequently underserved, the WTDB assesses current and future programs to ensure job seekers are put on a trajectory to break the cycle of poverty through placement in high wage, high demand jobs and/or jobs with robust training, a career ladder, and advancement opportunity. The WTDB ensures that engaged businesses are aligned with existing state priorities and strategic plans, and that businesses invest in workforce training and contribute to long-term economic growth.



**Summary:**

*The STEM Investment Council is established and authorized by House Bill 2636 (2012) established by section 1, chapter 519, Oregon Law 2011. The Council shall report to the Chief Education Officer. The Council is established for the purpose of assisting the Chief Education*



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*Officer in developing and overseeing a long-term strategy to meet the following educational goals by 2025 related to science, technology, engineering and mathematics:*

- 1. Double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students' knowledge in mathematics and science.*
- 2. Double the number of students who earn a post-secondary degree requiring proficiency in science, technology, engineering, or mathematics.*

**Docket Material:**

*STEM Investment Vision and Goals*

**Staff Recommendation:**

*Informational: Goal to increase engagement and alignment between the STEM Investment Council and the Workforce and Talent Development Board.*

**Grant Recipient: Oregon Computer Science Teachers Association**  
**Grant Amount: \$750,000 for current biennium (for 2 program years)**

**Purpose**

The Digital Literacy and Computer Science Grant provided an opportunity for Oregon schools to expand their computer science offerings through two pathways, the SuperQuest educator training and a SuperQuest Spring Conference. It has also significantly aligned state efforts to national initiatives. Strength of the grantee include the extensive network and partnership capacity OCSTA has built statewide.

Goal 1: Increase Number of students with access to quality CS in K-12 classrooms and increase participation.	Goal 2: Support district plans to deliver CS	Goal 3: Connect teachers and administrators to funds/supports
<p><b>Increase in CS courses in K-12 schools</b> (increases in both computer programming and AP Computer Science courses)</p>	<p><b>Support local development of CS education plans through collaboration with districts and national K-12 SC Framework</b> (Facilitated the development of a CS statewide workgroup who have collaboratively created the CS for Oregon Plan based on national CS frameworks and standards. This included a scope and sequence protocol)</p>	<p>Administrator Guide developed for district leaders developed via an advisory group consisting of industry, education and LEA leaders</p> <p>Planning a series of administrator sessions to better educate and address lack of administrator support</p>
<p><b>Increase number of K-12 CS teachers</b> (Professional Development attendance increase, due to refundable deposit upon attendance)</p>	<p><b>Provide a plan as model for other districts</b> (“CS Playbook” provides assistance for districts to develop short-term strategies for including computer science education while laying groundwork for long-term)</p>	
<p><b>Increase students of color and women in CS</b> (“CS Playbook clearly addresses equity and increased access to underrepresented students in the computer science field)</p>		

## By the Numbers (17-18 School Year)

- Number of professional development opportunities held throughout the state: one SuperQuest Spring Conference and 8 three-day SuperQuest workshops
- Number of AP Computer Science courses: 36 (three-fold increase)
- Number of computer programming teachers: 118 (up from 84 last year)
- Number of educators participating in the 2018 SuperQuest Trainings: 283
- Number of students reached (estimated): 9,563

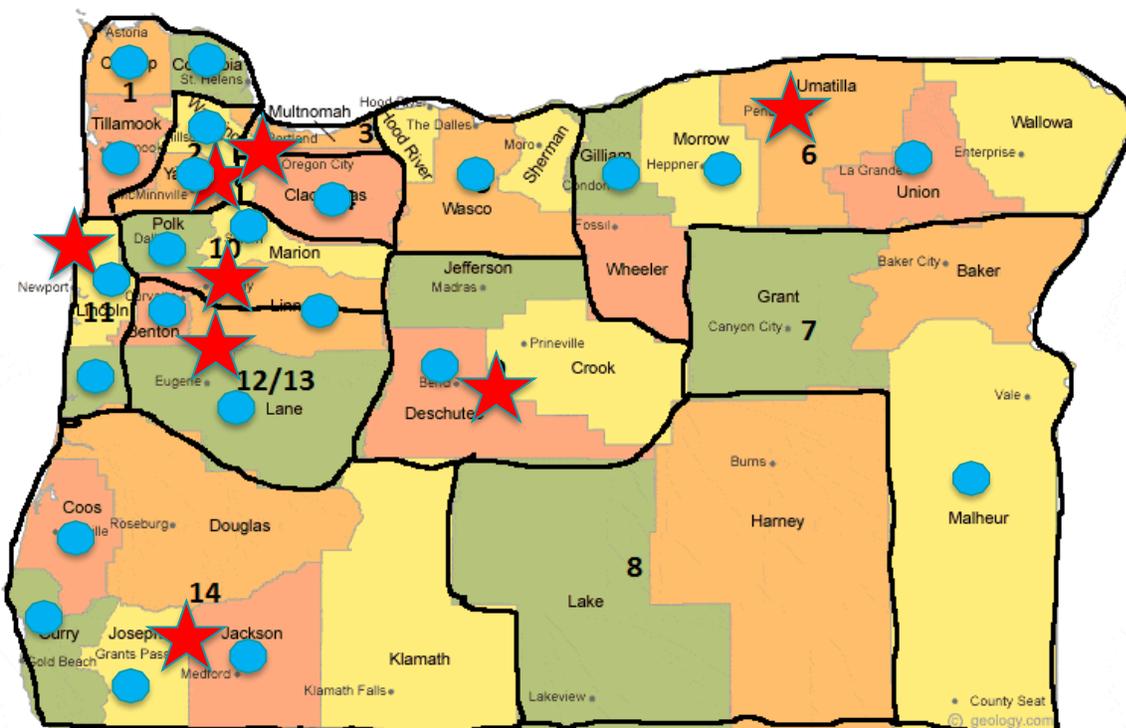
## Geographic Distribution of Professional Development



SuperQuest 2018 Professional Development Sites



Educator attendance by County



## Contact

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Deborah.bailey@state.or.us

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**Grant Recipient:** Oregon State University Extension Service

**Grant Amount:** \$1.2 Million for current biennium (for 2 program years)

**Purpose:**

To expand STEM opportunities and student STEM interest, motivation and enthusiasm in STEM-related activities and careers among historically-underserved students in grades 3-8 by supporting high-quality out-of-school STEM programming, professional development and a statewide network for community-based out-of-school-time providers.

The two primary goals of the grant are:

Goal 1 – To improve STEM learning and foster STEM identity for 3rd-8th grade underserved youth throughout Oregon. Target student population is 70% or more of youth in poverty, students of color, English Language Learners, and/or students with disabilities. This implements STEM Education Plan Goal #1 Outcome to expand participant hours in high-quality after-school STEM programs by 2020, esp. for historically underserved and underrepresented students.

Goal 2 – To build capacity of SBS programs to provide high-quality STEM programming long-term. SBS supports a networked learning community of STEM providers and organizations focused on improving out-of-school STEM learning opportunities for underserved students, which includes targeted and responsive Professional Development; a peer-driven and peer-led learning community in a statewide Community of Practice; and flexible programming designed to meet community needs and student interests so that students identify with STEM and have ownership.

STEM Beyond School also aligns to STEM Education Plan goals 2, 3, and 4: 2- Ensure equitable opportunities and access for every student to become part of an inclusive innovation economy; 3 – Continuously improve the effectiveness, support and the number of formal and informal P-20 STEM educators; and 4- Create sustainable and supportive conditions to achieve STEM outcomes.

Specifically, the outcomes of the grant are to:

- Increase or maintain student STEM identity and motivation resilience in STEM-related activities.
- Ensure that students have opportunities to develop a mindset and confidence to envision their future within STEM careers.
- Increase opportunities for students to engage in interactive student-centered, applied learning.

- Increase out-of-school STEM programming to historically underserved student populations (grades 3-8) in science, engineering, and mathematics.
- Develop a statewide network of out-of-school providers to disseminate and implement effective practices, ideas and resources for STEM education.
- Develop baseline data elements to inform size, scope, quality and student outcomes of out-of-school STEM-aligned activities
- Increase opportunities for career-connected learning to ensure students see and believe they have a pathway for achieving a high school diploma and post-high school careers related to STEM.

### **By the Numbers (17-18 School Year)**

- Number of students reached: 907 statewide during this program year
- 87% of surveyed students met one or more criteria for underserved/disadvantaged
- Number of STEM program hours OFFERED: 3,788
- Total hours attained by participating students in grades 3-8: 45,786
- Total Professional Development hours attained by site educators: 1,174

### **Unforeseen Benefits of the Grant**

The STEM Beyond School project was selected as one of only 10 Oregon State University Outreach and Engagement Awards for Excellence in 2018. The Division of University Outreach and Engagement recognizes outstanding projects that significantly advance the mission of outreach and engagement across the university and throughout Oregon. Awards were presented at the Vice Provost Awards for Excellence event on May 14, 2018 at the OSU Memorial Union Ballroom.

### **Overarching Impact**

- Youth who entered the program with an already strong science interest and identity maintained their strong interest and identity, while youth who entered with a lower rating demonstrated significant increases in identity-related outcomes across all six measures.
- Individual program quality is described by the evaluation report as “diverse, engaging and highly interactive” (p.2) with most programs engaging students in two or more NGSS practices and the majority of programs adopting two of the 4 Core Programming Practices: Students as Do’ers & Designers and Youth Interests Drive Programming. Programs involved in the SBS project provided a wide range of opportunities for youth to engage in interactive, student-centered, applied learning, particularly in the Math and Science/Engineering content that is aligned to NGSS practices.

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## CBMS Summit

Oregon has been accepted to participate in the High School to College Mathematics Pathways: Preparing Students for the Future Summit. The summit will convene teams from up to 25 states in May. The summit will focus on three issues:

- Responding to the changing role of mathematics in the economy
- Ensuring college readiness today and tomorrow
- Articulating the mathematical pathways that will serve all students

The summit is sponsored by the Conference Board of the Mathematical Sciences (CBMS), Achieve, and the Dana Center. All of those sponsors have been involved in reforming mathematics education. Our initial team of 8 includes:

Name	Affiliation	Position
Mark Freed	ODE	K-12 Math Spec.
Tom Thompson	ODE	K-12 STEM Spec.
Dev Sinha	Univ. of Oregon	Math Faculty
Doug Nelson	COCC	Math Faculty
Rebekah Elliott	Oregon State	Math Education Faculty
Heidi Sipe	Umatilla SD	Superintendent
Maddy Ahearn	Lane ESD	K-12 Math Spec.
Duncan Wyse	Oregon Business Council	OBC President and HECC Commissioner

We will be building a larger statewide team following the summit and will have the opportunity to tap into technical assistance from the Dana Center.

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## Moving Mathways Forward Summit

ODE is starting to expand the reach of the Oregon Mathways Initiative that includes work from Math in Real Life. Over 100 teachers and administrators from across the state will meet at the World Trade Center in Portland on December 13 and 14 to identify and commit to actions that begin to make systemic changes in high school mathematics education. We have a number of local and national speakers who will share their thinking on changes in high school math teaching and learning. Participating teams will have additional time to develop local or regional action plans to implement in the 2019-2020 school year. This interest from schools

exceeded the capacity of the venue so we will be planning other ways to involve an even larger group in the future. The support for Math in Real Life is one of the factors that has built interest in change over time. **ODE would also like to thank PGE for sponsoring the venue.**

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## Catalyzing Change in High School Mathematics

On November 27 the president of the National Council of Teachers of Mathematics (NCTM), Dr. Robert Berry, spent the day at the University of Oregon meeting with education leaders, teachers, and prospective teachers to share a vision for change in high school mathematics. Dr. Jenny Ruef, a math education faculty member at the University of Oregon, invited Dr. Berry to Oregon because of the statewide innovative work we have begun. Dr. Berry contributed to the recent NCTM publication, *Catalyzing Change in High School Mathematics*, which promotes a vision of mathematics education that aligns well with Oregon's work in this area. The NCTM publication has been stirring interest in high school math reform statewide in Alabama and in cities such as Denver and Baltimore. Mark Freed and Tom Thompson are presenting the Math in Real Life work at the NCTM Regional conference in Seattle November 29.

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## Math in Real Life

This year the Math in Real Life projects have been taking on more than creating great applied math lessons. The project at the Central Oregon STEM Hub has focused effort on building interest and capacity for Oregon high schools to offer high quality applied math courses. Their current focus is Construction Geometry developed by educators in Colorado. The summer professional development for teachers is being followed up with a visit to Evergreen School District to observe the course in action.

One of our newest STEM Hubs, Mid Valley CTE/STEM Hub, is working with math teachers in Albany and Corvallis to understand what it will take to help math teachers develop lessons that link application and mathematical modeling. They have been reaching out to other STEM Hubs in Central Oregon and Lane County to leverage the expertise built during the first biennium of Math in Real Life.

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